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Original Article

Head Teachers' Delegation Levels and Their Job Effectiveness in Mbarara City South Division Government Aided Secondary Schools

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This study was conducted to assess the effect of head teachers' delegation levels on their job effectiveness in government-aided secondary schools in Mbarara City South Division. The Objectives were to establish the head teachers' delegation levels, assess the head teachers' job effectiveness, and determine the effect of the head teachers' delegation levels on their job effectiveness. A cross-sectional research design employing both qualitative and quantitative approaches was adopted. The study was conducted in six government-aided secondary schools, with a sample size of 130 respondents comprising 6 head teachers (purposively selected) and 124 teachers (selected using simple random sampling). Data were collected using self-administered questionnaires for teachers and interview guides for head teachers. Quantitative data were analysed using the Pearson correlation coefficient in SPSS version 28, while the qualitative data were manually coded, and themes were identified through an inductive approach. Findings revealed that most head teachers demonstrated moderate to high levels of delegation, often assigning administrative and instructional roles to other staff members. Job effectiveness was rated as average to high, depending on the extent of delegation. A very high positive correlation ($r=0.844$) was found between delegation levels and job effectiveness. Also, a p-value of 0.001 ($p < 0.05$) indicated that there is a statistically significant relationship between head teachers' delegation levels and their job effectiveness, meaning that increased delegation contributed to the job effectiveness of the head teachers. The study concluded that head teachers who embraced higher levels of delegation experienced better job effectiveness due to shared responsibilities, reduced workload, and increased staff participation. Delegation was thus identified as a key strategy for enhancing the head teachers' job effectiveness in schools. It is recommended that the Ministry of Education and Sports, and school boards, should provide training in delegation and leadership skills to head teachers. Schools should institutionalise delegation policies to ensure consistent leadership practices.

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INTRODUCTION

Globally, the delegation of authority by school principals has been a crucial aspect of effective school management (Arhipova *et al.*, 2018). Historically, early American education was highly decentralised, with local communities and religious organisations primarily responsible for schooling (Collins, 2019). However, as the country industrialised and urbanised in the late 19th and early 20th centuries, there was a growing movement towards centralisation and standardisation of education under state and federal oversight. The role of a principal in American schools has evolved from being primarily focused on administrative tasks to one that emphasises instructional leadership and delegation of responsibilities to other staff members (Gawlik, 2018). Principals are now expected to empower staff through delegation, allowing them to take ownership of their roles and contribute to the overall effectiveness of the school.

Delegation not only reduces the workload of school leaders but also enhances job satisfaction and motivation among staff by fostering a sense of trust, competence, and professional growth (Addo-Fordwuor *et al.*, 2024). When responsibilities are effectively distributed, teachers and administrative personnel can leverage their strengths, make independent decisions, and feel more invested in the school's mission. This, in turn, improves overall job performance, organisational efficiency, and

educational outcomes. Effective delegation also promotes collaboration, accountability, and leadership development among staff, thereby strengthening institutional capacity and resilience in the face of challenges (Truong *et al.*, 2025).

In Africa, the history of educational leadership and delegation levels is shaped by colonial legacies and post-independence reforms (Michalopoulos & Papaioannou, 2020). During the colonial period, education was often used as a tool for social control and cultural assimilation by European powers. Missionaries played a significant role in establishing schools and educational systems, which were largely centralised and hierarchical (Meier zu Selhausen, 2019). For example, in Nigeria, the education system has also seen a shift towards recognising the importance of delegation in improving work effectiveness in schools (Tijani, 2019). School administrators in Nigeria have increasingly embraced the concept of distributed leadership, where decision-making and responsibilities are shared among various stakeholders within the school community. This approach aims to enhance collaboration, innovation, and accountability in school management.

In East Africa, Kenya has made strides in promoting effective delegation levels among head teachers in secondary schools. The Kenyan education system has emphasised the need for head teachers to delegate tasks efficiently to deputy heads,

department heads, and other staff members (Oliech, 2023). By delegating responsibilities effectively, head teachers in Kenya can focus on strategic planning, instructional leadership, and overall school improvement initiatives.

In Uganda, the history of educational leadership and delegation has been influenced by colonial rule, post-independence reforms, and contemporary challenges (Ngabirano, 2022). During the colonial period, education was used as a means of social control and cultural assimilation by British administrators. The delegation of authority by head teachers plays a significant role in shaping work effectiveness in secondary schools (Nyathi & Bhebhe, 2019). Head teachers are responsible for delegating tasks related to curriculum implementation, student discipline, staff supervision, and resource management. Effective delegation allows head teachers in Uganda to create a conducive learning environment and ensure that all aspects of school operations run smoothly (Alex, 2021).

