

**DECENTRALIZATION AND EDUCATION SERVICE DELIVERY IN
PUBLIC SECONDARY SCHOOLS IN SHEEMA DISTRICT,
WESTERN UGANDA**

BY

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DECLARATION

declare that this thesis report is my original work and has not been presented for a degree or any other academic award in any University or Institution of Learning.

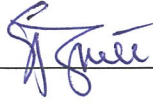
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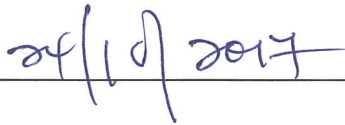
APPROVAL

confirm that the work proposed in this research report is carried out by the candidate under our supervision.



Name and Signature of Supervisor

Dr. Sofia Gaite



Date

DEDICATION

dedicate my work to my mother Agrance Ruteraho and Al Hajji Hassan Bassajjabalaba
r their utmost effort towards my academic achievement. I am very grateful for the firm
undation that was laid by Prof. Mushemeza, my God bless you all.

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ABSTRACT

The study was set to establish the effect of decentralization on education service delivery in Sheema district western Uganda. The study objectives included assessing the relationship between political decentralization on educational service delivery, assess the effect of administrative decentralization on educational service delivery and to find out the effect of fiscal decentralization on educational service delivery. The study was conducted from Sheema district in the public secondary schools in Sheema district. The study employed descriptive and correlation design. The data was collected from 150 respondents who were teachers, local leaders and district education officials. The data was collected through the use of research questionnaire and interview guide from the selected respondents. The study findings were that political decentralization has low significant relationship with educational service delivery in public secondary schools in Sheema district hence political decentralization does not have a significant effect on educational services delivery. The findings on the second objective were that administrative decentralization affect educational service delivery on the third objective fiscal decentralization had a significant effect on educational service delivery in public secondary schools, the relationship between the variables is significant meaning that fiscal decentralization affect educational service delivery. The researcher concluded that political decentralization does not contribute much to educational service delivery in public secondary schools in Sheema district, the findings means that educational service delivery is not as a result of political decentralization. On the second research objective the researcher concluded that administrative decentralization does not contribute to educational service delivery in public secondary schools in Sheema district, the researcher concluded that administrative decentralization need improvement and enhancing other factors necessary for enhancing education service delivery. On the third objective fiscal decentralization has a contribution to educational service delivery in public secondary schools in Sheema district, the researcher conclude that there is need for enhancing the provision financial services to the education institutions as means to improving performance. The study recommends that there is need to enhance the political administration management especially on the supervision of the educational infrastructure in Sheema district. Further assessment of the quality of the teachers needs to be done plus improving teacher enrollments in order to improve the performance of the education services delivery. The education administration need to setup investigations in order to realize the value for the management of the institutions. The schools need to improve on education policy especially on the teachers in order to provide realizable value for enhancing services delivery. Fiscal decentralization need to be enhanced through effective disbursement of funds to the schools. There is need for the improvement of funds allocation to schools in order to realize value for the education services and finally there is need for increasing on the funding to the schools.

CHAPTER ONE

INTRODUCTION

0 Introduction

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

1 Background of the study

The study background was based on four perspectives historical, theoretical, conceptual and contextual perspectives.

1.1 Historical Perspective

Stephens (1964), states that the history of local governance got its roots in 1702 in England as a rightful way to solve prolonged court cases. In his book "political Administrative History" Stephens (1964) stated that the judicial cases had to wait for many more days to be heard until the formation of manorial organization that helped solving local cases and later in 1770, local villages started making their own local courts judgment. Decentralization (local governance) is a form of public administration which in majority of contexts exists as the lowest tier of administration with in offices at state level, which are referred to as the central government, national government, or (where appropriate) federal government and also to sup rational government which deals with governing intuitions between states (klugmani 1997), (Masanyiwa, 2013).

Internationally decentralization has been embedded in democratic stands and development of constitutionalism. The American style of leadership (federalism) is considered to be the best form of governance which provides the best form of decentralization worldwide (Tanodrine Armstrong 1997). Many parts of the world have embraced decentralization in their style of development. In Europe, regions are given strategies to provide leadership to their local respective districts, or areas..

Africa, Ghana has been chosen as an Africa model economy whose constitution generally values local voices and powers especially with intentions of need to develop the communities. It should be noted that in 2006 Ghana was chosen among the best African countries which provide effective leadership to the masses at the lowest level through a fair election (Osae Yebe 2009)

East Africa has experienced many local; government (decentralization) reforms. These reforms have been experienced in Uganda, Tanzania and Rwanda to mention but a few. For example, Tanzania and Uganda has undergone major local governance (decentralization) reforms over the past ten years (Masanyiwa 2013). The overall aim of these local government reforms was to improve the quality access and equitable delivery of public services provided through or facilitated by local government authorities (Masanyiwa 2013). Decentralization has been an important part of the development agenda for much of the post independence period, there are major variations in the forms that local governance has taken place. Earlier attempts from the 1960s to mid-1990s were often implemented by de concentrating and delegating responsibilities to regional and local governance (Toradoff, 1994, Hirschman, 2003, Shivji and peter 2003, Kessy and Mc court, 2010) as cited by (Masanyiwa 2013). Recent reforms which started in 1998 have been described as more holistic and far reaching, (URT, 2008).

During the period between 1961 and 1970, Uganda had an annual economic growth rate of 5.1%, however, in the period between 1970 and 1980, the country experienced a decline in GDP of about 25% (Jitta et-al 1996). This economic depression had adverse impacts on the education sector. Recruitment and development budgetary allocation to the education sector have continued to decline in financial flows for education services as a percentage of the central government budget. Local government reforms especially extending services closer to the people holding promises including local level, local government and possibly improved service delivery for the poor. However effective implementing often lags behind rhetoric and the effective delivery of promises as depends on a range of preconditions and the country specific context for reforms.

In several countries it can be observed that local government decentralization reforms have been implemented in an even manner some elements of the government may wish to undertake substantial reforms, other demonstrations with intentionally or unintentionally counterproductive reforms. The present study on decentralization and education service delivery mainly focuses on education service delivery in relation to decentralization. As such the study looking at decentralization whilst comparing the decentralization systems in Uganda (Timenze and Murega, 2010, Mubyazi et-al 2004, Boon, 2007, Cowi and Epos 2007). Its claimed that (local governance decentralization improves education services management. The extent to which decentralization and education service delivery results in better services)

Decentralization is one of the most ambitious reforms undertaken by Uganda since its independence in 1962. In 1970 a second Education Act was introduced to encourage the establishment of private schools in Uganda. This act streamlined the requirements and procedures for establishing and operating a private school (Ssekamwa, 1997). A few more church-founded schools and a couple of international schools were established. Private colleges were also established. Most education policy and planning commissions and reviews, prior to and after independence in 1962, recommended more support by central government for academic secondary schools and tertiary institutions. Smyth (1970) explains that secondary education was seen to enhance economic development and was seen as a way of increasing. Education has been decentralized to local governments beginning with primary (an equivalence of elementary) education. Many programs have been put in place to facilitate decentralization of education service delivery. The growth of private schools had been slow until the late 1990s. Several factors caused private education to grow exponentially in the late 1990s. These include economic and political stability; further, recovery from war increased school enrollments and Universal Primary Education (UPE). Many schools are now owned by individuals or groups of persons. In 2005, there were 11,850 Government aided and 1,521 Private primary schools. There were 1651 Government aided secondary schools and about 1898 private secondary ones (Bitamazire, 2005).

.1.2 Theoretical Perspective

The study was premised on traditional theory of fiscal federalism (or the organization of intergovernmental fiscal relations) first developed by Oates in 1972. Viewing government as a benevolent agent, he created a decentralization theorem, which states that in the presence of diverse preferences and needs, provision of services from a decentralized government will lead to increased citizen welfare. This occurs because decentralized government leads to information advantages and more flexibility in adapting to citizens' needs and preferences, as emphasized earlier by Hayek (1945). Today, the growing second-generation literature is based on the theory of "public choice," assuming a political economy with selfish officials, as opposed to the benevolent agents in the previous literature. Fiscal federalism, focuses on incentives for government officials not to deviate from good behavior and emphasizes the role of decentralization as a mechanism to control an intrusive, expansive public sector and to support effective private markets. Classical federalism and the Tiebout hypothesis (addressing the competition among local governments and the mobility of individuals to find their preferred package of services) may be major. Decentralization is a theme discussed in relation to a wide range of related subjects like public sector reform, democracy, and political fiscal and administrative decentralization. (Smoke, 2003) Although it has been described as "one of the fashions of our time" (Manor 2006: 283), there is still a lot of lack of clarity about its exact meaning. The reason why decentralization came to be a much talked-about subject stems partly from the fact that it has been adopted by people belonging to different political persuasions. The theory provides that decentralization aspects have a bearing on the services like education of the people.

