

**FACTORS INHIBITING EFFECTIVE DELEGATION IN PUBLIC
ORGANIZATION:
A CASE STUDY OF KIBAHA EDUCATION CENTRE (KEC)**

**FACTORS INHIBITING EFFECTIVE DELEGATION IN PUBLIC
ORGANIZATION:**

A CASE STUDY OF KIBAHA EDUCATION CENTRE (KEC)

By

Lucy Swai

**A Dissertation Submitted to the School of Public Administration and
Management (SOPAM) in Partial Fulfilment of the Requirements for the
Award of the Degree of Master of Science in Human Resource Management
(Msc. HRM) of Mzumbe University, Tanzania. 2014**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled; **Factors Inhibiting Effective Delegation in Public Organization: A Case study of Kibaha Education Centre**, in partial fulfilment of the requirements for the degree of Master of Science in Human Resource Management(MSc HRM) of Mzumbe University, Tanzania.

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Lucy Swai

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Lastly, this research could not have been possible without my parents (Swai's family), my friends and most importantly, God's intervention in the whole research process.

DEDICATION

Dedicate this work to my lovely Husband Dr. Athumani Zahoro Mokiwa and my beloved triplets Children's Salma, Salha and their Brother Hilary without forgetting my first borne Brightness .

LIST OF ABBREVIATIONS

CEO	-	Chief Executive Officer
HOD	-	Head of Department
ILO	-	International Labour Organisation
KEC	-	Kibaha Education Centre
NGO's	-	Non Governmental Organizations
No.	-	Number
SGB	-	School Governing Board
UNICEF	-	United Nations Children's Fund
UK	-	United Kingdom
URT	-	United Republic Of Tanzania
USA	-	United States of America

ABSTRACT

Effective delegation is one of the most fundamental skill-sets that makes or breaks a manager and his or her career. Few people understand delegation and, in practice, it is the easiest of all the skills to get wrong. Since delegation is a two-sided pattern of authority, it needs adjustments and sacrifices from both delegator and the delegatee to accomplish organization's goals. For decades, effective delegation practice, which is crucial dimension for effective managerial practice, has been largely neglected. The main problem is the factors influencing the process and practice of effective delegation is not well understood by both delegates and delegators in public organization, but the problem persists in Kibaha Education Centre which made the organization performing poorly. The purpose of this study was to assess the factors influencing effective delegation in public organization a case study of Kibaha Education Centre (KEC).to embark on case study 30th June 2014, a 100 respondents were involved Head of Departments, line managers, junior staff included (58%) males' respondents and (42%) females. Through purposive sampling technique used questionnaires, interviews and documentary by reflecting the views of informants both primary and secondary data were collected and analyzed by **SPSS** version 11.5. On examining the practices of delegation, majority (99%) of respondents could describe the delegation process within the organization. Only (1%) of the respondent was not aware of what delegation practise was. On finding out challenges influencing effective delegation. It was discovered that (51%) of respondents said that Psychological as one of the factors, (47%) communications, (41%) talked about skills of the subordinate and fear of both subordinate and boss as obstacles in delegation.

Also, findings revealed that Mechanisms for effective delegation process to be used in KEC and any other public organization, a total of (75%) respondents suggesting that clear communication channels must be kept in place when delegating duties to subordinates. (65%) respondents talked about Recognition and Appreciation to a person who gets the delegated task done. total of (80%) respondents also agreed for clearly defining the task to be delegated by so doing, the practice of delegation in performing duties will get enhanced. in conclusion Managers must

realize that delegation is not an easy task some risk is inherent when responsibility is delegated and Therefore, without a well-defined task to be delegated, recognition and appreciation and clear communication channels among employees in favour of promoting delegation practice, efforts to that effect are doomed to fail. These must be set active to enhance the practice of delegation at Kibaha Eduaction Centre.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION	ii
COPYRIGHT.....	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
LIST OF ABBREVIATIONS	v
ABSTRACT.....	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	3
1.4 Objectives of the Study	4
1.4.1 General Objective	4
1.4.2 Specific Objectives	4
1.5 Research Questions	4
1.6 Significance of the Study.	4
1.7 Limitation of the Study	5
1.8 Scope of the Study	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.1 Introduction.....	6
2.2 Theoretical Literature Review	6
2.2.1 Definition of Concepts and Terms	6
2.2.2 Delegation	6
Figure 2.1: Delegation Mechanism Process.....	7
2.2.3 Effective Delegation	7
2.2.4 Effective	8
2.2.5 Efficiency	8
2.2.6 Head of Department (HOD).....	8
2.2.7 Responsibility	9
2.2.8 Accountability	9
2.2.9 Authority	9
Table 2.1: Differences between Authority and Responsibility	10
2.3 Levels of Delegation	10
2.4 The Nature of Delegation.....	11
2.5 Delegation Process	12
2.5.1 Allow Employees to Participate in Delegation Process.....	12
2.5.2 Specify Standards.....	12
2.5.3 Balance Responsibility and Authority	13
2.5.4 Delegate consistently	13
2.5.5 Balance the assignment.....	14
2.5.6 Focus on result	14

2.6	Types of Delegation	15
2.6.1	Group versus Individual Delegation	15
2.6.2	Upward delegation	15
2.7	Understanding Effective Delegation and its Value for Educators	16
2.7.1	Power	17
2.7.2	Authority	17
2.8	A Public Organization.....	17
2.8.1	Characteristics of a Public Organization.....	18
2.8.2	The Kibaha Education Centre Organization Profile	18
2.8.3	Changes of Public Organizations at a Global Context.....	27
Table 2. 2	Differences between Public and Private Organization	28
2.9	Theories of Delegation.....	29
2.9.1	The Agency Loss Theory	29
2.9.2	Modern Theory of Delegation	30
2.10	Principles of Delegation.....	30
2.10.1	Principle of Result Accepted.....	30
2.10.2	Principle of Equality of Authority and Responsibility	30
2.10.3	Principle of Absolute Responsibility	31
2.10.4	Principle of Authority Level	31
2.11	Importance of Delegation.....	31
2.12	Importance of Delegating Authorities.....	33
2.13	Factors Affecting Effective Delegation	34
2.13.1	Under-delegating.....	35
2.13.2	Over-delegating.....	35
2.14	Guidelines for Effective Delegation	36
2.15	Empirical Literature Review	37
2.16	International Experience on Delegation.....	39
2.16.1	At United Nations	41
2.17	Literature Review Synthesis	42
2.18	Conceptual Frameworks	43
Figure 2.2:	Conceptual Framework	43
CHAPTER THREE		45
RESEARCH METHODOLOGY		45
3.1	Introduction.....	45
3.2	Research Design.....	45
3.3	Area of the study and Rationale for Selection	45
3.4	Population of the Study and Unit of Analysis	46
Table 3.1:	Summary of Population Distribution.....	47
3.5	Sample Size and Sampling Techniques	47
3.5.1	Sample Size.....	47
3.5.2	Sampling Technique	47
Table 3.3	Summary of Population Distribution by Department at KEC.	48
3.6	Types of Data	48
3.6.1	Primary Data	48
3.6.2	Secondary Data	49
3.7	Data Collection Methods	49
3.7.1	Questionnaire	49

3.7.2	Interviews.....	50
3.7.3	Documentary Review.....	50
3.8	Quality Control of Data Collection Methods.....	50
3.8.1	Validity	50
3.9	Data Management and Analysis	51
CHAPTER FOUR.....		52
FINDINGS AND DISCUSSION.....		52
4.1	Introduction.....	52
4.2	Demographic Data for Respondents	52
4.2.1	Sex of Respondents.....	52
Table 4.1:	Sex of Respondents.....	53
4.2.2	Age Distribution of Respondents	53
Table 4.2:	Age of Respondents	53
4.2.3	Education level of the employees	53
Figure 4.1:	Respondents Education Level	54
4.2.4	Respondents' Working Experience.....	54
Table 4.3:	Respondents' Working Experience.....	54
4.3	Presentation and Discussion of Findings	55
4.3.1	To examine the practices of delegation at Kibaha Education Centre ..	55
4.3.2	To find out challenges inhibiting effective delegation at Kibaha Education Centre.....	56
Table 4.4:	Level of challenges facing managers.....	57
4.3.2.1	Challenges based on qualification.....	58
Table 4.5:	Challenges based on qualification.	59
4.3.2.2	Obstacles related to delegation process.....	59
Table 4.6:	Obstacles related to delegation process.	60
4.3.3	Mechanisms for effective delegation process	61
Table 4.7:	Mechanisms for effective delegation.....	62
CHAPTER FIVE		64
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....		64
5.1	Introduction.....	64
5.2	Summary	64
5.3	Conclusion	64
5.4	Recommendations.....	65
5.5	Directions for Research.....	66
REFERENCES		67
APPENDICES		69
APPENDIX I:		69
QUESTIONNAIRE		69
APPENDIX II		71
INTERVIEW GUIDE		71
APPENDIX III.....		73
OBSERVATION KIT.....		73

LIST OF TABLES

Table 2BQ`BBB. 1: Differences between Authority and Responsibility.....	10
Table 3. 1: Summary of Population Distribution.....	47
Table 3. 2: Summary of Population Distribution by Department at KEC.	48
Table 4. 1: Sex of Respondents.....	53
Table 4. 2: Age of Respondents	53
Table 4. 3: Respondents' Working Experience.....	54
Table 4. 4: Level of challenges facing managers.	57
Table 4. 5: Challenges based on qualification.....	59
Table 4. 6: Obstacles related to delegation process.	60
Table 4. 7: Guidelines for effective delegation.	62

LIST OF FIGURES

Figure 2. 1: Delegation Mechanism Process.....	7
Figure 2. 2: Conceptual Framework	43
Figure 4. 1: Respondents' Education Level.....	54

LIST OF APPENDICES

APPENDIX I: Questionnaire	69
APPENDIX II: Interview Guide	71
APPENDIX III: Observation KIT.....	73

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter presents background of the study, statement of the problem, objectives of the study, research questions, significance, limitations, and scope of the study.

1.2 Background to the Study

Delegation is one of the key management skills in the business world. According to Blair (1997:1) and Chapman (2011:1) few people understand delegation and, in practice, it is the easiest of all the skills to get wrong. Delegation is a two-sided pattern of authority. It needs adjustments and sacrifices from both delegator and the delegate to accomplish organization's goals. Few Factors affect the delegation of authority. Delegating means giving or conferring. When a manager grants authority to subordinates to accomplish a task, the process is delegation of authority in an organization. Managers tend to allocate a considerable amount of their workload to their subordinates. This establishes an authority pattern between subordinates and superiors. Delegating authority is necessary for efficiency in an organization.

Effective delegation is one of the most fundamental skill-sets that makes or breaks a manager and his or her career. Creating high performing direct reports the number one contribution of “management time” requires a comfort level on the part of the manager to delegate as appropriate and the possession of the skills to make delegation work for the employee, the manager, and the organization. In the third world countries specifically in Tanzania, delegation of authorities is partially practiced, some leaders fear to delegate due to personal perception, and subordinates fear to be delegated since they fail to understand what is to be done on the issue of delegation also the policies concerning delegation is not well emphasized source. However, delegation has got high contribution on managerial system like enabling subordinates on decision making and workers participation on organization activities.

Good delegating skills have several payoffs for the modern managers. First delegating routine tasks gives managers time to do what many experts consider the

primary managerial functions planning, coordinating. Coordinating, developing your employees. Some management specialists go so far as to contend that four out of five tasks that cross a manager's desk should be delegated. Delegation, if used effectively, saves time, develops teams, grooms successors and could be used as a dynamic tool for motivating and training teams to realize their full potential. On the other hand, poor delegation could result in demotivation, frustration, confusion for subordinates and failure to achieve set goals (Blair, 1997:1; Chapman, 2001:1). By delegating some tasks to subordinates, Paauw (2002:1) is of the view that the manager's physical and emotional energy is freed up to allow him or her to engage in other things that matter more to the institution. In the first half of the twentieth century, scholars sounded a pessimistic tone about the consequences of delegation. Weber's (1946:232) warning is among the best-known: "Under normal conditions, the power position of a fully developed bureaucracy is 3 always over towering. The 'political master' finds himself in the position of the 'dilettante' who stands opposite the 'expert,' facing the trained official who stands within the management of administration. This holds whether the 'master' whom the bureaucracy serves is a 'people,' equipped with the weapons of 'legislative initiative,' the 'referendum,' and the right to remove officials, or a parliament, elected on a more aristocratic or more 'democratic' basis and equipped with the right to vote a lack of confidence ..."

Michels (1915) was also skeptical of delegation. In his iron law of oligarchy, he asserts that democratic organization inevitably becomes subordinated to the interest of their leaders and that the leadership becomes an entrenched oligarchy. Like most of his contemporaries and many of the scholars who followed him, Michels believed in the tendency of people to whom governing power is delegated to use their power against the interests of those who delegated such powers. Considering the above, managers find themselves in a situation in which they have to lead their subordinates by establishing a framework within which they must operate to achieve set goals successfully as possible (De Wilzem, Van Dyk & Coetzer, 2002:15). This requires the manager to be clear on issues concerned with delegation skills. Carrell, Elbert, Hatfield, Grobler, Marx and Van der Schyff (1998:20) confirm this by declaring that the responsibility for performing the human resource function does not reside only in

the human resource department; all managers at all levels of the organization share the accountability.

Effective delegation is expected to happen in all organizations, and therefore in Tanzanian organizations. The purpose of this study is to investigate whether delegation is effectively applied in the KEC. The study was carried out at Kibaha Education Centre (KEC) a multi-purpose education institution that is situated in Coast Region about 40 kilometers (24 miles) west of Dar es Salaam City along Morogoro road. The Centre started in 1963, and it was sponsored by five countries. The Tanganyika Government on one hand and the Government of four Nordic Countries; namely; Denmark, Finland, Norway and Sweden. This collaboration presented a symbol of International Brotherhood. In other words, Kibaha Education Centre arises from the fact that it is an integrated development which encourages balanced growth in many different fields, so that each aspect of change reinforces and encourages the others.