In Mbarara City South Division Government Aided Secondary Schools, head teachers play a critical role in delegating responsibilities to enhance their job effectiveness. They delegate various tasks, including overseeing academic programs through subject heads and department coordinators, managing student welfare by assigning disciplinary and counselling duties to senior teachers, and coordinating co-curricular activities by entrusting specific teachers with sports, clubs, and event organisation. Additionally, administrative responsibilities such as financial management and day-to-day operations are on different levels delegated to deputies and bursars on different levels, while community engagement roles, including public relations and partnership initiatives, are assigned to staff representatives. This structured delegation allows head teachers to focus on strategic oversight and ensures smooth school operations, as noted in the Mbarara City Education Officer's Report 2022/2023.

Objectives of the Study

- To establish the head teachers' delegation levels in Mbarara City South Division Government Aided Secondary Schools.
- To assess the head teachers' job effectiveness in Mbarara City South Division Government Aided Secondary Schools.
- To determine the effect of the head teachers' delegation levels on their job effectiveness in Mbarara City South Division Government Aided Secondary Schools.

Research Questions

- What is the extent of delegation among head teachers in Mbarara City South Division Government Aided Secondary Schools?
- What is the level of head teachers' job effectiveness in Mbarara City South Division Government Aided Secondary Schools?

Hypothesis

H₀: There is no statistically significant effect of the head teachers' delegation levels on their job effectiveness in Mbarara City South Division Government Aided Secondary Schools.

LITERATURE REVIEW

The Head Teachers' Delegation Levels in Secondary Schools

Head teachers' delegation levels significantly impact the functioning of secondary schools (Mpaata & Mpaata, 2018). Head teachers who delegate responsibilities effectively ensure that tasks are distributed among staff members, fostering a collaborative environment. Effective delegation levels enhance engagement, increase efficiency, and allow for a more streamlined approach to managing school operations. Conversely, low delegation levels can hinder the potential for teacher involvement and overburden head teachers. Higher head teachers' delegation levels empower teachers by entrusting them with critical responsibilities such

as proper student management and staff coordination. This empowerment enhances teachers' professional growth and fosters innovation in addressing classroom challenges (Seth & Ntirandekura, 2022). High delegation levels lead to improved school performance, as teachers feel more engaged and valued in their roles.

Matovu & Ssegawa (2020) found a strong relationship between head teachers' delegation levels and job satisfaction among staff. Higher delegation levels enable head teachers to focus on strategic planning and school development, while teachers benefit from being entrusted with meaningful tasks. This dynamic creates a positive work environment, reduces stress, and improves overall school performance.

Obiero, (2019) demonstrate that school size influences head teachers' delegation levels. Larger schools necessitate higher delegation levels, with tasks distributed to senior staff members such as department heads. This approach ensures efficient management of complex operations. In contrast, smaller schools often have lower delegation levels due to limited staff, increasing the head teachers' workload and stress.

Ndirangu & Mungai (2024) highlight the benefits of high head teachers' delegation levels on teacher performance. Delegating responsibilities such as curriculum development and professional growth allows teachers to take ownership of their roles, leading to improved teaching practices and better student outcomes. High delegation levels foster an environment of trust and collaboration, benefiting the entire school. Higher head teachers' delegation levels also contribute to better conflict resolution in schools. When teachers are involved in decision-making through delegation, they are more likely to address conflicts proactively and collaboratively. In contrast, low delegation levels can lead to dissatisfaction and unresolved tensions among staff.

The Head Teachers' Job Effectiveness in Secondary Schools

According to Palah *et al.* (2022), Effective head teachers maintain high standards in school administration by setting clear goals, ensuring compliance with educational policies, and fostering a culture of continuous improvement. Their ability to provide direction and support to teachers and students directly influences the overall quality of education within the school. A high level of work quality is necessary for ensuring a conducive learning environment, proper resource allocation, and effective curriculum implementation. Head teachers who exhibit high productivity ensure that school operations run smoothly, that there is timely completion of academic calendars, and that school activities are efficiently coordinated. Effective head teachers delegate tasks appropriately, reduce redundancy, and prioritise critical tasks. Their capacity to balance daily administrative duties with strategic school improvement initiatives enhances both their productivity and overall school performance (Mwanasiti, 2019).