.1.3 Conceptual Perspectives

Various researchers and scholars define the concept of decentralization in different ways. Mondinelli (1981) defines decentralization as the transfer of responsibility for planning, management, and the raising and allocation of resources from the central government and its agencies to field units of government agencies, subordinate units or levels of government, semi-autonomous public authorities or non-governmental private or

voluntary organizations. Mawhood (1993) argues that most individuals and governments favor the concept of decentralization because it necessitates the unlocking of an inert central bureaucracy, curing managerial constipation, giving more direct access for the people to the government and the whole nation to participate in the national development planning process. Govinda (1997) views decentralization as a fundamental value to be internalized into the system of educational management or as a technocratic solution for the problems that are encountered by any education system.

Edwards (1999) defines decentralization as the transference of authority, legislative, judicial and administrative from a higher level of government to a lower level. The World Bank (2001) also defines decentralization as the transfer of authority and responsibility of the public functions from the central government to the immediate and local governments and/or the private sector.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) also defines decentralization in the context of education that it is the transfer of all or part of the decision-making, responsibilities and management vested in the central authority towards another regional, provincial or local authority either at districts, municipalities, communities or towards schools themselves (UNESCO, 2005).

"Fiscal decentralization" refers to the percentage of total government expenditure executed by sub national governments, considering the size and character of transfers, or the level of tax autonomy of sub national governments, or both.

Administrative decentralization refers to the transfer of responsibility for the planning, financing and management of certain public functions from the central government and its agencies to field units of government agencies, subordinate units or levels of government.

Fiscal decentralization refers to the situation in which decisions about expenditures of revenues raised locally or transferred from the central government are done by the local

thority. In many developing countries local governments or administrative units assess the legal authority to impose taxes, but the tax base is so weak.

Education service delivery: Callaway (1979) defines education as the process of educating and teaching (now that's really useful, isn't it?) Educate is further defined as "to develop the knowledge, skill, or character of." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Is there a body of information that exists "out there" apart from the human thought processes that developed it? If we look at the standards and benchmarks developed by many states we find that E. D. Hirsch (1987).

Education is a basic human right for all children. This was recognized over 60 years ago in the Universal Declaration of Human Rights, acknowledged and agreed to by many governments across the world. However, in Africa millions of children, particularly girls, are still denied the right to education and are unable to access the knowledge, skills and capabilities necessary to take an empowered and equal role in society (Esomonu, 1999)

Educational infrastructure is defined as the network of services that are provided to support the education services to the school going children.

Teacher's commitment means that state when the teachers operations are intended to work in the manner that suit their required means of work

Performance of students is the manner in which the students attain the results or their overall intensions of work/ studying.

L.1.4 Contextual Perspective

After decades of civil war and dictatorship, the National Resistance Movement (NRM) began to bring some stability to Uganda in 1986. This included an overall effort to decentralize government legislated primarily through the 1995 Constitution and the 1997 Local Government Act. There are 45 districts with elected councils and chairs and over 800 sub-counties.

Recently, the Government of Uganda (GOU) has increased its effort in the education sector, raising spending from 2.6 percent of GNP in 1996 (with only 43 percent allocated to primary schooling) to 4 percent in 2000, or nearly a third of its discretionary recurrent budget. This increase was necessitated by the much celebrated "big bang" approach the government took to universal primary education (UPE) in 1997, abolishing all fees for primary schooling and fully assuming the responsibility for financing the sector. Up to that point, household contributions represented about 60 percent of funds for primary schools. As a consequence, enrolments skyrocketed, and pupil-teacher ratios increased (World Bank, 2002).

Despite annual economic growth of 7 percent during the early 1990s, social services hardly improved in many respects. A now famous Public Expenditure Tracking Survey found that as little as one quarter of primary education grant monies actually reached schools and further that schools operated under perverse incentives to misreport enrolment and fee data. Since 1995, the GOU has sought to redress these problems, namely "to improve the flow of information, and make budget transfers transparent by: i) publishing amounts transferred to the districts in newspapers and radio broadcasts; ii) requiring schools to maintain public notice boards to post monthly transfer of funds; iii) legally providing for accountability and information dissemination in the 1997 Local Government Act; and iv) requiring districts to deposit all grants to schools in their own accounts, and delegating authority for procurement from the center to the schools (Ablo and Reinikka, 1998).

Functions of Governments and Intergovernmental Relations. Officially, the districts are responsible for providing primary and secondary schooling but are supposed to devolve primary education to the sub-counties and other local governments (villages and parishes) and schools, but the division of powers under the Local Government Act is not entirely transparent. Districts recruit teachers, but teacher pay is both determined and provided by the central government. Lang (2000) captures the recent progress in this area nicely.

Decentralization coincided with introduction of the universal primary education policy in 1997 which provided for free primary education for all school age children, up to a limit of four children per family initially, and amended to benefit all children in 2003 (Nishimura et al, 2005). The UPE policy aimed at expanding access, enhancing equity, and increasing efficiency in education systems (Inter-Agency for Basic Education for All, 1990), (MOES, 1998 cited in Vokstrup, 2001, p.135). The UPE policy led to increased public funding for primary education, number of teachers and schools (Nishimura et al, 2005). The immediate result of the policy was a dramatic increase in primary school enrolment with the number of pupils in public primary schools nearly doubling by mid 1997 (Disarray, 2003). The net enrolment ratio of school age children (6-12 years) grew from 85% in 2000 to 92% in 2007 (MOES, 2007).

Uganda primary education system consists of two parallel formal systems: a public system mainly attended by the rural and urban poor the majority and a private system of day and boarding schools for the more affluent households. According to Graham-Brown (1998) cited in Vokstrup (2001): Except in the rhetoric, the Ugandan educational system does not reflect any vision towards a society of more equity, but does in its structure reflect continued growing inequality in society. Access to education continues to favor the more affluent groups. Net enrolment rate continues to be skewed against the poor from primary education to higher levels, the situation getting worse with advancement in levels. The net enrolment rate for secondary education varies from 2% for the poorest quintile to 27% for the richest quintile, and the net enrolment rate for higher education varies from 1% for the poorest quintile to 5% for the richest quintile. Concurrent with decentralization, the implementation of the UPE policy puts much emphasis on local management of schools, particularly management of the UPE grant. LCs at the various levels is expected to monitor the flow and use of the UPE grant. At the school level, the role of the school governing bodies is stressed. In Uganda, every primary school is required by law to have a school management committee (SMC) which takes overall responsibility for running the school.

.2 Statement of the problem

educational service delivery in Uganda has been prevailing since the time of dependence. The transformation to decentralization in Uganda has come with the decentralizations of services to the lower local levels in the country (UNDP, 2000b). The educational service delivery in Uganda is poor coupled with the poor school infrastructures, poor payment to teachers, low or lack of scholastic materials in schools. Furthermore the educational institution is struggling with the issues that have still left the performance of school going children in dire state of need. The Ministry of education MOE report of 2011 cites lack of committed administration for education services with poor and uncommitted inspectors and educational inspectors in the schools that has frustrated the development of the educational services in Uganda. The performance of the schools in the country especially in the public affairs is affiliated to governance in the country raising issues of decentralization governance in the country. It was based on this that the study set to investigate whether service delivery is affected by decentralization.

.3 Purpose of the study

The purpose of the study was to establish the relationship between decentralization and education service delivery in Sheema district western Uganda.

.4 Objective of the study

The study will be sought to achieve following objectives.

- i) To examine the relationship between political decentralization and educational service delivery in Uganda
- ii) To assess the relationship between administrative decentralization and educational service delivery in Uganda
- iii) To find out the relationship between fiscal decentralization and educational service delivery in Uganda

.5 Research questions

- i) What is the relationship between political decentralization and educational service delivery in Uganda?
- ii) What is the relationship between administrative decentralization and educational service delivery in Uganda?
- iii) What is the relationship between fiscal decentralization and educational service delivery in Uganda?

.6 Research hypothesis

There is no significant relationship between political decentralization and educational service delivery in Uganda

There is no significant relationship between administrative decentralization and educational service delivery in Uganda

There is no significant relationship between fiscal decentralization and educational service delivery in Uganda.

.7.0 Scope of the study

.7.1 Geographical scope

The study was conducted in Sheema district. Sheema District is bordered by Buhweju district to the north, Mbarara District to the east, Ntungamo District to the south, Mitooma district to the southwest and Bushenyi District to the west. Kibingo, where the district headquarters are located, lies approximately 33 Kilometers (21 mi), by road, west of Mbarara, the largest city in Ankole sub-region. The coordinates of the district are: 00 32S, 30 24E. The study will be conducted in Sheema district given that the state of education services is less developed.

.7.2 Content scope

The researcher focused on decentralization (political, fiscal and administrative aspects) and education service delivery in terms of educational infrastructure, teacher's commitment and performance of students.

.8 Significance of the study

he study will be useful in guiding the local government officials, educational managers and other stakeholders in the management on service delivery in communities and academic achievements.

he study finding may be useful to other researchers planning or carrying out research on decentralization and education service delivery and academic achievement. The ministry of education and sports, ministry of finance and economic planning can benefit and formulate appropriate policies that could guide better management of service delivered to institutions for better achievement

istrict council and local authority developers, educationists can also integrate these study findings in the training programs for institutional managers. It will also be beneficial to policy makers in government on how to ensure effectiveness of decentralization and service delivery. It will act as an eye opener to the local officials who are the beneficiaries of decentralization to realize their right to service delivery which demanded by them. Finally this study will also contribute to the existing body of knowledge on the proper management of all services delivered as far as education is concerned.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed relevant sources of literature that deliberate on decentralization and educational service delivery. It comprises three main sections which are theoretical review, conceptual framework, related studies.