1.3 Statement of the Problem

Leaders' efficiency is no longer judged individually but in the context of the group (Wilzem, 2012:18). Several delegation issues in Tanzania justify the need for this study (Anangisye, 2005). For decades, effective delegation practice, which is crucial dimension for effective managerial practice, has been largely neglected. These include; decision-making, communication, team-building, motivating, staff development and leadership, there seem to be a lack of effective delegation. As a result, it marginalizes the delegation practice inherent to managerial practice in public service. In Tanzania, some scholars have acknowledged the widespread cases related to ineffective delegation practices which are poor relationship among employees and reluctance of managers to delegate (Mushi, 1983; Mlinga, 2009). Similar to that, factors influencing delegation to be effectively implemented are partially practiced and sometimes not understood by both the delegators and subordinates as the problems of delegation Tanzania are still clipping, which results into poor performance in the organizational output (Mlinga, 2009). Thus, a need for an analytical assessment on the issue, towards promoting good and efficient

delegation practice for this case, Kibaha Education Centre appears to be obligatory to the researcher.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess the factors inhibiting effective delegation in public organization a case study of Kibaha Education Centre (KEC).

1.4.2 Specific Objectives

The specific objectives were:

- i. To examine the practices of delegation at KEC.
- ii. To find out the challenges of effective delegation at KEC.
- iii. To find out mechanisms to be implemented for effective delegation at KEC.

1.5 Research Questions

The research questions that guided the study included:

- a. What is the practice of delegation present at KEC?
- b. What are the challenges facing effective delegation at KEC?
- c. What policy can be implemented for effective delegation at KEC?

1.6 Significance of the Study.

i) Policy improvement; the study aims to improve the existing policy. The policy concerning delegation of authorities in Tanzania is merely less practiced, to emphasize on the issue of delegation not only to the public sector, even to the private sectors. Basing on public sectors specifically the study with its evaluation and recommendation will help the management of the organization especially to provide a clear picture on how to implement and improve the delegation policy.

ii) Improve knowledge; the study helps to add and improve the existing knowledge as far as delegation process is concerned. This can be achieved by aspiring members of the lower ranks to equip them with new knowledge of how effective delegation

should be employed for the benefit of the organization. This can be reached by training of employees within the organization.

1.7 Limitation of the Study

This study was limited by time and resources especially financiers to cater for daily expenses of the research also transport to and from finding the data to the institution..

1.8 Scope of the Study

The study intended to assess the factors inhibiting effective delegation in public organization. Thus, the study was conducted at Kibaha Education covering three departments namely; education, health and community development. To this end, the study must be understood in its academic discourse only as an educational mouthpiece in the discipline of delegation practice in the organization.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of literature is critical in any research work. This is because it enables the researcher to study different theories related to the identified topic and gain clarity of the research topic. It also enables the researcher to know the kind of additional data needed in the study (Kombo & Tromp, 2006). This chapter intends to find out and establish the gap between what has been explained by other authors theoretically and empirically and what has not been explained. The literature review begins with the theoretical literature review then the empirical framework is presented and lastly the conceptual framework. In the theoretical literature review, various key terms, issues and concepts are dealt with and explained. In the empirical literature review, evidence from previous studies and practitioners are discussed. In establishing the conceptual and analytical frameworks the researcher gives out the way the research work is conceptualized. The literature presented enables the researcher to gain valuable insights on issues of effective delegation in Tanzania and the world at large.

2.2 Theoretical Literature Review

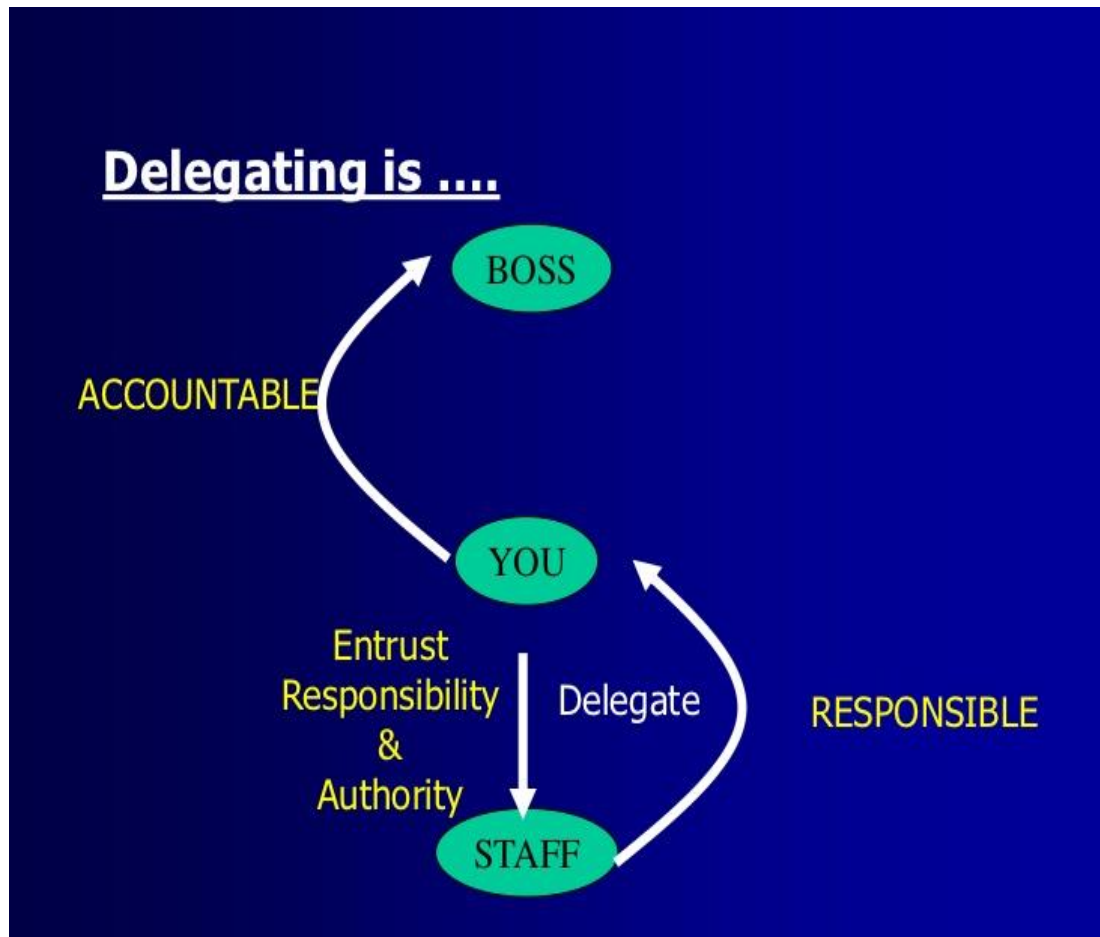
2.2.1 Definition of Concepts and Terms

2.2.2 Delegation

Delegation is the assignment of authority to another person to carry out specific activities. It allows subordinates to make decisions - that is, it is a shift of decision-making authority from one organizational level to another, lower one. Delegation should not be confused with participation. In participative decision making there is a sharing of authority. With delegation, subordinates make decisions on their own (Robbins, 1997:495). Furthermore, delegation is the transfer of authority to make decisions and complete specific tasks. Learning how to more delegate is one of the most important skills for managers and leaders to possess. Strong delegation techniques can help managers save time, motivate people, and train people, as well as these techniques can enable managers to take on new opportunities. However, the lack of delegation practices often leaves people frustrated, unmotivated, and under-trained, while the manager remains overworked. Delegation is a skill that enables

managers to achieve without burning themselves out. The figure presents the delegation mechanism process.

Figure 2.1: Delegation Mechanism Process



Source: Robbins, 1997

2.2.3 Effective Delegation

Effective delegation is not simply about handing over a task. It is about understanding the competence and commitment of the person you want to delegate to as to how the experienced ones are doing work. Have they ever done anything like this before? Only then do you know what responsibility you can give that person to do the task, and how much authority it's reasonable to let them assume. Delegation is the transfer of authority to make decision. Learning how to delegate is one of the most important skills for managers and leaders to possess, strong delegation

techniques can help managers save time. Motivate people and train people, as well as these techniques can enable managers to take on new opportunities. However, the lack of delegation practices often leaves people frustrated, unmotivated, and undertrained, while the manager remains overworked. Delegation is a skill that enables managers to achieve more without burning them out. Delegation is a tool for developing people while also freeing up time for the manager to take on new responsibilities and to develop him or herself. In corporations, delegation is often the first step toward electing a successor. This technique allows the successor to slowly learn the job and enable the manager to move on to a higher position.

Effective delegation is essential to developing high quality leaders. By delegating work managers are able to coach, train and develop competent employees making them more valuable to the organization. All of these reasons emphasize the positive outcomes associated with delegation. On the other hand, while delegation sounds good in theory, it can also be one of the biggest challenges for any manager or leader (Lussier, 2000:6).

2.2.4 Effective

Effective refers to doing the right thing in order to attain the objective, or the degree to which a manager achieves objectives (Lussier, 2000:6).

2.2.5 Efficiency

Efficiency refers to doing things right to maximize the utilization of resources (Lussier, 2000:6).

2.2.6 Head of Department (HOD)

Head of department is a subordinate to the manager. He or she is responsible to the manager for all matters related to his or her department and to carry out the two-way communication within the organization. He or she is also an academic and professional leader in his or her department and is responsible for its efficient functioning (Lussier, 2000).

2.2.7 Responsibility

Responsibility refers to the act of carrying out the task. When delegating a task, the manager and person receiving the delegation share the responsibility of completing the work. The manager has the responsibility of providing instructions on what work needs to be done, while the person receiving the delegation is responsible for figuring out how the task should be completed (Lussier, 2000).

2.2.8 Accountability

Accountability is the act of being liable for a person's actions and decisions. During delegation of a task, the accountability of the task transfers from the manager to the person receiving the delegation and actually completing the work. Any positive or negative consequences associated with their performance are ultimately their responsibility (Lussier, 2000).

2.2.9 Authority

Authority can be defined as the power and right of a person to use and allocate the resources efficiently, to take decisions and to give orders so as to achieve the organizational objectives. Authority must be well- defined. All people who have the authority should know what is the scope of their authority is and they shouldn't misutilize it. Authority is the right to give commands, orders and get the things done. The top level management has greatest authority. Authority always flows from top to bottom. It explains how a superior gets work done from his subordinate by clearly explaining what is expected of him and how he should go about it. Authority should be accompanied with an equal amount of responsibility. Delegating the authority to someone else doesn't imply escaping from accountability. Accountability still rest with the person having the utmost authority (Lussier, 2000).

Table 2.1: Differences between Authority and Responsibility

Authority	Responsibility
It is the legal right of a person or a superior to command his subordinates.	It is the obligation of subordinate to perform the work assigned to him.
Authority is attached to the position of a superior in concern.	Responsibility arises out of superior-subordinate relationship in which subordinate agrees to carry out duty given to him.
Authority can be delegated by a superior to a subordinate	Responsibility cannot be shifted and is absolute
It flows from top to bottom.	It flows from bottom to top.

Source: Lussier, 2000

2.3 Levels of Delegation

Delegation isn't just a matter of telling someone else what to do. There is a wide range of varying freedom that you can confer on the other person. The more experienced and reliable the other person is, then the more freedom you can give. The more critical the task then the more cautious you need to be about extending a lot of freedom, especially if your job or reputation depends on getting a good result. Take care to choose the most appropriate style for each situation. For each example the statements are simplified for clarity; in reality you would choose a less abrupt style of language, depending on the person and the relationship. At the very least, a "Please" and "Thank-you" would be included in the requests (Robbins, 1997).

It's important also to ask the other person what level of authority they feel comfortable being given. Why guess? When you ask, you can find out for sure and agree this with the other person. Some people are confident; others less so. It's your responsibility to agree with them what level is most appropriate, so that the job is done effectively and with minimal unnecessary involvement from you. Involving the other person in agreeing the level of delegated freedom for any particular responsibility is an essential part of the 'contract' that you make with them (Robbins, 1997).

These levels of delegation are not an exhaustive list. There are many more shades of grey between these black-and-white examples. Take time to discuss and adapt the agreements and 'contracts' that you make with people regarding delegated tasks, responsibility and freedom according to the situation (Robbins, 1997).

Be creative in choosing levels of delegated responsibility, and always check with the other person that they are comfortable with your chosen level. People are generally capable of doing far more than you imagine (Robbins, 1997).

The rate and extent of responsibility and freedom delegated to people is a fundamental driver of organizational growth and effectiveness, the growth and well-being of your people, and of your own development and advancement (Robbins, 1997).

2.4 The Nature of Delegation

Van Deventer and Kruger (2003:118) are of the view that, once the institution structured into departments and units, responsibility and authority must be allocated to each post in the institution as an organizational structure. DuPreez (1996:265) regards this exercise as the process of delegation, while Karstanje (1999:29) refers to it as decentralization. Du Preez (1996:265) further elaborates that vertical decentralization indicates the delegation in a line function, while horizontal decentralization indicates the delegation of authority and responsibility to personnel units in business. On this score one may argue that both vertical and horizontal decentralization are similar to delegation, which French (2000:79), Paauw (2002:1) and Robbins (1997:495) describe as getting things done through others. Once delegation is given one cannot presume that the work will automatically get done (Van Deventer & Kruger, 2003:118). Some managers find themselves challenged by questions such as “But this is not part of my job description, why must I do the work?” (Van Deventer & Kruger, 2003:118). This clearly shows that many people find delegation very difficult to accept. They often feel that subordinates are given tasks because the delegator (manager) does not want to do the work himself/herself, or he/she wants to offload his/her work onto somebody else (Van Deventer &

Kruger, 2003:118). Unless delegation of responsibilities, authority and power is equally distributed among the personnel members, the organization will lack creativity and adaptability (Van Deventer & Kruger, 2003:118).