Zaini *et al.* (2023) argue that an efficient head teacher maximises limited resources to meet the academic, operational, and infrastructural needs of the school. By employing effective time management strategies, avoiding wastage of resources, and ensuring accountability, efficient head teachers can deliver better academic results and improve teacher satisfaction. Efficiency in decision-making and problem-solving is a crucial component of head teachers' job effectiveness. Research by Maponya (2020) indicates that effective head teachers set realistic and measurable goals, both for academic achievement and institutional development. These goals may include improving student performance, increasing teacher retention, and expanding infrastructure. Successful head teachers monitor progress toward these goals and adjust strategies when necessary to ensure their attainment. Schools led by head teachers who consistently achieve set goals tend to perform better

in national examinations and enjoy higher public trust.

According to Koskei *et al.* (2020), competent head teachers possess a strong foundation in educational leadership, curriculum management, and human resource development. Their ability to understand the diverse needs of the school and implement appropriate strategies demonstrates their expertise. Competent head teachers are better equipped to mentor teachers, develop academic programs, and address emerging challenges in the school. Their skillset directly influences the school's ability to meet its academic and operational objectives. Beauchamp *et al.* (2023) highlight that adaptable head teachers are those who can swiftly implement new policies, integrate technology in teaching, and respond effectively to crises such as budget cuts or staff shortages. Adaptability ensures that head teachers can guide their schools through periods of change without compromising on educational standards.

Head teachers with strong communication skills can clearly articulate school goals, share feedback, and foster open channels of communication between teachers, students, parents, and the wider community. Through regular meetings, newsletters, and face-to-face interactions, effective head teachers ensure that all stakeholders are informed and engaged in the school's development. This transparency promotes trust and ensures the smooth implementation of school policies (Saddique & Raja, 2022). Head teachers who prioritise the needs and expectations of their stakeholders tend to run more successful schools. By responding to parents' concerns, addressing student welfare, and ensuring teacher satisfaction, effective head teachers foster a positive school culture. Schools where stakeholders feel valued and heard often experience higher retention rates, better student outcomes, and greater community support (Naidoo, 2019).

Malik & Akram (2020) point out that head teachers who lead with a focus on clear, achievable goals can significantly increase both academic and

operational productivity. Their leadership ensures that teachers are motivated to meet instructional goals, while students strive to achieve higher academic standards. Moreover, productive head teachers regularly evaluate school performance, make necessary adjustments, and celebrate achievements, which contributes to a continuous improvement cycle. Mtolera (2021) observe that efficient head teachers, those who ensure smooth operations, timely completion of school projects, and adherence to educational standards, gain the trust and confidence of parents and local stakeholders. This trust is essential for attracting student enrollment, securing funding, and maintaining a supportive relationship with the community. Efficient head teachers who excel in managing both academic and administrative functions contribute to the long-term success and prestige of their schools.

The Relationship between Head Teachers' Delegation Levels and their Job Effectiveness in Secondary Schools

According to Hata *et al.* (2020), effective delegation levels can significantly enhance a head teacher's job performance and effectiveness by distributing leadership tasks among competent staff members. This allows head teachers to focus on strategic initiatives, which contribute to overall school success. Jiang & Chen (2018) highlight that delegation is an integral part of transformational leadership, where leaders empower their team members to take initiative and responsibility. In schools, when head teachers delegate tasks to teachers and administrative staff, it not only reduces their workload but also enhances organizational efficiency. Effective delegation levels result in the head teacher being able to focus on the school's broader goals, making their job more effective in terms of leadership and school performance.

Research by Nwangwa & Barrah (2021) emphasises the positive relationship between delegation and the smooth functioning of school administration. Head teachers who delegate administrative tasks such as

budgeting, discipline, and event coordination allow their staff to take ownership of these roles, which improves organisational efficiency. This delegation frees up time for head teachers to focus on academic leadership, improving student outcomes, and driving school policy. As a result, head teachers become more effective in achieving the school's mission and vision. Andriani *et al.* (2018) found that head teachers who delegate responsibilities empower their teachers, leading to higher levels of teacher motivation and performance. When teachers are trusted with leadership roles, such as leading curriculum development or managing student activities, it boosts their morale and engagement. This increased sense of responsibility enhances the overall teaching and learning environment. Effective head teachers recognise that delegation is a way to cultivate leadership potential within their staff, which indirectly improves their effectiveness.