2.1 Theoretical Review

The study is premised on two theories that include the traditional theory of fiscal federalism and Social learning theory.

Traditional theory of fiscal federalism

The study were premised on traditional theory of fiscal federalism (or the organization of intergovernmental fiscal relations) first developed by Oates in 1972. Viewing government as a benevolent agent, he created a decentralization theorem, which states that in the presence of diverse preferences and needs, provision of services from a decentralized government will lead to increased citizen welfare. This occurs because decentralized government leads to information advantages and more flexibility in adapting to citizens' needs and preferences, as emphasized earlier by Hayek (1945).

This line of reasoning (see, e.g. Weingast, 2009) suggests that tax decentralization, by explicitly connecting the effects of spending policies with the revenue budget, provides incentives to focus on growth-enhancing policies and to reduce rent-seeking and waste in government. In this second generation fiscal federalism theory, sub-national governments are considered to be pursuing their own interests rather than being benevolent (see also Oates, 2005). Financing through formula grants does not provide the adequate incentives to foster growth because the effect of a region's economic policies is translated to the growth of the national revenue pool, of which at most the region will be able to capture a tiny proportion. Careaga and Weingast (2003) call this effect the 'fiscal law of $1/n$ ', obviously referring to the share of national revenues captured

y one region when there are n regions of same size. In contrast with this, entirely financing spending through taxes generated in the region means that 100% of the revenues generated as a result of a particular policy are kept in the revenue budget of the sub-national government.

The prediction of this theory is clear. Increasing tax decentralization would increase the % of revenues retained by the region (the so-called 'marginal retention rate') and this will increase the marginal benefit of productive spending vis-a-vis other possible uses of spending. These authors focus on the effects of rents and wasteful spending (see Weingast, 2009, and Careaga and Weingast, 2003), meaning that tax decentralization would increase the efficiency in government spending and, under some conditions, even reduce the size of the overall budget. Note, however, that the stronger incentives to spend productively will also reduce other spending even if it cannot be considered wasteful. But even in this case the effect would be efficiency-enhancing, since previous to tax decentralization the sub-national government was not considering the correct relative prices of the different types of spending. Note also that the argument does not depend on the mobility of tax bases, since the effects of productive spending on the tax base could simply occur through its effect on the growth of the national tax base. As pointed out by Hindriks et al. (2008), the fiscal interest theory does not make any explicit treatment of mobility.

Given the policy shift towards more productive spending and more growth oriented government policies, the Fiscal interest theory also suggests that growth should be stronger in tax-decentralized places. More concretely, the main hypothesis that has been put to test is the one that links the marginal retention rate (% of taxes retained by sub-national governments / taxes generated sub-nationally) and the GDP growth rate.

The literature on fiscal competition between sub-national units of government has generated a number of reasonably clear-cut insights about the composition of their spending. It is important to recognize that competition in this context is considered active

in the sense that sub-national governments use tax or expenditure policies to pursue certain goals (such as to attract firms in order to boost their employment and income), with policy decisions by one unit affecting others (Ferreira, 2005).

social learning theory

In social learning theory, Albert Bandura (1977) agrees with the behaviorist learning theories of classical conditioning and operant conditioning. However, he adds two important ideas: Mediating processes occur between stimuli & responses. Behavior is learned from the environment through the process of observational learning.

Social learning theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. As initially outlined by Bandura and Walters in 1963 and further detailed in 1977 key tenets of social learning theory are as follows

1. Learning is not purely behavioral; rather, it is a cognitive process that takes place in a social context.
2. Learning can occur by observing a behavior and by observing the consequences of the behavior (vicarious reinforcement).
3. Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (observational learning or modeling). Thus, learning can occur without an observable change in behavior.
4. Reinforcement plays a role in learning but is not entirely responsible for learning.
5. The learner is not a passive recipient of information. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).

The term identification as used by Social Learning Theory is similar to the Freudian term related to the Oedipus complex. However, during the Oedipus complex the child can only identify with the same sex parent, whereas with Social Learning Theory the person (child or adult) can potentially identify with any other person. Identification is different to

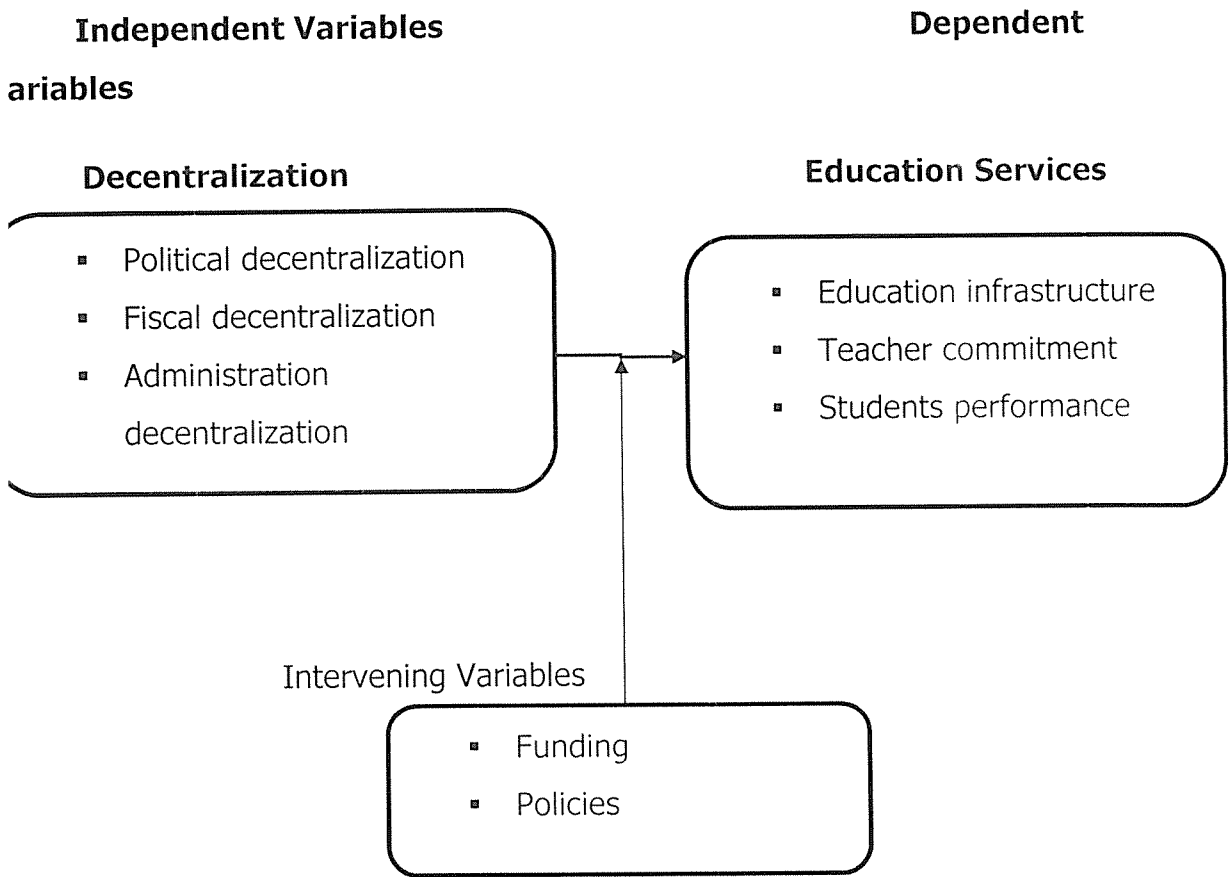
imitation as it may involve a number of behaviors being adopted, whereas imitation usually involves copying a single behavior.

Some criticisms of social learning theory arise from their commitment to the environment as the chief influence on behavior. It is limiting to describe behavior solely in terms of either nature or nurture and attempts to do this underestimate the complexity of human behavior. It is more likely that behavior is due to an interaction between nature (biology) and nurture (environment). Social learning theory is not a full explanation for all behavior. This is particularly the case when there is no apparent role model in the person's life to imitate for a given behavior.

The discovery of mirror neurons has lent biological support to the theory of social learning. Although research is in its infancy the recent discovery of "mirror neurons" in primates may constitute a neurological basis for imitation. These are neurons which fire both if the animal does something itself, and if it observes the action being done by another.

2 Conceptual Framework

Figure 1 Conceptual Framework showing relationship between decentralization and education service delivery



Source: Adopted from Nsibambi (1998) and World Bank (2002) and Modified by researcher.