2.5 Delegation Process

The process of delegation is as critical as the planning, because a poor process can reduce the effectiveness of the delegation in several ways. First, it can lower the worker's motivation to perform the task. A qualified worker who is not motivated to complete the assignment is not likely to produce the desired results. Second, lack of proper communication of standards for the task may lead to less than desirable outcomes. Finally, the delegation process may create some artificial barriers or fail to eliminate others barriers to performance. The failure to share information and discuss real or perceived problems can reduce efficiency and may lead to failure. To avoid these obstacles, the following items should be considered when making an assignment.

2.5.1 Allow Employees to Participate in Delegation Process

Employees who accept their assignments are much more likely to be committed to their success. This acceptance is enhanced when employees have some say in the process. Thus, subordinates should be allowed to participate in determining when and how the delegated task will be accomplished and, when possible, what the assignment will be. At the most basic level, a manager can ask an employee if he or she is available to do a task, rather than telling him/her to do it. Participation can also increase supervisor/subordinate communication, which may minimize problems due to misunderstandings.

2.5.2 Specify Standards

Many communication problems occur because of the failure to clearly consider and specify the performance standards of the assignment. Some of the things to consider include the limitations of a subordinate's tasks, (e.g., gathering information only, or making a decision), their expected level of performance, their deadlines for reporting, and the constraints under which they will be operating. Where

subordinates are given a choice in accepting the assignment, these issues should be discussed and negotiated prior to the delegation. Even when subordinates do not have the option of rejecting the assignment, these issues should be clearly described and subordinates should be asked for their input.

2.5.3 Balance Responsibility and Authority

A typical delegation error is to delegate work but avoid matching the responsibilities with the freedom to make decisions and the authority to implement them. This creates frustration, since the subordinate knows what needs to be done and how to do it, but is not given the opportunity to do it. Managers can avoid this problem by communicating to all individuals affected by the assignment that it has been delegated and who has the authority to complete the work. Managers can ask subordinates what resources they need for a task and then empower them to secure those resources.

In addition to providing authority, managers should also provide adequate support for the delegated task. This might involve continually providing important information and feedback that are needed to accomplish the task. Finally, managers should publicly bestow credit when the task has been accomplished. This will enhance the subordinate's motivation and authority for future assignments. It also provides an important message to others that successful completion of tasks is acknowledged and rewarded.

2.5.4 Delegate consistently

Some managers delegate only when they are overworked or in a crisis. This can send a message to subordinates that they are being used since they only receive assignments when it benefits the manager. Ideally, delegation should benefit both the subordinate and the manager. Managers can send this message by delegating assignments that develop or stretch subordinates' talents and skills. Delegating to develop workers builds up a pool of talent for those inevitable crisis situations. It also enhances worker motivation and confidence since they acquire experience and benefit from the new or improved skills. Care should be taken to assure that the employee has the capability to succeed in the assignment. Employees should not be

set up to fail. Certainly some failure will occur. Managers must recognize this and provide helpful, developmental feedback in those situations. Emphasis should be placed on the positive things that were done on the assignment and what actions could have been taken to overcome the problems.

2.5.5 Balance the assignment

Managers need to ensure that delegation isn't viewed as getting someone else to do their dirty work. Thus, an effective manager should delegate the pleasant and the unpleasant, the challenging and the boring assignments. Similarly, assignments should be balanced across workers. For example, it is quite common for managers to delegate the most unpleasant task to the best worker since that person can be counted on to do a good job. Alternatively, a poor worker may avoid receiving an unpleasant assignment due to the poor quality of the final product. This type of situation quickly sends the message to the productive worker that the way to get out of receiving unpleasant assignments is to lower the quality of his/her work. One way to avoid this problem is to give the productive worker other rewards and/or to increase the number of unpleasant assignments to the unproductive worker until the quality of the result improves.

2.5.6 Focus on result

Once the task has been delegated, managers need to allow subordinates the freedom to make the choices needed to accomplish the task. Managers should not supervise too closely for this may create frustration and make someone feel that the manager lacks confidence in their ability. Managers should review and evaluate the results of the assignment, not the means used to accomplish the task. However, managers are responsible for making sure that both the process and the outcome of the delegated task are consistent with the goals. As noted, one way to accomplish this is through the specification of clear standards prior to the delegation. The manager needs to remember these standards and intervene only when they have been violated. Managers should avoid the tendency to intervene simply due to style differences. One of the benefits of allowing subordinates to make their own choices is that this

can be an important source of innovation for the organization. Sometimes employees really have a better way.

2.6 Types of Delegation

2.6.1 Group versus Individual Delegation

A particular assignment can be delegated to an individual or a group of individuals. Additionally, a manager may not wish to delegate the whole task, but to participate as a member of the team. What are the considerations in individual versus group delegation or even participation? Perhaps the most important point is that all of the previous issues apply. Prior to making the assignment, the manager must define success and assess the capabilities of the individual or group. In making the assignment, the individual or group should be allowed to participate as much as possible, authority and responsibilities should be balanced, standards should be specified and the manager should focus on results.

One difference between individual and group delegation is that individual behavior is typically easier to control and monitor. One alternative to delegating the assignment and giving entirely to a subordinate is for a manager to participate in the process as a group member. The downside of this approach is that it may send the group an unintended message of a lack of trust. Employees may feel that the manager is not there to contribute, but to check on the quality of their work. Thus, managers should carefully review their own capabilities as a team member and answer the question, "What do I add to this group to accomplish this task?" The answer to this question should be clearly communicated to the group so they understand why the manager has undertaken a role in the group. Finally, a manager should carefully assess the group's past behavior and have a reason for predicting that the group can accomplish the task. Again, this should be a prediction, not a gamble or wish for success.

2.6.2 Upward delegation

Many employees have become skilled in delegating to their supervisors. Upward delegation occurs when an employee shifts his or her assignment to a manager at a level above. This is not always easy, but is best done when a person feels that he or

she lacks the skill or direction for a particular project, but that the manager above has the capabilities to perform the task. Upward delegation may start by asking the manager questions or asking for advice in help in solving a particular problem. If the manager feels that the employee has too many questions or needs too much assistance, the manager may rescind the delegation and remove task from the employee. If employees are avoiding delegated duties by overwhelming the manager with requests for assistance, the manager can require that the employee have at least one proposed solution to every problem brought to the manager. Additionally, this situation can be improved by the manager asking questions, which lead the worker to think through and resolve a problem. Questions like, "What would you do next? What do you see as our options?" and, "What do you see as the best approach?" communicate the message that the employee is expected to take the initiative to at least attempt to solve the assignment.

A manager who uses effective delegation across time and assignments will be more efficient and have more time for true managerial work and will reap the benefits of employee empowerment at the same time. This will occur because success will be clearly defined and communicated to a worker who will be matched with jobs based on his or her capabilities. When done correctly, the process of delegation empowers workers and enhances their motivation and commitment.

2.7 Understanding Effective Delegation and its Value for Educators

In the process of delegation, the manager gives his subordinates the authority to carry out tasks on his behalf, and accountability is thus created whereby the personnel member assumes responsibility for completing the delegated work effectively, and has to answer to the delegator (Van Deventer & Kruger, 2003:118). This is why French (2000:79) is of the opinion that delegation is a little like a legal contract between the delegator and delegate. Allen (1997:3) in Van Deventer and Kruger (2003:118) asserts further that in terms of education management, teaching, learning, administrative and extracurricular tasks are entrusted to HODs and further to educators by the manager in the hope that they will carry out the work that has been delegated to them. The terms "power" and "authority" are frequently confused, and it

is important to ensure that the two concepts are understood and distinguished from each other as indicated below.

2.7.1 Power

Power derives from the authority of the office of the most senior person in a school as an organization – just like in a political model in which power derives from election to office; and a market model in which power is derived from customer choice (Kydd & Newton, 2003:99).

Moreover, Van Deventer and Kruger (2003:119) describe power as the ability to influence the behavior of others, which may or may not be based on a formal authoritative position in an organization. This power is vested in a person's character and not his position. This rests on the notion that some people possess both positional authority and personal power. Such people are more likely to accomplish organizational outcomes successfully than those individuals with less personal power (Van Deventer & Kruger, 2003:119). However, one needs to be careful not to use power for personal gain but rather use it to the benefit of the school as an organization (Deventer & Kruger, 2003:119).

2.7.2 Authority

Authority refers to the legitimate right to command, to give orders or to instruct (Blair, 1997:2, Van Deventer & Kruger, 192003:118). This authority warrants HODs or the manager to take action to compel the performance of tasks and to punish default by educators. But on a note of caution, the education departments, as the owners of the schools, have the final authority. That is why managers are appointed and given authority and in turn, in collaboration with the school governing body (SGB), appoints HODs and educators, who in turn are given certain authority.

2.8 A Public Organization

A Public Organization is a state-run organization. It is Government controlled and is paid for by public taxation. Their work is easily and often heavily scrutinized to

ensure maximum productivity and high standards. Additionally, these organizations are usually non-profit, in order to provide a fair service to the public (Wilson, 1989).

2.8.1 Characteristics of a Public Organization

i. Government Control

Public organization is controlled by the Government both in its management and functioning. The Government has the direct responsibility to manage the affairs of the organization through various devices and exercises control over it by means of a number of agencies and techniques

ii. Government Ownership

The organization ownership has to be vested with the State. It could be in the nature of Central, State or local government ownership or any instrumentality of the state too can have the ownership of public organization.

iii. Autonomy

Public organization functions with highest autonomy under given situations. They are free from day to day interference in their affairs and management.

iv. Public Accountability

Public organization owes accountability to people as they are funded through public money. This accountability is realized through legislature and its committees, ministers, audit institutions and other specialized agencies.

v. Coverage

The public organization traverses all areas and activities. There is hardly any field of activity, which is not covered by the operations of public organization.

2.8.2 The Kibaha Education Centre Organization Profile

Since the attainment of independence from colonial rule in 1961, successive Tanzanian Government has been committed to eradicating poverty, ignorance and diseases. In order to achieve that thrust the Government of United Republic of

Tanzania (URT) has been pursuing economic and social policies aiming at poverty reduction and economic growth. The implementation of policies thereof has been aligned with international obligations such as Millennium Development Goals (MDG). Along with structural and institutional reforms⁹ that are ongoing, more emphasis has been put in improving delivery of quality services and general welfare of Tanzanian. It is for this reason KEC is envisioned to become a center of excellence in eradicating poverty, ignorance and diseases in order to facilitate contribution to harmonized services delivery model. Thus, for the sake of attaining different aspects, Kibaha Education Centre established different departments that facilitated objectives (KEC, 2012).

i) Education and training

Education is a crucial ingredient for national development. It continues to be instrumental in creating the high quality human capital necessary for improving productivity and hence propel economic growth. Increasing education participation by all social groups as well as improving quality of education at all levels is essential for Tanzania to become a competitive middle-income country. Majority of Tanzanians (83 percent) are employed in agriculture sector. The URT envisions a well-educated society by 2025, so KEC as among institutions align its objectives to fulfill this vision. KEC has one pre-primary school, one primary school and three public secondary schools. A total of 920 pupils have been enrolled in pre- primary and primary schools in the year 2011 and 1,051 in the year 2012 respectively. It is generally acknowledged that the key indicators in the education sector have shown positive trends in recent years as attributed to the implementation of Primary Education Development Programme (PEDP). For example at KEC the class pupils ratio have improved from 1:60 to 1:45 as opposed to 1:70 in year 2007 to 1:60 in year 2011 respectively, desk pupils ratio have improved from 1:5 to 1:3 as opposed to the national ratio of 1:9 to 1:5 in the years 2007 and 2009 respectively, teacher pupil ratio have improved from 1:60 to 1:45 as opposed to the national ratio of 1:70 to 1:60 in the same years and book pupil ratio stands at 1:6 down from 1:8 in the same period. It is also worth to note that girls enrolment have been slightly higher than boys in the same review period.

The Centre aims at improving book ratio to pupils and students to enhance learning. 1:1 book ratio is still a problem, at primary school the ratio is 1:4, and secondary school ordinary level the ratio is 1:3 and 1:10 for advanced level. For colleges the book ratio was 1:5. For the past five years i.e., from 2008/09 to 2011/12 Kibaha Education Centre continued to undertake several initiatives pertaining to education and training. Through preprimary facility, the Centre aimed at improving the ability of children to read and write before they begin primary education. 100 percent of children completed pre-primary know how to read and write. The Centre also aims at enhancing good attendance in schools and improving performance in District, Regional and National levels. For primary school the drop out was rate 0.2 percent. The transition rate from primary to secondary education increases from 94 percent in 2006 to 100 percent in 2011. The primary school performance at District level ranged between 4-5, Regional levels ranged between 20–26 and at National level ranged between 800-849. Each year the number of schools varies and therefore percentage performance varied. For secondary schools the dropout rate for boys was nil while for girls was 1.3 percent. For advance level, the performance is improved and for the past five years the performance at National level was 18 out of 230, 20 out of 317, 3 out of 302, 4 out of 337 and 4 out of 337 respectively. For ordinary level the Centre was not able to reach top ten ranking at District, Regional or National level.

ii) Health Services

Healths as one of the priority sector strive at achieving high quality livelihood. Recognizing the linkages between health and person's ability to earn and participate well in economic development is an important government agenda. KEC strives to have healthy community that will contribute their own economic enterprise. The main focus in health sector is "among others" increase access to primary health care for all and universal access to safe water and attains life-expectancy of typical middle income personnel's.

Currently health services at KTC are provided by the government, NGOs, FBOs and private individuals. There are seven hospitals (out of which six are government

owned, one belongs to parastatals, none belongs to private and one is faith based. Additionally there are 23 Health centers out of which, 18 are government; one belongs to a parastatal organization, two are private and one belongs to Faith Based organizations (FBOs), one is a voluntary agency. Furthermore, in Coast Region there are 230 Dispensaries of which 191 are government owned, seven belong to parastatal organizations, 13 are private and 16 belong to FBOs, three belong to Voluntary Agencies.

iii) HIV and AIDS

Policies and Acts related to fighting the spread of HIV and AIDS have set structures at health department at KTC as well at KEC Tumbi Designated Regional Referral Hospital, Ward and street levels (Multi-sectoral AIDS Committees) which are operational since year 2002. The existence of such committees has contributed to strengthening of community response efforts in the fight against HIV and AIDS.