Mensah (2020) argues that head teachers must carefully balance the Delegation Levels with monitoring systems to ensure delegated tasks are completed to a high standard. Without proper oversight, the quality of work may diminish, leading to inefficiencies. Therefore, head teachers who maintain regular communication and set clear expectations for delegated tasks are more likely to enhance their job effectiveness. (Obuchere, 2023) suggests that head teachers who delegate routine tasks, such as scheduling, disciplinary issues, or logistics, gain more time to focus on critical leadership activities. These activities include fostering a positive school culture, engaging with the community, and improving teaching practices. By managing their time better through delegation, head teachers can prioritize activities that have a direct impact on school performance and student achievement. Connolly & James (2024) emphasise that a well-structured organisational framework allows head teachers to delegate more effectively. In schools where roles and responsibilities are clearly defined, head teachers can confidently delegate tasks to individuals who are qualified and equipped to handle them. This clear structure

reduces the risk of role confusion and ensures that the school operates efficiently. Head teachers in well-organized schools are more effective because they can delegate with confidence, knowing that their staff understands their roles.

Ofori (2018) points out that some head teachers struggle with delegation due to a lack of trust in their staff or fear of losing control over school operations. These challenges can lead to micromanagement, where head teachers overburden themselves with tasks that could be delegated. Ineffective delegation reduces job effectiveness by causing head teachers to become overwhelmed with responsibilities, which affects their decision-making capacity and leadership quality. Research by Mwesiga & Okendo (2018) found that head teachers who build strong, trusting relationships with their staff are more likely to delegate effectively. Trust encourages teachers to take initiative and complete delegated tasks with confidence, knowing they have the support of their leader. In contrast, a lack of trust between head teachers and staff can lead to ineffective delegation, where staff are reluctant to take on additional responsibilities, thus reducing the head teacher's job effectiveness.

Makgato & Mudzanani (2019) argue that the Delegation Levels in a school can directly impact overall school performance. When head teachers effectively delegate tasks related to teaching, learning, and school management, it enhances the overall functionality of the school, leading to better student outcomes and higher teacher satisfaction. Effective delegation creates a collaborative environment where all staff members contribute to the school's success, ultimately reflecting positively on the head teacher's performance. Therefore, delegation is a critical factor in determining the job effectiveness of head teachers in secondary schools.

METHODOLOGY

Research Design

This study employed a cross-sectional research design, where both quantitative and qualitative approaches were used.

Area of study

The study was carried out in six Government-Aided Secondary Schools in Mbarara City South Division. Mbarara City is located in the Western Region of Uganda and is the second largest city in the country after Kampala.

Study Population

The population of the study comprised head teachers and teachers in Government-Aided Secondary Schools in Mbarara City South Division.

Sample Size

Out of a population of 186 study subjects, a sample size of 130 respondents was used. The sample size for teachers was determined using Yamane's (1967) formula.

Table 1: Showing Target Population, Sample Size and Method of Sampling

Category of respondents	Population size	Sample size	Sampling Technique
Head teachers	6	6	Purposive Sampling
Teachers	180	124	Simple random sampling
Total	186	130	

Sampling Techniques

Two techniques of sampling were used, that is, simple random sampling for teachers and purposive Sampling for head teachers. Simple random sampling was used because it helped to prevent bias in the selection of participants (teachers), while purposive sampling was used because the head teachers possessed the relevant information about their delegation levels and job effectiveness.

Data Collection Methods

In this study, two data collection methods, namely a questionnaire survey for teachers and interviews for head teachers, were employed. The questionnaires were used because they helped to collect data from a large number of respondents, while the interviews helped to collect qualitative data by allowing the

researcher to gather detailed responses on the items related to the study variables.

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

Introduction

This chapter presents, analyses, and interprets the data collected on head teachers' delegation levels and their job effectiveness in government-aided secondary schools in Mbarara City South Division. The findings are organised according to the study objectives and are illustrated using tables and descriptive explanations. The analysis highlights the relationship between delegation practices and the overall job performance of head teachers.

Responses Rate

Table 2: Response Rate

Category of respondents	No. of instruments distributed	No. of Returned Instruments	Response rate
Head teachers	6	6	100.0%
Teachers	124	120	96.8%
Total	130	126	96.9%

The Effect of the Head Teachers' Delegation Levels on their Job Effectiveness in Mbarara City South Division Government Aided Secondary Schools

This section presents the findings related to the third objective of the study, which aimed to determine the effect of the head teachers' delegation levels on their job effectiveness in Mbarara City South Division Government Aided Secondary Schools. To

assess this effect, the Pearson Product-Moment Correlation Coefficient was used in SPSS Version 28 at a significance level of 0.01. This statistical approach allowed for an in-depth analysis of the relationship between the levels of delegation by head teachers and their job effectiveness, providing clear insights into how delegation influences overall performance and school management.