The conceptual framework shows the link between decentralization and education service delivery in Uganda. The conceptual perspective on the independent variable has three constructs that include political decentralization, fiscal decentralization and administration decentralization the variable is in linkage with the dependent variable which is educational service delivery which include education infrastructure, teacher commitment and students performance. The prevalence of the positive independent variable constructs has a positive effect on the educational service delivery while the negative decentralization has a negative effect on educational service delivery. The intervening variable was funding and policies which have an effect on decentralization and a respective effect on

educational service delivery. For example not all the policies that are made are implemented.

.3 Related Literature

.3.1 Relationship between political decentralization and educational service delivery

Structure of decentralization in Uganda

The local government system is based on the district as a unit under which there are lower local governments and administrative units. Local government councils in a district are:

- a) The District or City Council
 - b) The Municipal Council
 - c) The City Division Council
 - d) The Municipal Division Council
 - e) The Sub-County Council
 - f) The Town Council
- administrative unit councils in a district are:
- a) The County Council
 - b) The Parish or Ward Council
 - c) The Village Council

There are distinct differences between local government councils and administrative unit councils. A local government council is a body corporate with perpetual succession and a common seal. It may sue or be sued in its corporate name. Each local government council has a directly elected chairperson, directly elected councilors representing demarcated electoral areas, two councilors (one male, one female) representing the youth, two councilors (one male, one female) representing persons with disabilities and women councilors forming one third of the council. Additionally, every lower local government council has two elderly persons (one male, one female) above the age of fifty five years nominated by the respective executive committee for approval by the respective council. A speaker, elected from among the members presides at council meetings.

very local government council is obliged to appoint an executive committee, which committee is chaired by the Chairperson. It is the responsibility of the executive committee to initiate and formulate policy for approval by the council; monitor and oversee the implementation of policies and programs; and recommend to the council persons to be appointed members of statutory commissions, boards and committees. Local government councils also have standing committees, which make detailed consideration of proposals and recommendations.

An administrative unit council is not a corporate body. Its functions are to resolve problems or disputes, monitor the delivery of services and assist in the maintenance of law, order and security. Administrative unit councils at the county level consist of all members of the sub-county executive committee in the county; at the parish level, all members of the village executive committees in the parish; and at the village, all persons of eighteen years of age or above residing in the village. In addition, administrative unit councils have ex-officio members - at the county, all district councilors representing electoral areas in the county and at the parish, all sub-county councilors representing electoral areas in the parish. Meetings of an administrative unit council, unlike the meetings of a local government council, are presided over by the Chairperson (Nsibambi, 1998)

The village and parish administrative units are required to have an executive committee. The county council cannot, however, establish or appoint an executive committee in its true meaning. Instead, the county council elects a chairperson and Vice-Chairperson from among its members. Local government and administrative units are collectively known as local councils. Local councils are further classified as either rural or urban.

Political decentralization gives citizens through their elected leaders more power in public decision-making. It is often associated with a pluralistic setting and is preventative of government (Stuti Kemani 2001). The premise is that service delivery policies taken at the sub-national level will be better informed and more relevant to diverse interests in society than those taken only by national political authorities. More importantly, political

Decentralization may help to strengthen accountability, which is necessary for improved service delivery. If local elected officials make policy decisions about services that affect citizens, they in turn can hold the local officials accountable and remove them from power at the next local elections.

It is commonly argued that political decentralization brings accountability to the system and may improve health service delivery (World Development Report 2004). This may occur because citizens have a channel to provide input on local decision-making processes and hold local decision-makers accountable for their actions (Khemani 2004.). McGreevey (2000) argues that political decentralization, in the context of a decentralized provision of health services, is essential to ensure accountability and improvements in efficiency. He argues that the realization of the benefits of decentralization requires not only devolving financial resources and administrative functions to lower tiers of government but also instituting electoral accountability.

Thus, in improving local accountability in service delivery through the political process, local elections may be a powerful tool for citizens. Betancourt and Gleason (1999), for example, found that in India an increased allocation of nurses to rural districts is associated with higher turnout in local elections. Khemani (2004.) found that voters in local elections reward incumbents for local income growth, and punish them for the lack of it and for increased local inequality in their tenure.

Another rationale is that political decentralization allows for a more widespread political representation (Neven 2003), that is, bringing more diverse and often underrepresented groups to participate in decision making about education services. There is evidence that this has happened in countries such as Pakistan and India, where people of traditionally excluded and vulnerable groups, such as women, farmers in rural areas and indigenous people, now have a role in the political process (World Bank 2005; Raghavendra and Bulfo 2003). In these two countries women and other groups have reserved seats in the legislative bodies of local governments, as a consequence of the political decentralization process.

Political Decentralization is thought to bring government closer to the people by way of introducing or strengthening the electoral process at sub national levels, the formation of councils and citizens committees, and direct participation of the users of services and beneficiaries of education services delivery. Even where not locally elected, sub-national government is thought to have greater knowledge of local preferences, so decentralization may encourage allocative efficiency. An efficient division of responsibilities among different levels of government requires, however, that the role of each level of government must match its capability, and a set of rules defining who has authority and who will be held accountable. These rules should be explicit and transparent. Fundamental rules are most often spelled out in the constitution, leading to laws and regulations covering specific implementation of the fiscal system and education services delivery.

There are two aspects of constitutional structure. The first consists of political offices and how powers are allocated to them. The second aspect establishes electoral procedures (Myerson 1998). In a federal or devolved system the jurisdiction of national and sub national political units overlap. The constitution defines the scope of authority of the differing units. Additionally, the constitution and national laws may define situations in which provincial governments can be investigated, disciplined, or removed by arms of the national government (Meagher 1999) or alternatively, sub-national governments can monitor and bring political or legal action against the central government.

Also important to the quality of governance in a political decentralized setting are the differences among the various political and electoral systems. For example, the distinctions between presidential and education services systems can be critical, since power is not only divided vertically between central and local authorities, but also horizontally among the executive, legislative and judicial branches of government. Stepan and Skach (1993) believe the educational system to be superior for emerging democracies wishing to build strong institutions, because the system lessens the strength of the executive, balancing it, in their view, with the power of the legislature.

The thrust for political decentralization has been associated with some empirical evidence and theoretical expectation about decentralized governance. Some scholars such as Mehrotra (2005), Berg (2004), Heller (2001) and Ribot (2002) provide empirical evidence showing that political decentralization improves service delivery at the local level. The same results are shown by development agencies such as the World Bank, who have often focused on the benefits of decentralization for service delivery, based on the principle of subsidiarity (World Bank 2008). However, both the empirical evidence and the normative perspective of subsidiarity exist in at least three main arguments for decentralization: promoting responsiveness, enhancing accountability, and facilitating post recovery.

The common theoretical argument for political decentralization is that it provides a means for the level of consumption of public goods to be tailored to the preferences of subsets of society. Therefore, decentralization is seen as mode of administration that promotes economic efficiency by allowing greater differentiation of resource allocations across jurisdictions in response to the needs of consumers. Local governments are closer to the people and are therefore seen to be in a better position than the central government to provide services that match the preferences of the people in their jurisdiction. It is assumed that the lower levels of governments are better informed about the preferences of the population than the central government (Bergh 2004; Oates 1972; Azfar et al. 2001; Bahl 1995). As such, the local governments are considered to stand a better chance of providing education service to the level and mix that commensurate to the demands of the population.

Political Decentralization is also seen as a mode of administration that improves efficiency by enhancing accountability. Because the sub national governments are closer to the citizens, it is assumed that it provides an opportunity for the people to participate, monitor and control the sub national governments (World Bank 2008). With this in mind, the links between the local people and local governments is perceived to increase innovation over time in response to the competitive pressure by the local people to adopt the most

efficient techniques of production (Oates 1972; Bergh 2004). As such, decentralization may increase both static and dynamic efficiency in the production of education services (Oates 1972: 13; Van Dijk 2006: 32).

3.2 Relationship between administrative decentralization and educational service delivery

The education sector is inching toward full-blown decentralization but it is beset with problems such as inadequate or lack of the necessary financial, human and infrastructural resources. These bottlenecks give credence to Rosenbaum's (2000) assertion that national governments have the tendency to devolve responsibilities to local government without providing the necessary resources. Some evidence shows that even the most successful forms of administrative decentralization have been unable to overcome economic and political disparities, both within and among regions. A rare UNICEF paper on decentralization by Klugman (1997) in fact warns that decentralization may lead to greater interregional disparities whereby local governments faced by fiscal constraints find themselves competing for the resources from the centre. The relative inability of local government in poorer regions to raise resources through local tax levies and licensing may further accentuate inequalities in attainment of social objectives.

UNESCO; 2005 In order to achieve the various educational sector goals through decentralization, central government agencies should assign functions (responsibilities) and resources for services in ways that allow each level of local government to perform the functions most suited to engagement with local communities and direct service delivery, with the financial resources and technical capacity available. The assignment of functions is requires a list of functions by level of administration and involves the determination of 'optimal' levels of decentralization.