Within the KEC community, HIV and AIDS services are provided at KTC public/private facilities, NGOs and community. Such services include: PMTCT, VCT, Home based care, Anti-retroviral treatment, Orphans and Vulnerable groups Support. According to Tanzania HIV and AIDS Indicator survey of 2007-2008 Dar-es-Salaam (which is vicinity of Coast Region and Kibaha Town Council) HIV and AIDS prevalence rate is 9.3 percent. Having seen this challenge, KEC has developed a number of strategies aiming at reducing Prevalence rates and HIV and AIDS effects to the community. These strategies range from increasing quantity and quality VCTs and CTCs, capacity building to Multi-sectoral AIDS Committees and Home Based Care providers (HBDP) and strengthening the involvement and collaboration of stakeholders consisting of NGOs, CBOs and FBOs.

iv) Social Welfare

The existence of in the institution helps the implementation of different social welfare issues; namely: National Aging Policy (2003), National Policy on Disability (2007) and a number of Social welfare related legislations just to site few examples. Promotion of equitable social development and social justice is implemented through programmes and activities in the Kibaha Education Center budget in collaboration

with Town Council and Regional Administration level. Increasingly social problems to groups in the community such as orphans, vulnerable children, and people with disability, poor women and dependent elderly people have been on the increase. These social problems are very much felt at the Center as reported by health service delivery department. For instance, in the last three years 3 new born babies were left by their mothers, 5 abandoned children were brought at Tumbi hospital for shelter. 1,814 (996 female, 818 male) of vulnerable children are supported by our CTC for the purpose of improving nutrition. In general KTC has a total number of 3 children homes (orphanage center), 4 Day Care Centers. In collaboration with department of Community Development at KTC the Centre has identified 2 groups of vulnerable children at Picha ya Ndege Ward and 2 groups of vulnerable adults at Tumbi and Picha ya Ndege Wards. Social Welfare Officers/Community Development Officers also attend day to day social problems affecting individuals, families and communities. KEC Provides relevant information to KTC and Region Administration on matters concerning social welfare cases on matters concerning neglected, abused and harassed children. As noted earlier, KEC and KTC, the community development departments have been witnessing a gradual increase of social problems such as vulnerable children, people with disabilities, family conflicts, increase number of people seeking assistance, new born babies being abandoned. This situation is however likely caused by HIV and AIDS and its associated impacts, high rural-urban migration, early marriage, and high stigmatization to children and people with disabilities as reported in TDHS 2010.

v) Community Development

Development is brought about increased ability of communities to access basic needs such as food, shelter and clothes. It is therefore imperative for KEC to combine efforts of communities and other stakeholders to bring about desired change. This will involve leadership through governance structures to assist communities to identify their immediate and future developmental challenges, set priority and chart out course of action by identifying and making use of local resources.

Implementation of community development activities at KEC is guided by policies such as Community Development Policy (1996); Child Development Policy (1996); Poverty Reduction Policy (2005); National HIV/AIDS Policy (2001), and Women and Gender Development Policy (2000). Moreover there are national programmes namely HIV/AIDS programme (2001), TASAF Programmes (2006); Anti Worst form of Child Labour Programme (2004) and Women and Child Development programme (1998). Community development activities reach to a number of stakeholders namely: farmers, entrepreneurs and other income generating groups, NGO's FBOs, and vulnerable groups of adult and children which are mainstreamed in KEC, 7 Wards surrounding the institution and 32 streets. There existing collaborative efforts between KTC and KEC in terms of community development functions. As such, since 2010 various interventions have been conducted to the effect of training in relevant skills geared towards income generation and poverty alleviation; provision of community services and humanitarian aid. The community has benefitted in training in Entrepreneurship skills, horticulture production, processing of milk products, road safety for motorcyclists, beehive making ,mushroom growing just to mention a few.

vi) Livestock Production

In Tanzania Livestock sector contributes up to 34 percent of the income of farmers through sales of livestock and livestock products. KEC annual reports (2010/11) indicate that there are significant numbers of: dairy cattle (161); indigenous goats (49); pigs (11); rabbits (9); donkeys (7); bee hives (11) and 91,544 birds made up of layers and Broilers. Common markets for livestock and livestock products are Coast region and Dar es Salaam City which serve a population of about 6 million. Other products are milk and milk by products such as yoghurt.

Generally, starting 2009 to date, there is slow pace in terms of excelling livestock and poultry management as per initial genesis of the project at the Centre. For instance, a report on establishment of dairy farm of 1970, indicates that it was projected the Centre will keep at minimal of 450 – 500 cattle per year, in comparison by end of April 2012, the center had only 182 and there is no single chick to

represent poultry project at KEC due to inadequate management in terms of both science and arts of poultry management encountered in last five years

vii) Water

Provision of water services is guided by National Water Policy of 2002 and Water Resources Management Act 2009 and its amendments. These instruments provide institutional arrangement for provision of water and sanitation services within cities, institutions, municipalities, towns and district councils. In KTC as well as KEC water and sewage services are delegated to DAWASCO (on behalf of DAWASA) while KEC has a responsibility of ensuring that every resident is accessing minimum water supply and sanitation services.

One of the key indicators of improved quality of life is increased access to clean, affordable and safe water and sanitation. Findings from KTC reports showed that 59 percent of households are within 30 minutes of a source of drinking water and 59 percent of the same are within safe water sources (pipes, bore holes, hand pumps, or protected wells), whereas there is no data of the number of households which are within safe sanitation (flush to sewerage or septic tank, or covered pit latrine) and there is no data of households within KTC which are said to have improved waste disposal. The KEC's staffs who are residing within KTC are close to the water points and therefore access is not an issue but water availability culminates more challenge. KEC owns its own clean water supply system, which includes three water reservoir tanks with capacity of 1,600m³ together. Four water pumps were installed to facilitate supply of clean water to users from reservoirs. The system has the main supply pipe that have the total length 9,500m and diameter size ranging from 50mm to 200mm. In 2008/9 – 2011/12 strategic plan implementations, 8 percent of the water supply pipeline was rehabilitated and routine maintenance continued.

The centralized waste water treatment plants receive and treat all waste water produced by the Institution. The plant has two sets of oxidation ponds and discharging lines. During the implementation of the strategic plan 2008/2009 – 2011/2012, 40 percent of oxidation ponds and discharging lines were improved.

Kibaha Education Center is faced with inadequate water supplies for domestic use and therefore much demand of clean water. In the last three years, for instance, 600m³ volume of water was used per day for KEC and satisfactory proved adequate in terms of domestic use. However, commencing this year (2012) more than 800m³ volume of water is needed per day for routine normal use as the number of population has increased to about 4,500 from 4,000.

viii) Works

The KEC Estate section in collaboration with district, regional and other stakeholders facilities design and contract management of buildings and roads under jurisdiction of the Center; The Centre has roads network extending as far as 23 kms and categorized as follows; 9kms paved/tarmac roads, 8kms gravel roads and 6km earth roads. 30 percent of paved roads are considered to be in good condition, 80 percent of gravel roads are considered to be in fair to poor condition. KEC roads are connected to district and highway that links the City of Dar es salaam and Morogoro Municipality. On the other side there is planned settlement of Kibaha Town Council which well links with KEC roads as indicated in Land use plan of 2006 to 2026. In the implementation of Strategic Plan of 2008/09– 2011/12, KEC in collaboration with KTC and Region Administration undertook regular maintenance of District and feeder roads by tarmac or gravel level from its own source. It is anticipated that KEC will keep on upgrading its roads per year depending on income from its own sources.

ix) Land Use

As reported before, KEC has land with a total of 1,477.17 ha of which 119 ha is Kibamba farms, 1,358 ha is Tumbi area and 0.6 ha NANE NANE areas in Morogoro. This property has land permit identified as Tumbi Title No. 7,918, Kibamba Title No. 54,379 and Nane Nane Morogoro Plot No.22D. Developed area out of a total 1,477.17 ha is 279.63 ha. KEC owns 248 staff houses, 66 institution buildings, 8 new buildings, and 68 poultry/dairy sheds. Out of these 40 percent of residential houses, 31percent of institutional buildings and 70 percent of poultry sheds were rehabilitated for the past five years.

For the past five years, KEC managed to conserve the natural forest and planted new trees. KEC has planted 4,039 trees in the following categories: 1,937 timber trees, 631 fruit trees, and 1,413 wood trees and Tshs.41,000,000 are used to purchase and maintaining. Forest/tree cover has been increased through forestation. On Human settlements, KEC has developed gardens, parks, green belts which are pollution tolerant. The Centre has also planted trees, plants and grass for ornamental, shade, medicinal and fruit purposes. These can be found along the roads, on school compounds, hospital compounds, and within offices and other buildings.

The Centre has aimed at minimizing the use of wood fuel consumption for the development of alternative energy sources and wood fuel energy efficiency. To facilitate this intervention the Centre has installed cooking gas system at one of the schools, and installed economy wood stoves in each institution's kitchen.

On Agriculture and livestock improvement the Centre embarked on improved land use husbandry through soil erosion control and soil fertility improvement by using the available manure from chicken and cows reared at the Centre. In addition the Centre has directed its efforts on improvement and conservation of grazing land and promoting planting of fodder crops. The management, Board of Directors, PMO-RALG, Ministry of Lands, KTC and other stakeholders has together managed to prepare a land plan strategy that will facilitate economic investments using land as one driver of growth. This will include implement action of KILIMO KWANZA initiative to a selected part of land within KEC for irrigation agriculture productions.

x) Trade and Industry

Kibaha Education Centre, being part of Dar es salaam City vicinity cherishes productive sectors comprising of manufacturing industries, trade and transportation. Within this organization, the Centre strategize to have all functions related to investment and development, poultry production, dairy farm production, crops production and small industries to be under one directorate of Planning and Economic Development. Among the main purpose of this directorate is to develop and commercialize all KEC projects in order to increase internal revenue.

The Centre being near to Dar-es-Salaam city (40km) and the main Morogoro road to Central, Southern and Northern Tanzania is very potential for investment. The Centre

will concentrate in agro-processing industries and small scale industries. The Centre will provide a room for Public-Private Partnership in order to utilize fully the available resources (land and infrastructures).

xi) Administration

Kibaha like other government institutions has continued to undertake several initiatives pertaining to finance management, human resource deployment; good governance and accountability under national framework on good governance and other relevant policies. The oversight functions of the Centre are carried out as required and all statutory meetings at the Centre and departments are conducted. Managers, heads of sections and subordinates staff have of recently being strategically enforced to work as a team in the efforts to improve good governance and accountability at different level of institutional operations. Working facilities for KEC have been gradually improved during this period. These include office space, computers and other pieces of equipment that are provided commensurate with the availability of resources. For the past 5 years the Centre has coordinated and provided expertise and services on human resources management and good governance. KEC recruited 225 qualified staff for different cadres. 150 employee attended long courses and 300 employees attended short course/seminars/workshops. The performance appraisal exercises are carried out annually and 225 employees are promoted.

2.8.3 Changes of Public Organizations at a Global Context

The growth of government and the growth of the bureaucratic machine have a dramatic increase in the scope and size of government since the early Nineteenth Century has progressively increased changes in public organization (Wilson, 1989).

The call for greater efficiency and flexibility .This increased the costs of hierarchical organization, perceived from the beginning of the Twentieth Century which was ushered by development of science and technology.

The growth of special interests which was increased in the Twentieth Century has threatened the effectiveness of government thus causing changes in different organization structure in the world. The growth of citizen voice had progressively stronger electorates, in terms of their knowledge and ability to organize, have however made the control problem potentially more soluble in different organizations.

A crisis of trust and the rise of accountability .An apparent erosion of trust in recent decades have led to demands for more formal forms of accountability, and it may have undermined.

Better management and better information system have increased changes in public organization. This resulted into improved management technologies, including the falling cost of information; make the control problem potentially more soluble.

Problems of poor control and inflexibility have led to a constant experimentation with new organizational techniques, including performance, decentralization.

Table 2. 2 Differences between Public and Private Organization

Private Organization	Public Organization
Organizational rationality is bounded, and progress is often by trial and error	Similar, but uncertainty may be less.
Worker motivation is complex, extending beyond economic incentives into social and personal needs.	Similar: the people are no different.
Organizations have a non-formal organizational culture key to determining the actual tasks and the sense of mission.	Similar.
Organizations have the characteristics of living, evolving systems.	Much less so, they are born, Allowed to change and allowed to die much less easily.
There is a great variety of types of organization, responding to different and changing needs and environments.	There is a smaller variety. A ministerial hierarchy with large, Whole public sub-organizations is the dominant

	form.
The external “authorizing environment” i.e. the external influences on what the organization does and how it does it – is important and complex.	Centralized control of resources and Regulation of personnel and procedures mean considerably less managerial autonomy from the external environment.

Source: World Bank 2003

2.9 Theories of Delegation

2.9.1 The Agency Loss Theory

Agency loss is even more likely if neither of the two statements is true. In other words, when principals have conflicting interests with agents whose activities they cannot learn about, delegation is likely to be abdication. The threats are greatest in these situations because agents have both an incentive and an opportunity to act against the principal’s interests without fear of retribution. When comparing the main themes of modern and early work on delegation, we see that many early scholars reached their dour conclusions because they presumed that the two statements described above were false. More recent work disputes this presumption, uncovering the many ways in which principals can induce their agents to have common interests and learn about their agents’ activities. While the new work does not totally contradict the idea that delegation can become abdication, it is more precise about when this negative outcome occurs. A central theme in recent literature shows how principals design political institutions to affect the incentives and future actions of their agents. McCubbins, Noll, and Weingast (1987), for example, examine how legislative decisions about the structure of political institutions affect the extent of agency loss. Drawing on a wide array of actual administrative procedures, they show that lawmakers can and do set rules for agents that reduce agency loss by ensuring that people who share their policy interests are able to influence what agents do. For example, lawmakers often not only require agents to file extensive reports on their activities, but also invite interested parties from outside the agency to do the same. These interested parties are chosen because they are known to share the lawmakers’ policy preferences including them in the process make agents more attentive to the lawmakers’ policy desires. Many studies also show how lawmakers attempt to

reduce agency loss by choosing agents who share their interests (i.e., by making civil service appointments on a strictly political basis) Epstein and O'Halloran 1999 and Laffont and Tirole 1993 support reviews of such findings.