Table 3: Pearson Product-Moment Correlation Coefficient

		Head teachers' delegation levels	their job effectiveness
Head teachers' delegation levels	Pearson Correlation	1	0.844
	Sig. (2-tailed)		0.001
	N	120	120
their job effectiveness	Pearson Correlation	0.844	1
	Sig. (2-tailed)	0.000	
	N	120	120

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

The study findings revealed a strong positive relationship between head teachers' delegation levels and their job effectiveness, as indicated by a Pearson correlation coefficient of 0.844. This suggests that as head teachers increased the level of delegation of responsibilities, their overall job effectiveness also improved. The relationship was found to be statistically significant, with a p-value of 0.001, which is below the standard significance threshold of 0.05. This implied a statistically significant relationship between the head teachers' delegation levels and their job effectiveness in Mbarara City South Division Government Aided Secondary Schools. Therefore, the findings indicate that higher levels of delegation by head teachers significantly contribute to enhanced job effectiveness in government-aided secondary schools in Mbarara City South Division. Therefore, the null hypothesis, which stated that "there is no statistically significant relationship in the head teacher's delegation levels and their job effectiveness in Mbarara City South Division Government Aided Secondary Schools", was rejected.

FINDINGS

Findings were discussed according to study objectives.

The Head Teachers' Delegation Levels in Mbarara City South Division Government Aided Secondary Schools

The study findings found that head teachers in Mbarara City South Division Government Aided Secondary Schools generally delegate tasks at a high level across various areas. Key responsibilities such as student admission, physical development planning, employee supervision, school supplies management, administration, co-curricular activities, staff meetings, school events, mentorship of new staff, and school improvement planning were all reported to be highly delegated. While oversight of school facilities had the highest rate of reported delegation, it received a relatively lower rating compared to other tasks. Overall, the findings reflect a strong culture of delegation among head teachers in the area.

This finding is in line with Hata et al. (2020), Jiang & Chen (2018), Nwangwa & Barrah (2021), and Andriani et al. (2018), who revealed that effective delegation levels can significantly enhance a head teacher's job performance and effectiveness, empower teachers, improve organisational efficiency, and foster a positive school culture. These studies collectively suggest that delegation is a critical aspect of effective school leadership, enabling head teachers to prioritise tasks, build trust with staff, and drive school improvement initiatives. By delegating tasks effectively, head teachers can create a collaborative work environment, promote teacher autonomy, and focus on strategic planning and decision-making.

The researcher suggests that head teachers continue to prioritise delegation in order to enhance their leadership effectiveness and improve school outcomes. By delegating responsibilities such as student admissions, staff supervision, co-curricular activities, and school events, head teachers can better focus on high-level decision-making and strategic planning.

The Head Teachers' Job Effectiveness in Mbarara City South Division Government Aided Secondary Schools

The study found that delegation significantly enhances head teachers' job effectiveness in Mbarara City South Division Government Aided Secondary Schools. Delegating key responsibilities such as student admissions, staff supervision, co-curricular activities, event organisation, and mentorship of new staff allowed head teachers to focus more on strategic planning and decision-making. These delegated tasks positively impacted school performance, staff collaboration, and student development. Notably, mentorship and supervision of new staff received the strongest support, emphasising their role in effective instructional leadership. Overall, the findings indicate that delegation contributes greatly to improving head teachers' efficiency and effectiveness in managing their schools.

This finding is consistent with the views of Hata et al. (2020), Jiang & Chen (2018), Nwangwa & Barrah (2021), and Andriani et al. (2018), who found that effective delegation enhances job performance, empowers teachers, improves organisational efficiency, and fosters a positive school culture. These researchers have collectively demonstrated that delegation is a vital leadership strategy that can have a profound impact on school outcomes. Additionally, the results align with Mensah (2020) and Obuchere (2023), who emphasised the importance of balancing delegation with monitoring systems and delegating routine tasks to free up time for critical leadership activities. This highlights the need for head teachers to strike a balance between delegating tasks and maintaining oversight to ensure that delegated tasks are completed effectively. The study's findings also support the notion that delegation enables head teachers to focus on strategic planning and decision-making, as highlighted by Mwesiga & Okendo (2018) and Makgato & Mudzanani (2019).