Sometimes debates over administration decentralization are cast in a local government versus central government dichotomy. But, in fact decentralization does not mean that central governments and their various ministries withdraw from an area of responsibility. J. McGinn & T. Welsh; 1999 Central governments' capacity to manage the

Decentralization process is crucial for its success. This role is particularly important for service delivery outcomes as it relates to setting national priorities, ensuring minimum or core standards, and guiding local governments in their new functions. For example, educational decentralization and planning raise the question of how far decision-making should be decentralized for each level or type of education (primary, secondary, higher, but also pre-primary and literacy training) and how responsibilities should be allocated for the development of curricula and teaching methods, evaluation, textbook production and distribution, recruitment and remuneration of teachers, school building and maintenance, the establishment of links between parents and teachers, etc.⁸ Typically, under EAP, central government will maintain large control over the content of the national education curriculum reflecting the national level benefit of education.

Sufficient administrative resources and discretion over them are core components of a decentralized framework of education services provision. If local governments are to carry out expenditure responsibilities and provide public services in a decentralized manner effectively, they should be able to have an adequate level of revenues to afford those decentralized functions, either through locally raised revenues, which could bring greater accountability (McLure 2002), through transferred resources from the central government, or through other sources (further discussed below). At the same time, however, local government should be endowed with an adequate level of discretion to make the decisions about how to use those revenues and thus fulfill the public service functions² they expected to deliver (Bird 1986). The intergovernmental fiscal framework typically has a 4 pillar structure: expenditure responsibilities, revenue assignments, transfers, and sub-national borrowing. In other words, within this fiscal framework sub-national governments finance their expenditure responsibilities (goods and services provided) through the following channels: first, self-financing using local tax revenues, user charges, or shared revenues with the central government; second, intergovernmental fiscal transfers, either through general purpose block transfers or earmarked-specific purpose transfers; and third through sub-national borrowing. In the context of service delivery at the local level, financing options have also diversified to

include public-private partnerships, co financing or co-production arrangements through which the users participate in providing education services and infrastructure through monetary or labor contributions, and other administrative schemes, all these avenues have also been encouraged by decentralization processes (Litvack and Seddon 1999).

There are, of course, different levels of discretion in the use of fiscal resources that central governments establish. They are geared to assure certain level of spending in specific goods and services provided by sub-national budgets. They depend on a variety of factors such as local capacity to administer resources, fiscal considerations, national goals, political issues, and institutional constraints. From the fiscal dimension the central government typically may be able to control spending allocations through strings attached to shared revenues and transfers to local governments (i.e., earmarked transfer or conditional transfers), through sub-national borrowing controls, or through other fiscal means (Arze and Martinez-Vazquez 2003). The government can also place borrowing controls or even tighten local borrowing to solely raise resources for certain categories of goods and services provided at the local level (World Bank 2008). Because of all these (and other) considerations, measuring fiscal decentralization presents several complexities and limitations when examining it empirically

Administrative decentralization deals directly with the powers of local officials who are responsible for delivering services in issues such as personnel, service facilities, general management, and other administrative discretion in day-to-day operations. Rondinelli (1981) offers the most widely used classification of the types of administrative decentralization: de-concentration, delegation, and devolution.

1.3.3 Relationship between fiscal decentralization and educational service delivery

Through financial decentralization, education grants are calculated centrally and then released to the districts as conditional, non-conditional or equalization grants. Equalization grants are paid to local governments for giving subsidies or making special

provision to the least developed districts (Local Government Act, 1997, section 84(4)). Conditional grants are budgeted for as capitation grants that are distributed to the schools in accordance with their enrolments. UNESCO (2004) suggests that school formula funding, based on enrollment, location and the like, can reduce the opportunities for corruption.

Provision of infrastructure involves many activities and actors. Major activities include planning, budgeting, and release of funds, accounting, reporting, monitoring and evaluation. These activities are done at the different levels: school/local community; sub-county, division, district, MoES, and by other concerned actors such as MoFED and the resident's office. The involvement of the local community that originally occurred through the Parent Teacher Associations (PTAs) now takes place through the School Management Committee (SMC). SMCs include 7 appointed members and only two members elected by parents (Suzuki, 2002). SMCs are not unique to Uganda. They were established in Mali as well. In Uganda, SMCs and PTAs co-exist with varying powers; the former is responsible for UPE grants. These committees oversee school administration, development and improvement projects. The SMC is intended to be the increasingly empowered governance mechanism dealing with education locally.

Decentralization has been practiced for almost a decade in Uganda, longer than many countries in Africa. In the next section, we draw on the literature on decentralization to theoretically tease out strong aspects and weak points of the Ugandan education decentralization process. Even though no experimentation phases were built into the process, analyzing the benefits and risks of the implementation structures is likely to allow sub-Saharan African countries to learn from the experience of others at decentralization. Where professional will is led by political will there are likely to be large gaps between proclaimed policies and implementation practices.

With the devolution of responsibility for elementary education to the district level, teachers' salaries are now paid more promptly and the management of the payroll has

improved. District administrators can manage their funds without being slowed down by the bureaucracies of the central government. Elementary school teachers are appointed, posted and remunerated over a period of no more than six months. (This is not yet the case for secondary school teachers, who suffer a recruitment freeze and are still appointed centrally.) Remitting teachers' salaries through banks circumnavigates the diversion of salaries and other risks involved in cash payments. Prompt remuneration undoubtedly reduces teacher burnout, increases teacher retention rates and boosts teachers' motivation and status in the community (Saito, 2000).

Bershteyn (2003) notes that information on the conditional grants to districts is published in the national press and provided to schools. This acts as a measure for increased accountability and transparency. District headquarters are required to display publicly the amount of UPE funds received and how they are planning to allocate them. Schools and sub-counties, in turn, must publicize their budgets and sources of funds.

Fiscal Decentralized levels of government have their *raison d'être* in the provision of goods and services whose consumption is limited to their own jurisdictions. By tailoring outputs of such goods and services to the particular preferences and circumstances of their constituencies, decentralized provision increases economic welfare above that which results from the more uniform levels of such services that are likely under national provision. The basic point here is simply that the efficient level of output of a "local" education good (i.e., that for which the sum of residents' marginal benefits equals marginal cost) is likely to vary across jurisdictions as a result of both differences in preferences and cost differentials. (Oates 1999, 1121-22). One pillar of this argument is that because sub national governments are closer to the people than the central government, they are considered to have better information about the preferences of local populations than the central government (Hayek 1945, Musgrave 1959). Hence, they are argued to be better informed to respond to the variations in demands for goods and services.

sub national governments are also considered to be most responsive to the variations in demands for and costs of providing public goods. Fiscal Competition among sub national governments is said to allow for a variety of bundles of local public goods to be produced, and individuals are said to reveal their preferences for those goods by moving to those jurisdictions that satisfy their tastes--that is, by "voting with their feet." This is seen to pressure sub national governments to pay attention to the preferences of their constituents and tailor the service delivery accordingly, whilst risking the loss of tax revenues (Oates 1968, 1972, 1999; Salmon 1987; Breton 1996; Qian and Weingast 1997). This "voting with feet" is thus argued to enhance the efficiency of resource location by increasing the likelihood that governments satisfy the wishes of citizens. Where geographic mobility is constrained, as in many developing and transition countries, alternative service providers such as private firms and NGOs are potentially important in providing exit options.

Fiscal Decentralization is also argued to promote accountability and reduce corruption in the educational sector (Ostrom, Schroeder, and Wynne 1993). Since sub national governments are closer to the people, citizens are considered to be more aware of sub national governments' actions than they are of actions of the central government. Also, the resulting competition between sub-national providers of public goods is seen to impose discipline on sub national governments, as citizens averse to corruption may exit to alternative jurisdiction or providers.

Corruption represents a breakdown of cooperative behavior, in which the few collude to the detriment of all. Devolving functions to smaller units that are closer to the population would, in theory, increase consensus and legitimacy concerning the choice of education services. This, in turn, can be expected to foster cooperation, vigilance, as well as acceptance of and adherence to rules of public sector integrity ("rule-obedience"). This could be especially true where the financing of public services is devolved via the assignment of tax instruments or the collection of user fees. In plural or socially actionalized nations, the question then arises whether jurisdictions can be so designed

o as to maximize social (e.g. ethno-linguistic) homogeneity and social capital, and therefore the propensity to cooperate at the local level (Meagher 1999).

making services more demand responsive through fiscal decentralization is argued to have the added benefit that it increases households' willingness to pay for services (Litvack and Seddon 1999).

.4 Summary and Gaps identified

he study findings on the review of literature are provided under the means of analysis of the previous that were conducted on the topic "Decentralization and education service delivery in Public secondary schools. The study provided that different authors contend that decentralization in terms of political, administrative and fiscal decentralization has a positive contribution to educational service delivery. The mechanism for performance of decentralization according to some authors does not contribute to any significant value to the education service delivery in the country. The past studies show that authors have conflicting ideas on the contribution of decentralization on service delivery. The literature also provided that different authors works provide that the mechanism of decentralization studied in the literature are outside the Ugandan environment, while others studies were presented time before 2010 presenting geographical and time gaps besides these studies do not focus on the specific items of the mechanism necessary for the measure of education service delivery hence the theoretical gaps that were introduced were handled in the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deliberates on the type of research design, scope, the description of the population, the sample and sampling procedures, data collection procedures, data quality control measurements and data analysis procedures.

