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**DELEGATION OF DUTIES AND TEACHERS' COMMITMENT IN SECONDARY SCHOOLS  
OF NAKALOKE TOWN COUNCIL, MBALE DISTRICT, UGANDA  
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**ABSTRACT**

This study investigated the relationship between delegation of duty and teachers' commitment in secondary schools of Nakaloke town council in Mbale, Uganda. It focused on examining the relationship between delegation of duty and teachers' attendance, establishing the relationship between delegation of duty and teachers' teamwork and establishing the relationship between delegation of duty and teachers' instructional planning in Nakaloke secondary schools. The study was correlation in design and therefore 100 was used as the study population from which 65 were selected as the sample. Questionnaires were distributed to the head teachers and teachers and were analyzed via the simple percentages and Pearson correlation through the SPSS. The findings of the study established that there was moderate relationship between delegation of duty and teachers' attendance ( $r = 0.444 > \text{sig}.0,05$ ), there was moderate relationship between delegation of duty and teachers' teamwork ( $r = 0.0569 > \text{sig}. 0.05$ ) and there was a substantial relationship between delegation of duty and teachers' instructional planning ( $r = 0.820 > \text{sig}.0.05$ ). Upon this the researcher recommended that there is the need for the stakeholders in the schools to imbibe the culture of delegating some of the managerial activities of the schools to the teachers so as to strengthen the efforts of the teachers in becoming more committed to their attendance in the schools, there is the need to improve the delegation of duties to the teachers so as empower their commitment towards the performance of their team works in the schools, Head teachers in the study area and those of Mbale in general should see that duties are promptly delegated to the teachers for improving their commitments towards instructional planning with which teaching and learning activities could be enhanced in the schools.