The researcher suggests that head teachers should continue to refine their delegation strategies by not only assigning tasks but also ensuring proper monitoring and support systems are in place to guarantee their successful completion. Head teachers need to identify tasks that can be effectively delegated, allowing them to focus on critical leadership activities such as strategic planning, decision-making, and fostering a positive school culture.

The Effect of the Head Teachers' Delegation Levels on their Job Effectiveness in Mbarara City South Division Government Aided Secondary Schools

The study findings revealed a strong positive relationship between head teachers' delegation levels and their job effectiveness in Mbarara City South Division Government Aided Secondary Schools. The Pearson correlation coefficient of 0.844 indicates that as head teachers increased the delegation of responsibilities, their job effectiveness

also improved. This relationship was statistically significant, with a p-value of 0.001. These findings suggest that higher levels of delegation by head teachers significantly enhance their job effectiveness, underlining the importance of effective delegation in improving school management.

This finding is consistent with the views of Hata et al. (2020), Jiang & Chen (2018), and Nwangwa & Barrah (2021), who found that effective delegation enhances job performance, improves organisational efficiency, and fosters a positive school culture. These researchers have demonstrated that delegation is a crucial aspect of effective school leadership, allowing head teachers to distribute tasks, develop staff skills, and drive school improvement initiatives. The strong positive correlation between delegation and job effectiveness is also supported by Andriani et al. (2018), who emphasised the role of delegation in empowering teachers and improving school outcomes. By delegating tasks, head teachers can create opportunities for teachers to take ownership of their work, develop their skills, and contribute to the school's success.

Furthermore, the findings align with Mensah (2020) and Obuchere (2023), who highlighted the importance of delegation in enabling head teachers to focus on critical leadership activities and improving school management. Effective delegation allows head teachers to prioritise tasks, manage their time more efficiently, and concentrate on high-impact activities that drive school improvement. The statistically significant relationship between delegation and job effectiveness underscores the critical role delegation plays in enhancing head teachers' performance, as also noted by Makgato & Mudzanani (2019) and Mwesiga & Okendo (2018).

The researcher suggests that head teachers should prioritise developing a structured delegation framework that clearly defines roles and responsibilities, ensuring that tasks are assigned to

the right individuals with the necessary skills. Additionally, they should focus on providing continuous support and feedback to staff members on delegated tasks to maintain accountability and performance standards.

CONCLUSIONS

The study findings revealed that head teachers in Mbarara City South Division Government Aided Secondary Schools practice delegation at generally high levels. Tasks such as student admission, staff supervision, co-curricular activities, and school events were commonly delegated, with co-curricular activities receiving the highest delegation rating. A high level of task delegation among head teachers promotes operational efficiency and supports a distributed leadership model, allowing schools to function smoothly and responsively.

Delegation was found to significantly enhance head teachers' job effectiveness. By assigning responsibilities such as staff management, event organisation, mentorship, and student admissions to others, head teachers were able to focus more on leadership roles like strategic planning and decision-making. Effective delegation empowers head teachers to shift their focus from routine administrative duties to more strategic leadership functions, thereby strengthening school governance and educational outcomes.

A strong positive correlation was established between delegation levels and job effectiveness, with a Pearson correlation coefficient of 0.844 and a statistically significant p-value of 0.001. This indicates that as delegation increases, so does the effectiveness of head teachers in performing their roles. Delegation is not just a management convenience but a vital leadership strategy directly linked to improved head teacher performance and more effective school management. Schools should therefore institutionalise structured delegation practices to optimise leadership capacity.

RECOMMENDATIONS

Head Teachers' Delegation Levels

The study findings revealed that head teachers in Mbarara City South Division Government Aided Secondary Schools practice delegation at generally high levels. Therefore, the head teachers should focus on improving delegation in areas such as overseeing school facilities to balance their workload and enhance job effectiveness.

The Head Teachers' Job Effectiveness

Delegation was found to significantly enhance head teachers' job effectiveness. Therefore, policymakers should create policies that encourage head teachers to delegate key responsibilities while ensuring that they are adequately supported with the necessary resources and training.

Head Teachers' Delegation Levels on their Job Effectiveness

A strong positive correlation was established between delegation levels and job effectiveness. Therefore, head teachers should actively incorporate higher levels of delegation in their management strategies, empowering their staff to take on more responsibilities, which will, in turn, enhance overall school performance.

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