3.1 Research Design

The study is descriptive correlation design. This design was selected because the researcher intends to establish facts that already exist as opposed to creating new information that would have necessitated experimental research. Descriptive studies deal with information that already exists. The findings established were used to confirm validity of theories and examine relationships between variables encompassed by the study. The study used cross-sectional because data was gathered from the respondents at one point and there were no repeat sessions. It was carried out using both qualitative and quantitative methods to generate information by use of questionnaires and interviews. The study therefore, was based on the views of the respondents to draw conclusions and also make recommendations.

3.2 Study Population

The population of the study was 240. These are drawn from three sub-counties that constitute Shema district. This involved district education officials, teachers and local leaders from Shema district who were drawn from two constituencies of Shema south and Shema north. These are selected because they are perceived to have adequate information for the study.

3.3 Sample Size

Out of the total population of the study, the researcher selected a sample of respondents who were identified from the total population of 240. This number was arrived at by use of the Slovic's formula.

= 150 = 150 respondents

Table 1: Showing Breakdown of Population and Sample of Respondents

| County | Category of Respondents | Population | Sample | Sampling Technique |
|---------------------|--------------------------------|-------------------|---------------|---------------------------|
| Sheema North | District education officials | 15 | 9 | Purposive |
| | Teachers | 75 | 47 | Simple Random |
| | Local Leaders | 45 | 28 | Simple Random |
| Sheema South | Total | 135 | | |
| | Teachers | 60 | 38 | Simple Random |
| | Local Leaders | 45 | 28 | Simple Random |
| | Total | 105 | | |
| Grand Total | | 240 | 150 | |

Source: Primary Data, (2016)

3.4 Sampling technique

The researcher used both purposive and random sampling techniques to gather data. The district and sub-county officials were purposively selected since they have sufficient knowledge concerning decentralization and education service delivery. Teachers and local leaders were randomly selected using simple random sampling so as to get equal representation of the respondents. In that way, every member had an equal chance to be selected.

3.5 Research Instruments

Two methods were used to collect data and these include interviews, and questionnaires.

3.5.1 Questionnaires

Questionnaires were used as the main data collection instruments because they allow the collection of information from a large number of respondents without much effort. Since the questionnaires were self-administered, they served the respondents' convenience in

In addition to relieving the researcher of the need to sit with the respondents until they finish answering the questions therein. The study employed closed ended questionnaires. This type of questionnaire was composed of structured questions that compelled the respondents to select from a list of options the one that best describes their sentiments. The questionnaires itself were organized into three sections. The first section was on demographic characteristics of respondents. The last two sections of the questionnaire were composed of questions that required the respondent to select from four options which are

1=Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

5.2 Interviews

Qualitative data of the study was gathered by use of interviews. The interviews to be conducted were considered for a limited number of respondents. In fact the only category that was considered for interviews is management. This is because these respondents are thought to have a busier work schedule relative to the others. This method allows further probing and clarification of questions that tends to be difficult and not clear to the respondents. It also enhances responses for questions which would be regarded as sensitive.

Interviews were important since they helped in getting information that may not have been asked in the questionnaires. Since the respondents were not been constrained to specific answers, it is expected that they take this opportunity to provide useful information that helped the study.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity

To ensure validity of the research instruments, expert judgment were used to determine this. The questionnaire were drafted by the researcher and afterwards forwarded to the experts (supervisors) who reviewed the relevance of the questions to the study purpose and objectives.

Four levels of rating were given to the questions namely 1=very irrelevant, 2=irrelevant, 3=relevant, and 4=very relevant. The questions that were rated as relevant and very relevant were calculated as ratio of the total number of questions in the questionnaire and then Content Validity was hence be computed. The following illustrates the formula that was used.

CVI = Questions Rated as Relevant / Total Number of Questions in the Questionnaire

Table 2 Determination of Validity of Instrument

| | Relevant items | Non-Relevant Items | Total |
|---------|----------------|--------------------|-------|
| Rater 1 | 20 | 8 | 28 |
| Rater 2 | 25 | 3 | 28 |
| Rater 3 | 23 | 5 | 28 |
| Total | 68 | 16 | 84 |

CV= 68 / 84 = 80.9%

The acceptable rate that researcher preferred was 0.7 that resulted from the division of the corrected questions out of the total questions.

7.2 Reliability

To ensure reliability of the responses obtained in the study, Cronbach’s was used. If the figure for Cronbach’s Alpha were above 0.7, the instrument was declared as reliable. This test was confirmed that the instrument has ample internal consistency.

Table 3 : Cronbach’s Alpha

| Construct Variable | Cronbach’s Alpha | Number of items |
|---------------------------------|------------------|-----------------|
| Political decentralization | 0.82 | 6 |
| Administrative decentralization | 0.78 | 6 |
| Fiscal decentralization | 0.86 | 6 |
| Education Service delivery | 0.89 | 10 |
| Mean | 0.83 | 28 |

The mean of the reliability is established at 0.80 therefore the internal consistency (Reliability) of the instrument was confirmed

7 Data Gathering Procedures

7.1 before the administration of the questionnaires

An introduction letter was obtained from the College of education open and distance learning (CEODL) for the researcher to solicit approval to conduct the study from the schools and local authorities. When approved, the researcher secured a list of the qualified respondents from the in charge and select through purposive sampling from this list to arrive at the minimum sample size. The respondents were explained to about the study and requested to sign the Informed Consent Form. The researcher then produced over 150 copies of the questionnaire and trains the research assistants.

7.2 During the administration of the questionnaires

Specifically, the researcher and the assistants were requested the respondents to do the following:

- (1) To sign the informed consent;
- (2) To answer completely all questions and not to leave any item of the questionnaires unanswered;
- (3) To avoid biases and to be objective in answering the questionnaires. Some respondents were guided on what to do by data collectors and as such, some questionnaires were retrieved on spot, while others retrieved after some days or weeks.

7.3 After the administration of the questionnaires

On their return, the researcher edited and enters the questionnaire responses into the PSS software, for further processing and analysis. Finally, a report was prepared and after approval from the supervisor, the final copy was submitted to CEODL for final examination.

7.8 Data Analysis

Analysis of the data collected during this research enlisted several statistical and non-statistical methods. First, the demographic characteristics of the respondents were analyzed by use of frequencies, percentages on demographic data. The rest of the analysis was done objective-wise. The first, second and third objectives the data was first presented in form of mean and standard deviation and there after Pearson linear correlation was used to determine the relationship between Political, fiscal and administrative decentralization have and educational services delivery. This correlation analysis centered on The R-Squared Statistic. The following numerical values and response modes were used to interpret the means;

Table 4 Interpretation of Mean Ranges

| Mean Range | Response Mode | Interpretation |
|------------|-------------------|----------------|
| 3.26-4.00 | Strongly agree | Very Good |
| 2.51-3.25 | Agree | Good |
| 1.76-2.50 | Disagree | Poor |
| 1.00-1.75 | Strongly Disagree | Very Poor |

Source: Researcher Devised

The Pearson linear correlation was used to determine the significant relationship between the decentralization and educational service delivery to test the null hypothesis of the study.

3.9 Ethical Considerations

While undertaking this study care not to be offended the respondents and other stakeholders involved.

The respondents were not forced to give their sensitive information if they don't feel like. In each question found in the questionnaire, there is an option for the respondent to claim neutrality.

The research instruments were coded in order to provide the respondents with anonymity. The workplaces were visited during busy hours of the day so that the employees and other stakeholders do not get offended by the research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the findings from the study with specific emphasis of the study is to establish the effect of decentralization and education service delivery in Sheema district western Uganda. The focus was on three objectives which included assessing the (i) to examine the effect of political decentralization on educational service delivery in Uganda ii) to assess the effect of administrative decentralization on educational service delivery in Uganda and to the effect of fiscal decentralization on educational service delivery in Uganda. This chapter is organized based on the demographic traits of respondents, following by the analysis as per the research objectives presented objective by objective. The presentation is based on both qualitative and quantitative data collected using the questionnaires and interview guide. The data is presented, analyzed and interpreted as shown in the sub-chapters below.

4.1 Demographic traits of respondents

This was based on the gender of respondents, gender, age, education and marital status. This was intended to attain a detailed understanding of the respondent's key characteristics influences the result of the study. The general information has an implication on the study variables. The different demographic characteristics are analyzed and presented in table 1.

ne of working/stay of respondents. The presentations were that on the gender of spondents, majority of the respondents were male who constituted 58.6% of the total spondents while the female were 41.4%. The findings imply that the respondents were both male and female. It further implies that males merely dominated in provision of data ever the less the research cannot be doubted on gender grounds, otherwise the study in't be doubted on gender grounds because it involved respondents from across the gender grid

able further present the results/ findings on the age of the respondents, majority spondents were in the age of 40-49 with 50(33.3%) of the respondents while 30-39 30(26.7%) of the respondents followed their after followed by 20-29 age category with 23(23.3%) of the respondents and finally the age of 50 and above with 16.7% of the spondents. The study findings imply that the data was collected from all the entire age groups and no discrimination existed in any form as regards to age.

he study findings also present information regarding the education of the respondents, out of the respondents were secondary level people with 10(6.6%) of the respondents, certificate were also 6.6%, diploma were with 55(36.7%) of the respondents, degree spondents were 60(40%) of the respondents while masters were 15(10%) of the spondents. The study findings therefore on average reveal that the data was collected from respondents with resonate education background, it is pivotal to argue that data was collected from understanding people/ respondents of the study.