2.9.2 Modern Theory of Delegation

This assumes that a boss and subordinate pursue their own goals. Among the major themes covered are the following: the conditions under which the boss will prefer to delegate versus those in which she will prefer to retain authority; the ways in which a boss can induce a subordinate to truthfully reveal information; when rational principals will use the ally principle (i.e., delegate to agents with similar goals); delegation in repeated interactions; and the ways in which delegation overcome commitment problems. Du Pérez (1996:268).

2.10 Principles of Delegation

2.10.1 Principle of Result Accepted

Suggested that every manager before delegating the power to the subordinates should be able clearly define the goals as well as result expected from them. The goals and targets should be completely and clearly defined and the standards of performance should also be notified clearly. (Wilson, 1989).

2.10.2 Principle of Equality of Authority and Responsibility

According to this principle the manager should keep a balance between authority and responsibility, both of them should go hand in hand. According to this principle if subordinates are given a responsibility to perform a task, then at the same time he should be given enough independence and power to carry out the task effectively. This principle also does not provide exercise authority to the subordinates which at the time can be misused by him. The Authority should be given in such a way which matches the task given to him. Therefore should be no degree of disability between the two. . (Wilson, 1989).

2.10.3 Principle of Absolute Responsibility

This says that the authority can be delegated but responsibility cannot be delegated by managers to his subordinates which mean responsibility is fixed. The manager at every level, no matter what is his authority, is always responsible to his superior for carrying out his task by delegating the powers. It does not means that he can escape from his responsibility. He will always remain responsible till the completion of task. Every superior is responsible for the acts of their subordinates and are accountable to their superior therefore the superiors cannot pass the blame to the subordinates even if he has delegated certain powers to subordinates example if the production manager has been given a work and the machine breaks down. If a repairman is not able to get repair work done, production manager will be responsible to CEO if their production is not completed. Robbins (1997:496).

2.10.4 Principle of Authority Level

This principle suggests that a manager should exercise his authority within the jurisdiction/framework given. The manager should be forced to consult their superiors with those matters of which the authority is not given that means before a manager takes any important decision, he should make sure that he has the authority to do that on the other hand, subordinate should also not frequently go with regards to their complaints as well as suggestions to their superior if they are not asked to do. This principle emphasizes on the degree of authority and the level up to which it has to be maintained(Strass et al., 1990).

2.11 Importance of Delegation

Through delegation, a manager is able to divide the work and allocate it to the subordinates. This helps in reducing his work load so that he can work on important areas such as - planning, business analysis.

With the reduction of load on superior, he can concentrate his energy on important and critical issues of concern. This way he is able to bring effectiveness in his work as well in the work unit. This affectivity helps a manager to prove his ability and skills in the best manner.

Delegation of authority is the ground on which the superior-subordinate relationship stands. An organization functions as the authority flows from top level to bottom. This in fact shows that through delegation, the superior-subordinate relationship become meaningful. The flow of authority is from top to bottom which is a way of achieving results.

Delegation of authority in a way gives enough room and space to the subordinates to flourish their abilities and skill. Through delegating powers, the subordinates get a feeling of importance. They get motivated to work and this motivation provides appropriate results to a concern. Job satisfaction is an important criterion to bring stability and soundness in the relationship between superior and subordinates. Delegation also helps in breaking the monotony of the subordinates so that they can be more creative and efficient. Delegation of authority is not only helpful to the subordinates but it also helps the managers to develop their talents and skills. Since the manager get enough time through delegation to concentrate on important issues, their decision-making gets strong and in a way they can flourish the talents which are required in a manager. Through granting powers and getting the work done, helps the manager to attain communication skills, supervision and guidance, effective motivation and the leadership traits are flourished. Therefore it is only through delegation, a manager can be tested on his traits.

Delegation of authority is help to both superior and subordinates. This, in a way, gives stability to a concern's working. With effective results, a concern can think of creating more departments and divisions flow working. This will require creation of more managers which can be fulfilled by shifting the experienced, skilled managers to these positions. This helps in both virtual as well as horizontal growth which is very important for a concern's stability.

Therefore, from the above points, we can justify that delegation is not just a process but it is a way by which manager multiples himself and is able to bring stability, ability and soundness to a concern. Robbins (1997:495)

2.12 Importance of Delegating Authorities

Delegation of authority is a process in which the authority and powers are divided and shared amongst the subordinates. When the work of a manager gets beyond his capacity, there should be some system of sharing the work. This is how delegation of authority becomes an important tool in organization function. Through delegation, a manager, in fact, is multiplying himself by dividing/multiplying his work with the subordinates. The importance of delegation can be justified.

Through delegation, a manager is able to divide the work and allocate it to the subordinates. This helps in reducing his work load so that he can work on important areas such as - planning, business analysis etc.

With the reduction of load on superior, he can concentrate his energy on important and critical issues of concern. This way he is able to bring effectiveness in his work as well in the work unit. This effectively helps a manager to prove his ability and skills in the best manner.

Delegation of authority is the ground on which the superior-subordinate relationship stands. An organization functions as the authority flows from top level to bottom. This in fact shows that through delegation, the superior-subordinate relationship become meaningful. The flow of authority is from top to bottom which is a way of achieving results.

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their decision-making gets strong and in a way they can flourish the talents which are required in a manager. Through granting powers and getting the work done, helps the manager to attain communication skills, supervision and guidance, effective motivation and the leadership traits are flourished. Therefore it is only through delegation, a manager can be tested on his traits.

Delegation of authority is help to both superior and subordinates. This, in a way, gives stability to a concern's working. With effective results, a concern can think of creating more departments and divisions flow working. This will require creation of more managers which can be fulfilled by shifting the experienced, skilled managers to these positions. This helps in both virtual as well as horizontal growth which is very important for a concern's stability.

Delegation is a tool for developing people while also freeing up time for the manager to take on new responsibilities and to develop him/herself. In corporations, delegation is often the first step toward electing a successor. This technique allows the successor to slowly learn the job and enables the manager to move on to a higher position. In addition, effective delegation is essential to developing high quality leaders. By delegating work, managers are able to coach, train, and develop competent employees, making them more valuable to the organization. All of these reasons emphasize the positive outcomes associated with delegation. Therefore, from the above points, we can justify that delegation is not just a process but it is a way by which manager multiplies himself and is able to bring stability, ability and soundness to a concern, Van Deventer and Kruger (2003:121).

2.13 Factors Affecting Effective Delegation

Du Pérez (1996:268) is of the opinion that there are various factors that prevent management from meeting the requirements for effective delegation. He identifies seven factors. Robbins (1997:495) shares the same view and outlines five of these factors. French (2000:81) covers thirteen of them, and Van Deventer and Kruger (2003:121) categories them into two main groups namely, under-delegating and over-delegating; and caution that both should be avoided.

2.13.1 Under-delegating

Van Deventer and Kruger (2003:122) cite Good worth's (1986:15) examples of under-delegating and advice one to evaluate one's own delegation skills in the light of these examples: Fear of being superseded, Managers who are afraid that subordinates might outperform them often prefer to do the work on their own rather than to delegate to one of their personnel. Robbins (1997:496) concurs to this view. Lack of confidence in one's subordinate's Plain lack of confidence in one's subordinates is probably the most common, and certainly the most virulent, complaint that managers are prone to. Both French (2000:81) and Robbins (1997:495) agree with this opinion. A consuming interest in doing the job this is found mostly in workaholic managers. Their interest in their work prevents them from delegating any of their tasks to others. French (2000:81) says they want to account only for themselves and do not want to be indebted to others.

2.13.2 Over-delegating

Over-delegating is the worst weakness of delegation (Van Deventer & Kruger, 2003:122). Three aspects are of relevance to over-delegating:

Management lethargy: This is described as downright laziness, which managers the world over are prone to, and is a root cause of over delegation. Inadequate knowledge/experience: Many people get promoted to higher ranks based on their previous performances with no attention given by the promoters to an unbiased assessment of their likely future competence. Their inadequate knowledge/experience after being promoted without thorough mentoring and coaching leads to the following weaknesses of over-delegating:=

- i. Lack of functional knowledge/experience, the detailed know-how of the job concerned is not known and that causes haphazard over-delegating to delegates just because one is in authority in an office.
- ii. Lack of general management knowledge/experience, the "across the board" know-how of managing the Three M's (Men, Money and Materials), that is, resources which are key in any school as an

organization. Their misuse could be costly to the school and lead it fail in achieving its set goals (Van Deventer & Kruger, 2003:122).

- iii. Laziness indolence can cause a manager to evade certain responsibilities by merely transferring the tasks concerned onto the shoulders of hapless educators. Robbins (1997:495) interprets this laziness as abdication.
- iv. Aspects of fear, these include fear of the district officials, fear of some (or all) colleagues and or subordinates, fear of losing their job, fear of the job itself. French (2000:81) supports this notion. All these anxieties, whether they are triggered by real or imagined situations, can lead to the manager skimping personal responsibilities by simply resorting to over delegating (Van Deventer & Kruger, 2003:122). Therefore, Du Preez (1996:269), Robbins and Barnwell (2002:51), and Van Deventer and Kruger (2003:122) come to the conclusion that, once order has been created out of chaos in a school as an organization and division of labor has been made, as well as delegation given, the manager must see to it that all the parts function together effectively and efficiently.

2.14 Guidelines for Effective Delegation

The practice of delegation challenges managers and employees alike to pay close attention to the terms of their working relationships. Delegation will have a better chance of succeeding for all parties considered if they work to build trust in each other. The prerequisites just discussed are all important to carrying out the following tasks of effective delegation. (Amin, 2005):-

- i. Decide which task can be delegated many items can be and should be and should be delegated; some of these are minor decision and recurring chores. Usually unusual much to develop them.
- ii. People who possess all the traits and skills required for the job. The person not only needs to have the right technical skills or expert knowledge, but they also need to be trustworthy and have the time to take on the additional work. In

addition, the person needs to have similar values and ethics to the person delegating the task. Finding a person who has all of these capabilities takes time, but being patient and selective on finding the right person. Provide sufficient resources for carrying out the delegated task.

- iii. Delegate the authority and assignment. In delegating the assignment, effective managers provide all relevant information on the task. As far as possible they specify the results expected not the method to be used.
- iv. Be prepared to run interference, if necessary, delegated tasks can get bogged down if resources are insufficient or if the person delegated to do the task runs up against resistance from others. Sometimes this happens because other kinds of power are at work.
- v. Establish a feedback systems-delegating manager establish a system of check points and feedback so they will remain advised of progress and can offer advised or mid-course adjustments. (Amin, 2005).

The extent of authority delegated depends upon several factors example the ability of the subordinate to accept delegation the philosophy of management the confidence of the superior in his subordinates.

2.15 Empirical Literature Review

Similar studies have been made by various researchers in different parts in the country. According to study done by Mushi (1983) reveals that managers are reluctant to delegate due to the unchanged way of organization management, the organization management does not insist the issue of delegation to its workers by giving them authorities time to time so as to be aware on delegation of authority this bring difficulties in maintaining it since even the applicability of it in many organization is less and He state that, the weaknesses in the delegation do affect the effective and efficiency of management in the organization. Management behavior which is too dominant is a factor which contribute to the failure in the process of

delegations Such a behavior usually result in lack of replacement of the dominant managers ,when such senior post is vacant obviously efficiency in management will be impended upon. Development of the subordinates will be stifled bringing a break in the organization. As a result the dominant Managers will overburden and make mistakes which he would not make if his subordinates would have given him help.

Other weakness in the process of delegation are due to the attitude towards subordinates Supervisor may not have confidence in their subordinates. In such case one has a constant fear of what might happen if failure does occur. In this case people hesitate to delegate due to feared risk of the out. For the implementation of effective delegation an organization has to change according to the environment and objectives.

Mlinga (2009) in his study points out that, problems in delegation of authority affect the efficient performance of service of any Municipalities. It is necessary for a Manager-subordinates relationship. In order to make it implementable, the organization itself has to create employee to make decision on the delegated task also it has to be maintenance of follow up after the accomplishment of the delegated task. In order to make all workers understand on what delegation deal with ,Managers should stop fear to delegate to the recently employee so as to create familiarity of it even to become competent hence effective delegation can be made.

Willium (2010) found that, most of Tanzanian organizations have got no clear legal bound delegation of authorities, the criteria to be considered when delegating authorities are not well found. For more implementation of effective delegation of authorities think like information on the delegated task, enough HR, also provision of training to subordinates has to be considered. To delegate a task to the senior staff can also improve the implementation of effective delegation of authorities but it has also to consider other staff who are new recent in employee so as to get an ideas of delegation also to make them becoming competent by participating them in decision making.

2.16 International Experience on Delegation

At the United Nations, a new staff selection system was introduced in 2002 with the expressed objective of changing the culture of the Organization by further empowering staff and managers to discharge their responsibilities and holding them accountable for their actions and their results. The administrative instruction issued to implement the system indicates clearly that programme managers are responsible not only for preparing the evaluation criteria for the post, but also for evaluating the candidates and proposing, through the head of the department/office, a list of qualified, unranked candidates found suitable for the functions.

Whereas in the past, joint review bodies reviewed individual cases and endorsed managers' recommendations or substituted other candidates, in the new system, the review bodies only assess whether the proposed candidates were evaluated on the basis of the pre-approved evaluation criteria and the applicable procedures followed. The head of the department/office can then select any one of these candidates. Although it is too early to assess its actual impact, the new system can be regarded as the first genuine attempt at the United Nations to place squarely on heads of department the responsibility for selecting candidates.

At the International Labour Office (ILO), the new human resources strategy identifies line manager responsibility and accountability for recruitment decisions as an important criterion in the recruitment and selection process (ILO, 2012). A collective agreement on resourcing procedures, signed in 2000, gives more power to line managers in this regard. It established a comprehensive procedure for recruitment and selection in which the line manager has responsibility for the technical evaluation of the skills, professional expertise and experience of the eligible candidates for a given vacancy, and for making a recommendation to the Director-General who takes the final decision.