The findings on the time of respondents work or stay in Shema district reveal that majority of the respondents had stayed in Shema district for a period of 6 years and above 34(62.7%) of the respondents while 20% had been in Shema for a period of 4-6 years and finally those from 1-3years were 26(17.3%) of the respondents. The study findings imply that majority of the respondents have been in Shema for long, the findings can't be doubted on the time grounds.

2 Decentralization in Sheema district

The independent variable in this study was decentralization and was broken into three parts namely; political decentralization (with 6 questions), Administrative decentralization (with 6 questions) and fiscal decentralization. Each of these questions was based on the four point Likert scale where by respondents were asked to rate decentralization constructs by indicating the extent to which they agree or disagree with each question and their responses were analyzed using SPSS and summarized using means and standard deviations on the respective constructs.

The interpretations for the data for both the independent and dependent variables will be interpreted using the following mean ranges:

Table 6 :Interpretation of Mean ranges for independent and dependent variables

| Mean Range | Response Mode | Interpretation |
|------------|-------------------|----------------|
| 3.26-4.00 | Strongly agree | Very Good |
| 2.51-3.25 | Agree | Good |
| 1.76-2.50 | Disagree | Poor |
| 1.00-1.75 | Strongly Disagree | Very Poor |

1.2.1 Relationship between political decentralization and educational service delivery in public secondary schools in Sheema district.

The first research objective was to assess the relationship between political decentralization and educational service delivery in public secondary schools in Sheema district. The data collected is presented and interpreted as indicated below.

4.2.1 Political decentralization

.2.1 Level of Political decentralization in Sheema district

The data collected from the respondents on the level of Political decentralization in Sheema district. It was measured by six quantitatively items/questions in the questionnaire each of which was scaled among 1: 4 one to four where 4=strongly agree, 3 = agree 2 =disagree, 1 = strongly disagree. Respondents were required to rate controlling each of the items on the political decentralization by ticking the relevant number in the table. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table.

Table 7: Showing the Level of political decentralization in Sheema district (n=150)

| POLITICAL DECENTRALIZATION | MEAN | STANDARD DEVIATION | INTERPRETATION |
|-------------------------------------------------------------------------------------------------|------|--------------------|----------------|
| There is political management of education from the local government | 2.29 | .851 | Poor |
| The policy made at the local government are efficient for education | 2.52 | .851 | Good |
| There is political monitoring of the education services in the district | 2.68 | .833 | Good |
| The district invigilate the teachers on their performance grounds | 2.66 | .939 | Good |
| There is effective and maximum remuneration due to decentralized political administration | 2.50 | .913 | Poor |
| The schools effectively report to the political governance on poor undertakings of the district | 2.39 | .979 | Poor |
| AVERAGE | 2.50 | .905 | Poor |

Source: Primary data, 2017

he political decentralization in regard to education service delivery in Sheema was found poorly established with the mean of 2.50, SD=.905 interpreted as poor. The study findings imply that the nature of political decentralization in Sheema is poorly structured in regard to educational service delivery.

he individual responses based on the constructs were that "There is low political management of education from the local government with the mean of 2.29, interpreted as poor. The item of the "The policy made at the local government are efficient for education with the mean of 2.52 interpreted as good.

urthermore table 7 reveal that the items of "there is political monitoring of the education services in the district with the mean of 2.68, SD=.833 interpreted as good implying that monitoring prevails in the schools. It was found that the district invigilate the teachers on their performance grounds with the mean of 2.66, SD=.939 interpreted as good meaning that the means and mechanisms for the teachers monitoring fairly prevails.

here is effectiveness and maximum remuneration due to decentralized political administration in the district of Sheema was poor, this was supported by the mean of 2.50, SD=.913 interpreted as poor. The findings reveal that remuneration is low. The schools did not effectively report to the political governance on poor undertakings of the district. The mean of the responses were 2.39, SD=.979 interpreted as poor meaning that the consideration of the value mix is based on the assessment provided and hence their exist limited reporting to decentralized units.

The findings from the interview guide regarding the level of political decentralization confirms that decentralization of political nature prevail in Sheema district" We have the representatives of political nature at all the levels of political leadership in Sheema, the challenge is that there is limited work done by these especially when it comes to the educational service delivery and provisions hence the avenues for the political leadership can't be hinged on the political decentralization" Local leaders, Sheema South constituency

This finding reveals that limited political interventions exist when it comes to the political leadership of the district of Sheema, this could actually explain why the political decentralization in the questionnaire was weighed negative.

.2.2 Education service delivery in Public secondary schools in Sheema district western Uganda.

On the dependent variable analysis was based on Education service delivery in Public secondary schools in Sheema district western Uganda. It was measured by 10 quantitative questions on each items in the research questionnaire, each of which was scaled among one to four, where 1= strongly disagree, 2 = disagree 3= agree 3= strongly agreed. Their responses were analyzed

Table 8: Shows the education service delivery in Public secondary schools in Sheema district western Uganda.

| Educational Service delivery | Mean | Standard Deviation | Interpretation |
|----------------------------------------------------------------------------------------------|-------------|---------------------------|-----------------------|
| There is provision of reading material by the district local government | 2.38 | .988 | Poor |
| There is provision of scholastic materials like desks for students in schools | 2.21 | .908 | Poor |
| The teachers are highly monitored by the district local government | 2.58 | 1.053 | Good |
| The teachers are committed to work due to a tough district management | 2.49 | 1.089 | Poor |
| There is low level of absenteeism by the teachers in schools | 2.30 | .967 | Poor |
| The teachers work for effective performance in their day to day operations due to monitoring | 2.44 | 1.091 | Poor |
| The students performance in final exams is promising due to effective supervision | 2.14 | .90735 | Poor |
| There is proper remuneration of the teacher's salary in an appropriate time | 2.43 | .763 | Poor |
| The education infrastructure in terms of buildings are effectively in place for the use | 2.35 | .754 | Poor |
| The educational health services are effectively in place for both teachers and students | 2.57 | 1.03 | Good |
| Average Mean | 2.36 | 1.007 | Poor |

Source: Primary data, 2017

The study findings in table 8 reveal that education service delivery in Public secondary schools in Sheema district western Uganda was majorly poor, the researcher established that the service delivery had the mean of 2.36, SD=1.007 interpreted as poor. The findings mean that the dimensions of the educational services delivery in the district are low. This is supported by the individual construct items as presented below.

in the table concerning the item of "There is provision of reading material by the district local government, the mean responses were 2.38, SD=.988 interpreted as poor meaning that the reading materials to schools are few. The findings further present that there is provision of scholastic materials like desks for students in schools, the mean was 2.2 also interpreted as poor meaning that there is limited scholastic materials to schools in Sheema district.

The study results although reveal that the teachers are highly monitored by the district local government with the mean of 2.58, SD=1.053 interpreted as good. The results imply that there is some monitoring for educational services provisions in Sheema district. Findings on item still that "The teachers are committed to work due to a tough district management. This had the mean of 2.49, SD=1.089 interpreted as poor meaning that management has done less to improve teacher's commitments. There is low level of absenteeism by the teachers in schools with the mean of 2.30, SD=.967 interpreted as poor meaning that the absenteeism among the teachers in Sheema district is low supported by a lower mean.

The teachers work for effective performance in their day to day operations due to monitoring with the mean of 2.44, SD=1.091 interpreted as poor. The study findings were also that the student's performance in final exams is promising due to effective supervision, the mean was 2.14, SD=.907 interpreted as poor meaning that low interventions regarding the students performance in exams hinder planning

The findings were also that "There is proper remuneration of the teacher's salary in an appropriate time" the mean responses were 2.43, SD=.763 interpreted as poor meaning that remuneration of the teachers is poor. The education infrastructure in terms of buildings are effectively in place for the use, the mean responses were 2.35, SD=.754 interpreted as poor meaning that means for education infrastructure prevail to a low degree. It was finally discovered that the educational health services are effectively in place for both teachers and students, the mean responses were 2.57, SD=1.03

interpreted as good meaning that the state of education health services in the public secondary schools is fairly prevailing.

The study findings also received through the interview guide on the educational service delivery in Sheema district. The results provided that the mechanism for the educational service delivery in the district is provided below.

Access to education continues to favor the more affluent groups. Net enrolment rate continues to be skewed against the poor from primary education to higher levels, the situation getting worse with advancement in levels. According to the findings the educational services delivery in the district was seen with poor educational infrastructure in the district. The findings imply that the educational services delivery in the district of Sheema is difficult.

The mechanism for the education service delivery in terms of teacher's remunerations and monitoring of the teachers. The educational services in terms of the scholastic materials and infrastructure for supporting the teaching profession on the services in the district.