As managers are given new authority, careful consideration must be given as to what is the optimum level of delegation. At the United Nations, for instance, staff associations and a number of programme managers consider that while there has

been significant progress in recent years, devolution has gone as far as possible. They point out that while delegation of authority can be made at the departmental level, problems will arise if authority is delegated further to the intra-departmental level. Others, however, consider that there remain significant opportunities for further delegation of authority to programme managers.

On the other hand, some programme managers still fear that they are being given responsibility for some tasks, without related authority, and that administrative tasks are being shed onto substantive departments under the guise of delegation of authority.

As noted above, while delegation of authority may indeed have been associated at times with the decentralization of administrative tasks to administrative support units placed in substantive departments (such as Management Support Units in the WHO or Executive Offices at the United Nations), it is important to make a clear distinction between the simple de-location of administrative support and genuinely placing more decision-making powers in the hands of line managers (UN,2011).It may also be the case that what is labelled as delegation of authority amounts to no more than delegation of signature. In the former, there is a transfer of responsibilities in a given sphere of action from one administrative authority to another, whereas in the latter, the authorized representative simply takes decisions in the name of the delegator.The distinction between delegation of authority and delegation of signature has been discussed extensively in the secretariat of the ITU as part of an exercise to clarify delegation issues and update administrative instruments.

However, this discussion is relevant to all organizations moving to RBM, and it should be recognized that the limitations inherent in delegation of signature are an impediment to genuine devolution of decision-making powers. The risks associated with delegation of authority include potential losses of economies of scale and decreased consistency in the implementation of organizational policies. Some organizations are hesitant to delegate authority with regard to recruitment, because it might make implementation of corporate policies (on geographical distribution,

gender balance or spouse employment, among others) more difficult. Even when targets are agreed upon at the departmental level for certain human resources areas, they may become difficult to reach if the head of each office/division/branch within the department is free to make selection decisions.

Staffing decision-making by managers may also be difficult to reconcile with the operational requirements of mobility, particularly in field-based organizations that follow strict rotation policies such as the Office of the United Nations High Commissioner for Refugees (UNHCR), the United Nations Children's Fund (UNICEF) and the World Food Programme (WFP). In several organizations, therefore, ultimate authority for the selection of candidates, in particular in the Professional category, remains in the hands of the executive head. It should be noted that governing bodies are themselves reluctant at times to relinquish authority to heads of secretariats in matters of recruitment, or have even restricted this authority, either by setting up an increasing number of legislative targets or questioning individual choices made by secretariats. Genuine delegation for the management of the organizations' human resources must cascade down from the very sources of authority, namely the governing bodies, through the executive heads to heads of departments and line managers, and there must be a clear political commitment at all levels in favour of such delegation.[Robbins SP[1970]]

2.16.1 At United Nations

Delegation of authority is a prerequisite for the successful implementation of results-based management. To be accountable for results, managers have to be duly empowered through the clear delegation of authority in all areas, including, and in particular, human resources management. These issues have been discussed previously in some detail in a Joint inspection unity report on delegation of authority in human and financial resources in the United Nations, the recommendations of which were endorsed by the United Nations General Assembly more generally, the international civil service Framework highlights the need to empower staff to participate in decisions affecting the organization as one of the principles underlying the management style that is required for good governance.

The primary objective of delegation of authority is to foster a more efficient use of resources and facilitate the emergence of more agile and responsive organizations, thus enhancing overall performance. Because performance improves when the people who are closest to the work have managerial authority and responsibility delegated directly to them, leading private sector organizations ensure that internal processes provide managers with the authority and flexibility they need to contribute to the organization's mission. As noted previously, recent years have also witnessed a marked trend in public administrations towards the creation of a more trusting and less restrictive management style through greater delegation of authority to line managers. What is advocated is no longer the delegation of authority to managers for the sake of expediency that has always existed for a number of administrative procedures, but rather a complete change in management systems.

It is necessary to make a distinction at the outset between genuine delegation of authority, which means the devolution of decision-making powers, and decentralization, which can be understood as merely the distribution of administrative responsibilities among the units of a secretariat in various geographical locations.

While in United Nations organizations, long characterized by centralized command, delegation of authority has in fact often been linked to decentralization and has been mostly applied by those organizations that have a strong field presence, the principles that underlie it are equally valid at headquarters offices and should apply there. [UN Admin instructions 2011/4]

2.17 Literature Review Synthesis

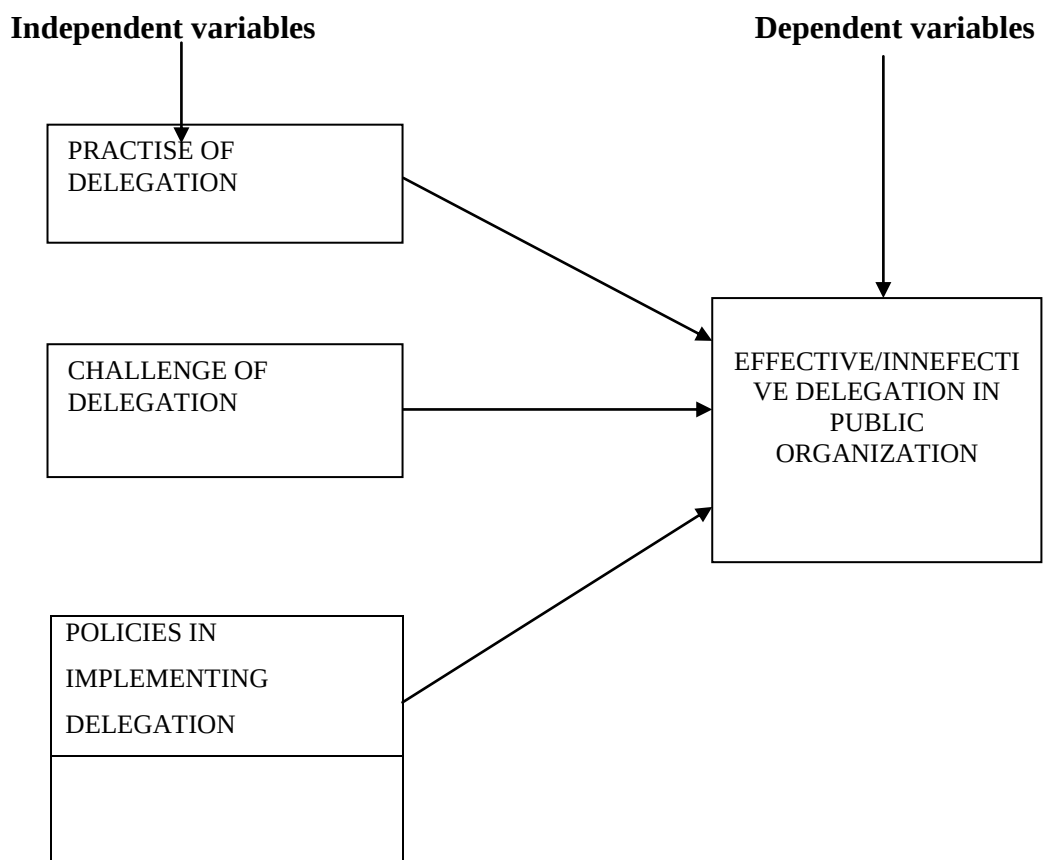
From the literature review which was made it is found out that delegation is a key process of every institution and organization in Tanzania. For the effectiveness performance of any organization, managers have to distribute authorities to other staff of such institution so that the organization objectives become known to all workers. As it is known that, it is through assigning work to an individual can make organization objective to be understood among workers also determination on

achieving such objective can easy be made since every one understands what should be done so as to reach a goal. So an organization to exist it must conduct delegation of authorities by reflecting the study conceptual model.

2.18 Conceptual Frameworks

CONCEPTUAL FRAME WORK-VARIABLES AND HYPOTHESIS

Figure 2.2: Conceptual Framework



Source: Researcher's overview constructs 2014

In the conceptual frame work three factors are investigated which are likely to influence the effective or ineffective delegation in public organization

2.19 Justification of the study,

This study gives out some factors inhibiting effective delegation in Public O organization .The outline provided of the study in the conceptual frame work adds value in the delegation practice in the Public Organization .Thus the study has shown

critical evidence on issues inhibiting effective delegation in Public Organization for father study by other researcher for the purpose of upbringing delegation standard in Public Organization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in this study. It includes research design, study population and unit of analysis, sample size, sampling strategy, types of data, data collection instruments, procedure for data collection, and data management and analysis.

3.2 Research Design

The study was carried out using a case study design. Case study method is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (Amin, 2005). It involves a researcher exploring in depth an event, an activity, a process in their natural environment (Strass et al., 1990). Both qualitative and quantitative approaches of data collection were employed as the researcher collected both qualitative and quantitative data from a sample of staff, Heads of Department and top management. Qualitative methods allowed the researcher to acquire first hand and detailed knowledge of the problem under study. Quantitative methods help the researcher to show particular effects using frequencies and percentages. Saharan (2004) argues that the use of multi-methods allows triangulation which ensures validation and can produce more complete and holistic information.

3.3 Area of the study and Rationale for Selection

The study area was conducted at Kibaha Education Centre (KEC) in coast Region. Kibaha Education Centre is multi-purpose education institution that is situated in Coast Region about 40 kilometres (24 miles) west of Dar es Salaam City along Morogoro road. The Centre started in 1963, and it was sponsored by five countries – The then Tanganyika Government on one hand and the Government of four Nordic Countries; namely: Denmark, Finland, Norway and Sweden. This collaboration presented a symbol of International Brotherhood. In other words, Kibaha Education Centre arises from the fact that it is an integrated development which encourages

balanced growth in many different fields, so that each aspect of change reinforces and encourages the others. The Centre was known as “Nordic Tanganyika Project” until 1970, when the four countries handed it over to Tanzania Government. The Nordic Tanganyika Project then becomes Kibaha Education Centre (KEC) as per establishment Act No 17 of 1969. It is one of five¹ affiliated institution of the Prime Minister’s Office, Regional Administration and Local Government (PMO-RALG).

Kibaha Education Center has six (6) directorates, 25 departments namely: Administration and Human Resources Directorate which comprised of 3 departments. Finance and Accounts Directorate which comprised of 5 departments, Community Service Directorate which comprised of 3 departments, Education Service Directorate which comprised of 5 departments, Health Service Directorate which comprised of 5 departments and Planning and Economic Development Directorates which includes 6 departments. Also there are five units which support KEC operations and they are answerable directly to the Executive Director. The arrangement of organization structure, functions and responsibilities of the Centre are guided by the Board of Directors². The Executive Director is the Chief Executive Officer and Accounting Office responsible to the Board of Directors for all activities and financial matters of the Centre. Coordination of National policies and strategies are executed in line with Sectors Ministries and the Parent Ministry- PMO-RALG. Employment establishment is under Registrar- Ministry of Finance (MoF).

3.4 Population of the Study and Unit of Analysis

The unit of analysis for this study, in accordance with the research design is based on departmental levels with a target population of all employees in Kibaha Education Centre. The population for this study, in accordance with the research design is based to all employees at Kibaha Education Centre. The population in this case is referred to as a target population which, in Bless and Smith (1995) words, is “the set of elements that the research focuses upon, and to which the results obtained by testing the sample”. On this score, the top management, junior staff, line managers and head of departments were units of enquiry of the population.

Table 3.1: Summary of Population Distribution

TITLE	Number	Percentage
Top Management	19	19%
Line Managers	28	20%
Head of Departments	16	10%
Junior Staff	240	60%
Total	100	100%

Source: Researcher 2014

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

The sample size for the study was 100 respondents including; one KEC Director who was the employer and overall watchdog of ethical standards as well entrusted in dealing with day to day activities of executing organizational matters. Ten (10) heads of Departments were accountable to the organization on service rendering while representing other employees in their field of occupation. Twenty (20) line managers who were responsible in supervising head of departments by making sure that policy and rules of the organization are followed. And sixty nine (69) junior staff members representing the majority of employees in the organization.

Table 3.2 Sample size and composition

TITLE	Total population	Selected sample
Top Management	19	19
Line Managers	28	28
Head of Departments	16	16
Junior Staff	240	60
Total	100	100

Source: Researcher 2014

3.5.2 Sampling Technique

The sampling technique used was purposive strategy. Purposive sampling was used in selecting the informants from all positions. Churchill (2007) states that purposive sampling allows the researcher to use cases that have the required information with

respect to the objectives of the study and such cases are handpicked depending on the information they hold. Thus, the justification for purposive technique to some informants was useful within the organization on basis of the research objectives. Table 3.2 presents summary of population distribution.

Table 3.3 Summary of Population Distribution by Department at KEC.

Name of department	Number of respondents	Percentage
Agriculture departments	10	10%
Health departments	13	13%
Education departments	10	10%
Orthopedics departments	7	7%
Out- patient departments	16	16%
In patient departments	4	4%
Primary education	10	10%
Secondary Education	10	10%
College	10	10%
Estate	10	10%
Total	100	100%

Source: Field Data 2014

On the other hand, the selection of Heads of Department and junior staff was done using purposive sampling where the number of respondents from the different departments was selected purposively and are those who are direct delegators and delegates. This technique is considered suitable due to the heterogeneity of the population from which the samples were obtained. This was done to ensure that the targeted respondents represented other departments.

3.6 Types of Data

3.6.1 Primary Data

Phillips and Pugh (1994) define primary data as collection of data about a given subject directly from the real world. Primary sources based on interaction approach that included informal discussions between the informants and the researcher. And it was done on areas of preference, such as homes, occupational offices.

3.6.2 Secondary Data

Secondary data involves the use of data collected by someone else for some other purposes (Phillips & Pugh, 1994). Secondary sources on the other hand were used including books, policy documents, and administration documents. Equally, electronic documents retrieved from the internet were used. These varied sources provided the researcher with relevant data from diverse viewpoints or opinions.

3.7 Data Collection Methods

A technique of data collection usually depends on the type of information sought. The study included more than one method in data collection. The use of more than one data gathering method assists in offsetting shortfalls associated with each of the techniques used (Kothari, 2008). In the process of data collection, three techniques were used. These were questionnaire, interviews.

3.7.1 Questionnaire

This research used questionnaire which involved both closed and open-ended questions. The closed-ended questionnaires were on a five point responses. The closed-ended items were used because they are easy to quantify, analyze and take little respondents time (Amin, 2005). In addition, open-ended questionnaires were used because the study focused on perceptions, judgments and feelings of the respondents which information was adequately obtained through open ended questionnaires due to the advantage they have in allowing free expression of respondents' perception. The questionnaires were administered to; line managers, junior staff members and head of departments. This method was used because of its advantages. It permitted the respondent a considerable amount of time to think about his or her answer before responding. The questionnaire was given to respondent(s) in relation to the research objectives thus, necessitated the data analysis and interpretation. Additionally, this approach allowed respondents to have a considerable amount of time to think about his or her answer before responding the questions since the nature of the study itself, required experiences from the majority with the intention of determining the behaviour patterns of the units and relationships within the organisation.

3.7.2 Interviews

In depth interviews were held with the staff in the Top Management positions that is the CEO, Director Finance and Director Human Resource. Interview schedules were used were administered because according to Trochim (1996) contain probing questions that allow flexibility in asking and obtaining in-depth information from respondents hence allowing the researcher to triangulate the quantitative findings of the other categories of respondents with the qualitative data from top administrators of KEC. The interview guide was piloted on one respondent from the Top Management category.

3.7.3 Documentary Review

Some of data were reviewed from written documents such as the work plan manual of organization employees, executive board minutes and delegation records. This is supported by May (1997) who argues that the use of documents alongside other data collection instruments allows comparisons to be made for validation and uniformity of results. A review of such information helped to show the extent about their responsibilities of daily basis specifically on delegation practice. Furthermore, the researcher reviewed the establishment of different rules and regulations aiming at reshaping someone's skills on issues of delegation practice at work place. All these helped to supplement important information needed in the study.

3.8 Quality Control of Data Collection Methods

Data quality was ensured by checking the validity and reliability of the research instruments. This is explained in the subsequent section.

3.8.1 Validity

Validity refers to the extent to which an instrument measures the traits for which it is designed to measure. In so doing, copies of the questionnaires and the objectives of the study were given to Critical validators to ascertain whether the instrument accurately measure what it is designed to measure (Amin, 2005). Following the

feedback from the above categories, amendments were made to simplify the questioning approach and some rearrangement of question sequence took place.

Reliability

Reliability as a measure of the degree to which a research instrument yields consistent result after represented results[Mugenda and Mugenda 1999] in this study .reliability was tested by using combats coefficient alpha which estimates the internal consistency by determining how the item used in the instrument are related to each other. The measure has coefficient ranging from 1 to 0 and a value of 0.6 or less does indicate unsatisfactory internally reliability .Combachs alpha was used because it is the most commonly used reliability test in social science research and it provide s superior result of the study had an alpha =0.9049 and a standardized item alpha =0.8998 this indicate good internal reliability.

3.9 Data Management and Analysis

Data generated from interviews and questionnaires were analysed thematically at the outset of the fieldwork. It focused on the transcribed conversations (interviews), questionnaires, field notes that were made during interviews and documentary evidence. The data analysis involved the following stages. The first stage was data reduction which involved transcribing and summarizing the data from all sources. This enabled the researcher to assess the methods and strategies of data generation, and make necessary adjustments. The second stage was organizing the reduced data, generating major themes and sub-themes from oral and written texts. The third stage covered the interpretation and eventually, drawing of conclusion and recommendations from the analysed data.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The results section of the body of the report presents the findings of the study in some detail, often including supporting tables and figures (Churchill & Brown, 2007). This section presents the research findings coming out of the detailed analysis of the collected data. It covers the analysis of collected data from the respondents of the questionnaires, interviews, content analysis as well as those found from the review of documentary sources. The approach followed in organizing the results was to present the general information about the subject matter of the study related to research objectives.

4.2 Demographic Data for Respondents

The background characteristics of the respondents through which data were to be gathered either by questionnaires or interview included age, sex, education level and working experience to both senior and subordinate staff at Kibaha Education Centre. This was important because it helped the researcher to determine the nature of the respondents from whom information was collected.

4.2.1 Sex of Respondents

The study involved both sex males and females. The advantage of involving both males and females respondents' lies on the fact that responses were different and to some extent helped to determine the nature of the respondents through which data was collected. But again, it was essential in determining which gender was highly involved in delegation mechanism process in the organization. Thus, in this study, a total of 100 respondents were involved. These included (58%) males' respondents and (42%) females. The findings about the sex of respondents are summarized in Table 4.1.

Table 4.1: Sex of Respondents

	Frequency	Percent
Male	58	58
Female	42	42
Total	100	100.0

Source: Field Data, 2014

4.2.2 Age Distribution of Respondents

The study looked on information about age of the respondents. This was important because one's age can determine the extent of maturity one has reached. The age variable was chosen on the assumption that older staff members placed in management positions are better equipped to delegate than the younger managers. This study found that the respondents aged (28%) respondents aged between 18-25; (32%) respondents aged between 26-35; (21%) respondents aged between 36-45 while (18%) respondents aged between 46-55. Generally, it can be inferred that the sample unit was within Tanzania's economically class as most of the respondents' age ranks between 18-45. Table 4.2, summarises the age of the respondents.

Table 4.2: Age of Respondents

	Frequency	Percent
18-25	28	28
26-35	32	32
36-45	21	21
46-55	19	19
Total	100	100.0

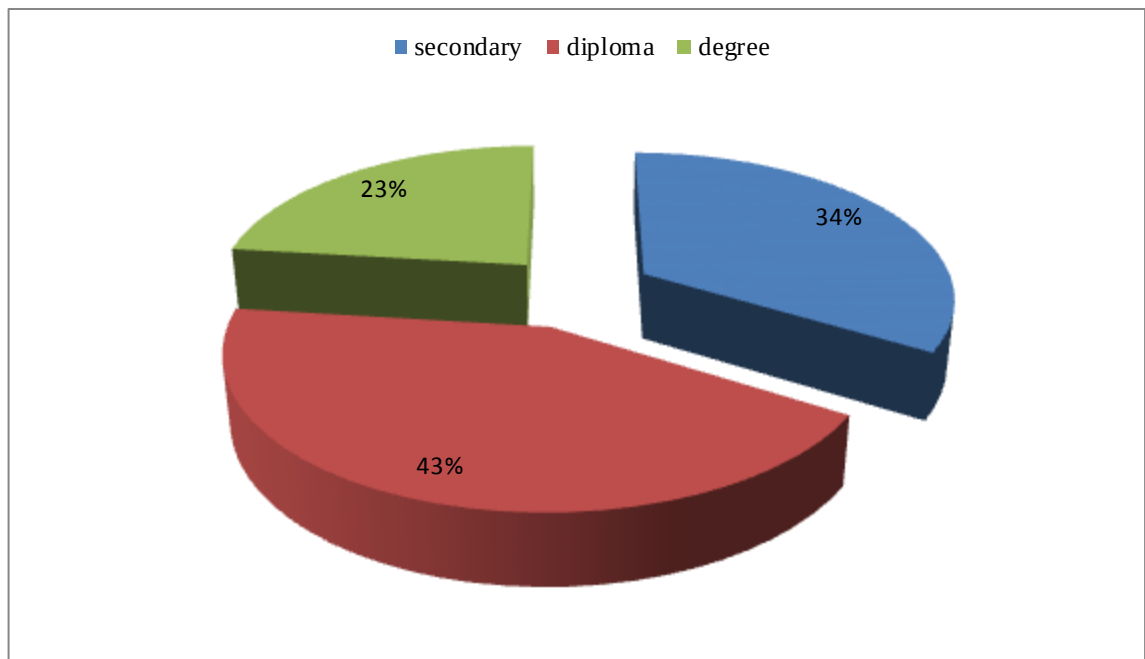
Source: Field Data, 2014

4.2.3 Education level of the employees

The majority 43% of the respondents in the present study had attained diploma level of education while 23% had attained undergraduate level of education, and 34% had attained secondary education level. Such a reasonably high rate of attendance to educational level is necessary in facilitating the delegation of authorities within the

organization.

Figure 4.1: Respondents Education Level



Source: **Field Data, 2014**

4.2.4 Respondents' Working Experience

Working experience is crucial for making employees to foresee the needs of the organization. This was geared towards understanding the number of years respondents have stayed in the organization. The findings of the working experience are summarized below.

Table 4.3: Respondents' Working Experience

	Frequency	Percent
0-3	58	58
4-6	33	33
7 +	9	9
Total	100	100

Source: Field Data, 2014

On the basis of the findings about working experience at Kibaha Education Centre (58%) respondents had 0-3 years of experience; (33%) respondents have 4-6 years of

experience and (9%) respondents had more than 7 years of experience. This therefore implies that majority of respondents have stayed at Kibaha Education Centre. Having a longer stay at Kibaha Education Centre, means that they are well versed with the all activities in the organization which then added value in the findings of the study.

4.3 Presentation and Discussion of Findings

4.3.1 To examine the practices of delegation at Kibaha Education Centre

In the efforts to understand about the factors inhibiting delegation at Kibaha Education Centre. The researcher had to investigate delegation practice at Kibaha Education Centre. This question was directed to all respondents. Findings revealed that most of respondents were aware about the practice of delegation as majority (99%) of respondents could describe the delegation process within the organization. Only 1% of the respondent was not aware of what delegation practise was. This was revealed when the respondents could give experiences on delegation of authorities within the organisation. This implies that delegation of authority within the organisation was high. The top official members delegated authority to subordinates for the sake of necessitating services within the organization. The status shows that the employees who worked for Kibaha Education for more than seven years are now managers and heads of departments. Furthermore, most of them argued that delegation process increased efficiency in service delivery among the employees and the organization at large. It was believed that through delegation senior officials were able to divide the work and allocate it to the subordinates. This helped in reducing load work so that the senior officers could work on important areas such as planning of important issues for Kibaha Education Centre.

Additionally, the practice of delegation within the Kibaha Education Centre has enabled to improve the relationship between the senior and the subordinate within the offices. The organization functions as the authority from top to down. This practice envisages good practice among employees hence good performance. Furthermore, respondents pointed out that the practice has given room subordinates to acquire new knowledge and skills in job performance as motivation becomes high hence good results to a concern. Therefore the practice of delegation within the

Kibaha Education Centre has resulted into stability of of job performance. On the basis of the findings and critical issues raised in the study, it is now possible to discuss some results of the findings. The discussion of the findings is offered on basis of each specific objective provided in the study. The specific objectives intended to examine the practice of delegation at Kibaha Education Centre.

This was measured through respondents' ability to give out experiences about delegation of authorities within the organisation. This implies that delegation of authority within the organisation was high. The top official members delegated authority to subordinates for the sake of necessitating services within the organization hence improving organization performance.

4.3.2 To find out challenges inhibiting effective delegation at Kibaha Education Centre

Having noted the respondents' ability to describe the practice of delegation in the organization. The researcher went further requiring respondents to identify challenges inhibiting effective delegation practice at Kibaha Education Centre. On the basis of table 4.4 and 4.5, respondents were required to express their level of agreement and disagreement on a 4 point liker scale. The group 36 years and above opted for first, second, third, fourth and fifth choice statements to be A5, A1, A2, A4 and A3 respectively. Focusing on the first choice statement A5; that is, "I have a problem with subordinates who are unwilling to accept delegated authority" the managers of older age group, 36 years and above, could be experiencing problems with the youth who was resistant. The older age group was still using the old style to delegate, which is too autocratic, unlike the democratic style which was favored much by the younger generation. This implies that the practice of delegation within the organization faces some challenges between the delegator and the subordinate.

Under this category, five statements were designed for respondents by requiring them to mark each challenge inhibiting effective delegation at KEC as an organization. These included.

- i. As a manager, when I delegate I give up power and control to a subordinate (delegate). A1
- ii. I think delegation means offloading (abdication of) one's work to a delegatee. A2
- iii. I lack the confidence to delegate to my subordinates because I am afraid of being criticised for their failures. A3
- iv. I am insecure and fear that delegation could undermine my job. A4
- v. I have a problem with subordinates who are unwilling to accept delegated authority A5

Table 4.4: Level of challenges facing managers.

Years of experience	Age	Questions
7+	36+	A5,A1,A2,A4,A3
4-6	30-35	A1
0-3	28-30	A4

Source: Field Data, 2014

On the basis of table 4.4, respondents were required to express their level of agreement and disagreement on a 4 point liker scale and the findings are revealed below. The table 4 above shows the relationship between the age years of experience and the challenges which managers, head of departments and top management face when they delegate. The age group 36 years and above opted for first, second, third, fourth and fifth choice statements to be A5, A1, A2, A4 and A3 respectively. Focusing on the first choice statement A5; that is, “I have a problem with subordinates who are unwilling to accept delegated authority” the managers of the older age group, 36 years and above, could be experiencing problems with the youth who was resistant. The older age group could still be using the old style to delegate, which is too autocratic, unlike the democratic style much favored by the younger generation. This opinion is backed up by the response of the younger generation, that is, below 36 years age group. The first choice was A1; “As a manager, when I delegate I give up power and control to a subordinate (delegate).”

It is true that the young age group still lack the understanding that when one delegates, one cannot give up power and control all together. One is still accountable as a manager even though one has delegated authority for the task to be done. This implies that the power and authority still lies with the manager at the end. The two different opinions held by the 36 years and above and the below 36 years age groups bring one to the conclusion that age does have an impact on the issues affecting effective delegation. If this was not the case, they should have chosen the same common option as their first choice statement be it A5 or A1 as described above.

4.3.2.1 Challenges based on qualification

All categories of respondents concurred with the statements being A1; “As a manager, when I delegate I give up power and control to a subordinate (delegate)”, A5; “I have a problem with subordinates who are unwilling to accept delegated authority”, A2; “I think delegation means offloading (abdication of) one’s work to a delegate”, A4; “I am insecure and fear that delegation could undermine my job” and A3; “I lack the confidence to delegate to my to my subordinates because I am afraid of being criticised for their failures.

In the interviews, respondents gave out three main challenges and are classified into three main areas;

- i. Obstacles related to the supervisor
- ii. Obstacles related to subordinates
- iii. Obstacles related to the organization (KEC)
- iv. Obstacles related to supervisor

It was revealed that a supervisor who denied delegating authority to subordinates because he could not bear part with the authority. In their views they said that this once existed at KEC but at the moment it is fading out. It was believed that this was attributed to the fear that the subordinates will do a job well and the suspicion that surrendering some authority may be seen as a sign of weakness.

- i. Obstacles related to subordinates

Documentary analysis showed that many subordinates were reluctant to accept delegated authority because they were afraid of failing. Lack of self-confidence has caused supervisors lose confidence to subordinates. Furthermore, it was believed that subordinates had a fear that the supervisor may not be available for guidance when needed. Additionally, fear of criticism and embarrassment from their boss that they would perform duties below standard.

ii. Obstacles related to the organization

It was argued that the practice of delegation was attributed by obstacles related with the organization structure. This was due to the management and administration system within the organization. The top officials are reluctant at delegating duties to subordinates fearing of being overturned by subordinates who might perform better than the manager. But again it is attributed by inadequate capital for providing employees as to when one performed very sensitive duties. Table 4.4, presents the summary of the findings.

Table 4.5: Challenges based on qualification.

Response	Frequency	Percent
Obstacles related to the supervisor	42	42
Obstacles related to subordinates	39	39
Obstacles related to the organization (KEC)	40	40

Source: Field Data, 2014

4.3.2.2 Obstacles related to delegation process

In light of the subject matter, the researcher was interested in finding out obstacles related with delegation practice at Kibaha Education Centre. This intended to investigate the prevailing practice of delegation practice among employees in the organization. It was discovered that the practice of delegation is faced with a number of obstacles. Table 4.5 summarizes the results.

Table 4.6: Obstacles related to delegation process.

Response	Frequency	Percent
Psychological	51	51
Communication	47	47
Skills	42	42
Failure of authority to delegate	40	40
Fear of failure among subordinates	38	38

Source: Field Data, 2014

i. Psychological

In light of the argument, a total of (51%) respondents talked about psychological factor. This was common to some managers believe that no one can perform a tasks accordingly. As such this tendency developed in their mindset by ignoring employees' abilities in executing duties. It is important for managers to recognize and appreciate capability from other employees. As a manager, should develop trust to subordinates in the organization.

ii. Communication

In addition to that, a total of (47%) respondents talked about communication as an inhibitant in delegation process. It was difficult for managers to delegate because of the time and efforts needed to communicate the intricacies of a particular task or because of a lack of good communication channels. This is due to the way feedback is made during completion of the assigned duties. Some employees feared to perform certain assigned duties because of the abusive language from the delegator. To avoid such a trend, managers required to define the specific task the employee by stating the performance standards to be met through setting expectations for reporting progress, agreeing on deadlines and measurable goals.

iii. Skills

Similar to that, total of (41) respondents talked about little skills among subordinates. Some employees were encountered to poor performance when given duties to perform. This was due to little skills thus causing managers to fear to delegate some

duties. This calls upon managers to keep on training their subordinates so that they concur with the day to day changes especially with duties planned for them. This allows managers to plan fully for future delegation.

iv. Failure of authority to delegate

Furthermore, it was discovered that, some managers delegated a task but forgot to give the subordinate the full mandate of authority to perform duties. A number of (40%) respondents claimed about it as they said that managers are afraid of being overturned from their position. As such a delegate may perform better than a delegator, under such situation managers' fear to give full mandate to employee.

v. Fear of failure among subordinates

Moreover, it was argued that fear of failure among delegate was an obstacle in effective delegation process. A total of (38%) respondents talked about it. Some managers' teams didn't delegate sufficiently because they were afraid of employees ability in executing duties. Managers are required to understand that failure is part of the learning process. They should give employees opportunities to perform duties so as to be more knowledgeable.

4.3.3 Mechanisms for effective delegation process

Eventually, the researcher was interested in capturing views of enhancing delegation practice at Kibaha Education Centre. With regard to responses, majority (80%) suggested on employing mechanisms for enhancing the practice of delegation. This implies that the current situation needs to be remedied. The practice of delegation does not concur with the organizational needs. Thus, respondents thought of other remedial guidelines of enhancing delegation practice between the delegator and the subordinate. Therefore, there is a need to uphold collective efforts among the employees themselves at Kibaha Education Centre by ensuring that all departments are working side by side and ultimately good performance. On basis of the findings, majority of the respondents recommended on the need to improve the practice of delegation in the organization. This implies that most respondents think that the existing situation of delegation practices needs to be remedied. Thus, they came up

with the following suggestions as remedial therapy for effective delegation practice at Kibaha Education Centre. Table 4.5,presents the summary of the results.

Table 4.7: Mechanisms for effective delegation.

Response	Frequency	Percent
Clear communication channel	70	70
Recognition and appreciation	65	65
Define tasks to be delegated	80	80

Source: Field Data, 2014

i. Clear communication channel

A total of (75%)respondents talked about the practice of delegation by suggesting that clear communication channels must be kept in place when delegating duties to subordinates. The above view implies that staff at KEC are in need of clear communication as to when one is given duties to perform.This should be between the delegator and the delegatee. Respondents on the otherhand thought it as a roadmap towards improving delegation practice as it will give positive and corrective feedback on all delegated tasks. This implies that giving positive and corrective feedback when necessary, enhances the practice of delegation within the organization. With no feedback there would be a lack of direction in subsequent delegated tasks.

ii. Recognition and Appreciation

In light of the arguement,a number of (65%)respondents talked about it.This should be given to a person who gets the delegated task done. By so doing,the practice of delegation in performing duties will get enhanced.This is true because anyone, needs recognition and appreciation. This can be done by providing incentives,certificates of appreciation and so on to subordinates who perform well the delegated duties.

iii. Define tasks to be delegated

Respondents also agigated for clearly defining the task to be delegated. They suggested that delegation without definition of the task would be a meaningless. A

total of (80%) respondents talked about it. Definition of a task assists a subordinate to remain focused on the task ahead. The last contribution was the provision of back-up and support for delegated tasks when necessary. This implies that the delegator has to be ready for a subordinate to come back once delegation has been done because the subordinate may fail to perform some assigned duties. On the otherhand, the delegator should be careful by avoiding provision of answers to the task assigned. The delegatee should always give suggestions. This implies that the manager should keep the delegatee involved till the task is complete.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the main findings, conclusion and recommendations. Similar to that, the study offers areas for further research by other scholars.

5.2 Summary

This section provides a summary from the study. The main focus was to assess factors inhibiting effective delegation in public organization using Kibaha Education Centre as a case study. Major results obtained were; obstacles related to the supervisor by fearing of giving up power and control to a subordinate, obstacles related to subordinates by fearing to be criticised about failing to perform duties accordingly and obstacles related to the organization administration structure.

Moreover, the study went further finding out the prevailing practice on obstacles related with delegation process at Kibaha Education Centre. Among other responses, the results were; Fear of failure to perform the assigned duties, inadequate skills and failure of authority to delegate.

Eventually, the assumption was set to suggest mechanisms of enhancing delegation practice at Kibaha Education Centre. Among other suggestions, defined tasks to be delegated, recognition and appreciation and clear communication channel were scheduled by respondents to be the guidelines of enhancing the practice of delegation at Kibaha Education Centre.

5.3 Conclusion

Managers must realize that delegation is not an easy task some risk is inherent when responsibility is delegated and some degree of error and misjudgment is usually inevitable. The probability of finding errors in the workplace is highly likely whenever humans are involved. If subordinates do make mistakes rather than blame the concept of delegation, it should be investigated whether the particular

subordinate was equipped or not, at that time, to cope with that specific task as errors can be rectified. Being afraid to delegate or finding excuses for not delegating, should not prevail. The probability is high that, without delegation, the pressures of work and responsibility on the manager will continue to grow to the point where he or she becomes ineffective. The manager should hold the reins, although authority and power is delegated to the delegatee. The same goes for the delegatee: the manager has the power to withdraw authority at any time to keep control of the situation.

5.4 Recommendations

On basis of the findings and critical issues raised in the study, it is now possible to suggest some recommendations.

- i) It is recommended that clear communication channels between the delegator and the subordinate should be established. This will help a one to consult the delegator especially when there is a need of such a case.
- ii) It is recommended that there should recognition and appreciation. This should be given to a person who gets the delegated task done. By recognizing one, the practice of delegation in performing duties will get enhanced through provision of incentives, certificates of appreciation and so on to subordinates who will perform well the tasks given.
- iii) Also, tasks to be delegated should be defined. This assists a subordinate to remain focused on the task ahead. The last contribution was the provision of back-up and support for delegated tasks when necessary. This implies that the delegator has to be ready for a subordinate to come back once delegation has been done because the subordinate may fail to perform some assigned duties. delegate at the appropriate time and place to ensure effective delegation. As far as this is concerned it is recommended that: As a manager ensure that communication(dialogue) is clear when delegating to subordinates/delegatees as this assists in avoiding confusion and misunderstandings. This allows for two-way communication and

any uncertainties can be cleared up immediately effect between the delegator and the delegatee.

- iv) Provide back up and support for delegated tasks when necessary. As far as advice is concerned, a back up is not intended to take the task away from the delegatee, instead it is to support him/her with referrals or any intervention needed as a guide only until the task is completed. On completion of the task the manager should give accolades to the right person who will definitely find fulfilment and gain morale for further development.

5.5 Directions for Research

The researcher suggests about the empirical researches. They must reflect on the following areas.

- i) The study covered only KEC. For this reason, the results from this study cannot be taken as conclusive. There is a need to conduct a study of other organizations, public and private domestic/international organizations for investigating the phenomenon.
- ii) Longitudinal studies should be out as for this case it was a cross sectional which simply takes a snap shot, as for the longitudinal study the organization will be examined thoroughly.

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APPENDICES

APPENDIX I:

QUESTIONNAIRE

TOPIC: TO ASSESS FACTORS INHIBITING EFFECTIVE DELEGATION IN PUBLIC ORGANIZATION: A CASE STUDY OF KIBAHA EDUCATION CENTRE (KEC).

I, Lucy M. Swai the student of Mzumbe University pursuing Master of Science in Human Resource (Msc.HRM).I kindly request you to fill the following questions in accordance with the provided instructions. The questions are categorized into four parts; you are requested to answer all parts. The information you provide will be confidential.

PART I: PERSONAL INFORMATION

Put a tick in appropriate place.

1. Age –below 20 () between 20-40() above 40()
2. Sex male () female ()
3. What is your education level?
 - a) Ordinary level secondary
 - b) Advance level secondary
 - c) University level
4. What is your position in this Organization?
 - a) Senior staff
 - b) Middle level staff
 - c) Lower level staff
5. How long have you been in this organization?
 - a) One year b) Two years c) More than five years

PART II: INFORMATION ABOUT DELEGATOR

6. Have you ever delegated authorities?
Yes () No ()
7. If YES, what factors do you considered when you want to delegate?

.....
8. Do you delegate authorities to anybody?

Yes () No ()

9. What is the importance of delegation to you and to the organization?

.....
10. Is there any procedures to be followed when you want to delegate?

Yes () No ()

11. If YES, what are they?

12. What is the response of your subordinates when you delegate authorities to them?

PART III: INFORMATION ABOUT DELEGATEE

13. Have you ever been delegated authorities by your bosses?

Yes () No ()

14. How did you perform the delegated task?

.....
15. How many times have you been delegated?

a) One b) Two c) Three d) More than three times

16. When you are being delegated, what is your response towards delegated task?

.....
17. When you are being delegated do you have authorities on making decision towards the delegated task?

.....
.....
GENERAL INFORMATION

17. What do you think can be done to improve implementation of effective delegation at Kibaha Education Centre?

.....
.....

APPENDIX II

INTERVIEW GUIDE

Dear Sir/Madam,

I, Lucy M. Swai the student of Mzumbe University pursuing Master of Science in Human Resource (Msc.HRM).I kindly request you to fill the following questions in accordance with the provided instructions. The questions are categorized into four parts and you are requested to answer all parts. The information you provide will be confidential.

Questions:

Your Department.....

Your Designation.....

Your Level of education.....

1. What do you understand about delegation of authorities?
2. You as a leader, are you ready to delegate authorities to your subordinates?
3. How do the subordinates react when you delegate authority to them?
4. a) When you are away, do you leave all the office equipment for the subordinates to perform the delegated task?
b) What do you leave for the subordinates as the office equipment?
a).....
b).....
c).....
5. Is there any social misunderstanding that you ever experience between subordinates when you delegate authorities to a single person?
6. What do you experience to your subordinates when you delegate authorities to your subordinates?
7. What are the reasons behind for you to delegate?
8. Delegation thought to be as an essential for managerial system, do you experience it in Kibaha Education Centre (KEC)?
9. Do you provide training to your subordinates before you give them authorities?
Yes [] No []
10. What is your response on the receiving work from the subordinate?

.....
.....

11. Have you ever been given the authorities by your leaders?

Yes [] No []

12. When you are being delegated, do the managers leave the office facilities for you to work with them?

Yes [] No []

13. If yes, what do they leave for you to use freely?

i.

ii.

APPENDIX III

OBSERVATION KIT

This seeks to observe performance of duties related with delegation by observing all facilities used by top officials to hand over to subordinates. Items to be observed by the researcher are:

- i) Office keys that are used by the subordinates to accomplish the task in the office.
- ii) An office car that is used by subordinates to perform the delegated task, by travelling in and out of Kibaha Education Centre to maintain the delegated task.
- iii) To observe the way the delegatee performs duties handed over by his boss.
- iv) A certain documents that specify which kind of work was delegated to the subordinates by the top officials.
- v) A recorded information that shows who is allowed to delegate for whom and why.
- vi) A researcher will also observe the presence letter from the Executive Director intending to delegate authorities to any of the subordinates during absenteeism (UKAIMISHAJI).