2.3 Relationship between political decentralization and educational service delivery in public secondary schools in Sheema district.

Table 9: Shows the relationship between political decentralization and educational service delivery in public secondary schools in Sheema district.

| Variables correlated | r-value | Sig | Interpretation | Decision on Ho |
|----------------------------------------------------------------|---------|-------------------|----------------------------|----------------|
| Political decentralization Vs Education service delivery | .223 | .184 ^a | No Significant correlation | Accepted |

Source: Field Data, 2017

The Pearson's correlation Coefficient (PLCC) results in table 9 indicated that there is no significant relationship between political decentralization and educational service delivery since the sig. value (0.184) was far greater than 0.05 and r-value (.223). This finding can be seen in the r-values of 0.223 and a significant value of .184. This research finding means that any variation in political decentralization will lead to .184 variations in educational service delivery. The researcher accepts the null hypothesis and concludes that there was no significant relationship between political decentralization and educational service delivery in public secondary schools in Sheema district.

The interview responses showed that:-

Political decentralization bring government closer to the people by way of introducing or strengthening the electoral process at sub national levels, the formation of councils and citizens committees, and direct participation of the users of services and beneficiaries of education services delivery. Political decentralization provides a means for the level of consumption of public goods to be tailored to the preferences of subsets of society. Therefore, decentralization is seen as mode of administration that promotes economic efficiency by allowing greater differentiation of resource allocations across jurisdictions in response to the needs of consumers.

though in the environment of Sheema district, in the public secondary schools thought this environment exists it does not support the development for the provision of quality services delivery in the district.

3.3 Relationship between administrative decentralization and educational service delivery in Uganda

The second research objective was to determine the relationship between administrative decentralization and educational service delivery in Uganda. The data collected from the respondents on administrative decentralization was based on 6 six quantitatively items / questions in the questionnaire each of which was scaled among 1: 4 one to four where 4 =strongly agree, 3 = agree 2 =disagree, 1 = strongly disagree. Respondents were required to rate controlling each of the items by ticking the relevant number in the table. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table.

3.1 Level of administrative decentralization on educational service delivery

Uganda

Table 10: Shows the level of administrative decentralization on educational service delivery in Uganda

| Level of administrative decentralization | Mean | Standard Deviation | Interpretation |
|--------------------------------------------------------------------------------------|-------------|--------------------|----------------|
| There is an effective inspectorate of schools in the district | 2.25 | .886 | Poor |
| The head teachers are effectively monitored in terms of reporting and performance | 2.54 | .998 | Good |
| The district monitor the schools performance that has changed performance | 2.30 | .898 | Poor |
| There is effective mechanism for improving the state of administration for schools | 2.75 | .979 | Good |
| The schools committees effectively report to the district because of close proximity | 2.46 | 1.032 | Poor |
| The teachers administrative complaints are effectively delivered to the district | 2.69 | .933 | Good |
| AVERAGE Mean | 2.49 | 0.961 | Poor |

Source: Primary data, 2017

The study findings on the level of administrative decentralization in the service delivery in public secondary schools in Sheema district. The study findings reveal the mean 2.49, SD=.961 interpreted as poor meaning that the decentralization of administrative nature is low in terms of services delivery.

The findings on the construct item of "There is an effective inspectorate of schools in the district had the mean of 2.25, SD=.886 interpreted as poor meaning that the district inspectorate of the schools is ineffective.

he findings further provide that the head teachers are effectively monitored in terms of reporting and performance with the mean of 2.54, SD=.998 interpreted as good meaning that head teachers have some degree of monitoring for performance through it was not much.

he district monitor the schools performance that has changed performance, the mean of the results was 2.30, SD=.898, interpreted as poor meaning that the means for the operations for the schools performance is limited. There is effective mechanism for improving the state of administration for schools with the mean of 2.75, SD=.979 interpreted as good meaning that the mechanism for the administration is insufficient for the schools management.

he study findings were that the schools committees effectively report to the district because of close proximity with the mean of 2.46, SD=1.032 interpreted as poor meaning that the school committees reporting to the district is poor. The teacher’s administrative complaints are effectively delivered to the district. The findings had a mean of 2.69, SD=.933 interpreted as good meaning that the teachers complaints are effectively launched

.3.2 Relationship between administrative decentralization and educational service delivery in Pubic secondary schools in Sheema district.

Table 11: Relationship between administrative decentralization and educational service delivery in Pubic secondary schools in Sheema district

| Variables correlated | r-value | Sig. | Interpretation | Decision on Ho |
|-----------------------------------------------------------------------------|---------|------|----------------------------|----------------|
| Administrative decentralization Vs Education service delivery | .302 | .467 | No Significant correlation | Accepted |

Source: Field Data, 2017

he Pearson’s correlation Coefficient (PLCC) results in table 11 indicated that there is no significant relationship between administrative decentralization and educational service delivery since the sig. value (.467) was far greater than 0.05 and r-value (.302). This finding can be seen in the r-values of .302 and significant value of .467. This research finding means that any variation in administrative decentralization will lead to .302 variations in educational service delivery. The researcher accepts the null hypothesis and concludes that there was no significant relationship between administrative decentralization and educational service delivery in public secondary schools in Sheema district.

4.4 Relationship between fiscal decentralization on educational service delivery in public secondary schools in Sheema district.

The data collected from the respondents on the fiscal decentralization in public secondary schools in Sheema district. It was measured by six quantitatively items / questions in the questionnaire each of which was scaled among 1: 4 one to four where 4=strongly agree, 3 = agree 2 =disagree, 1 = strongly disagree. Respondents were required to rate controlling each of the items on the fiscal decentralization by ticking the relevant number in the table. Their responses were analyzed using SPSS’s summary statistics showing the means and standard deviations, as indicated in table.

1.4.1 Level of fiscal decentralization in Sheema district
Table 12: Showing the level of fiscal decentralization in Sheema district(n=150)

| Level of fiscal decentralization | MEAN | Standard Deviation | INTERPRETATION |
|--------------------------------------------------------------------------------------|-------------|--------------------|----------------|
| There is effective release of funding by the local government in Sheema district | 2.57 | .999 | Good |
| There is effective management of required funds at the district in schools | 2.45 | .959 | Poor |
| The funds required are adequately budgeted for by the district | 2.55 | .889 | Good |
| There is sufficient handling of school dues due to decentralization | 2.72 | .766 | Good |
| The district provide contingency and additional required funds to schools to operate | 2.88 | .943 | Good |
| The district usually evaluate the schools funds requirements before disbursements | 2.25 | .976 | Poor |
| average mean | 2.60 | 0.904 | Good |

Source: Primary data, 2017

The study findings on the level of fiscal decentralization in Sheema district reveal that the average mean responses were with 2.60 mean, SD=.904 interpreted as good meaning that the mechanisms for the fiscal decentralization in Sheema district was high.

The study findings reveal that there is effective release of funding by the local government in Sheema district, the mean was 2.57, SD=.999 interpreted as good meaning that mechanisms for funds to schools seem to be fair.

The study findings also reveal that there is effective management of required funds at the district in schools. The mean of the responses was with 2.45, SD=.959 interpreted as poor meaning that funds are delivered late to the schools.

he funds required are adequately budgeted for by the district. The study findings reveal that the mean of 2.55, SD=.889 interpreted as good. The findings reveal that the funds provided by the district still provide mechanism for funds.

.4 Relationship between fiscal decentralization and educational service delivery in public secondary schools in Sheema district.

Table 13: Relationship fiscal decentralization on educational service delivery in public secondary schools in Sheema district.

| Variables correlated | r-value | Sig. | Interpretation | Decision on Ho |
|---------------------------------------------------------------------|---------|------|-------------------------|----------------|
| Fiscal Decentralization Vs Education Service delivery | .505 | .000 | Significant correlation | Rejected |

Source: Field Data, 2017

The Pearson’s correlation Coefficient (PLCC) results in table 13 indicated that there is a significant relationship between motivation and performance of teachers in secondary since the sig. value (0.000) was far less than 0.05 and r-value (.505). This finding can be seen in the r-values of 0.505 and a small significant value of 0.000. This research finding means that any variation in fiscal decentralization will lead to 0.413 variations in education service delivery. Therefore the null hypothesis is rejected and the researcher argues that there was a significant effect of fiscal decentralization on educational service delivery in public secondary schools in Sheema district.

The interview responses from objective three also provided that The Provision of infrastructure involves many activities and actors. Major activities include planning, budgeting, and release of funds, accounting, reporting, monitoring and evaluation. These activities are done at the different levels: school/local community; sub-county, division, district, these activities are made possible and implemented through fiscal decentralization

here concept of fiscal District inspectors of schools decentralization provide viable mechanism necessary for enhancing the provision of scholastic materials and purchase of school requirements on time. It is now possible and well for the people to attain necessary requirements than the time of centralization..... Community members. Even with this decentralization of finances the schools on several occasions receive the money late and can't continue with the process of enhancing or providing the services to the schools environment as requires.....Head teacher from Shema North constituency.

These overall findings points to the fact that the concept of control of financial resources deliver values and improve the state of the infrastructure necessary for enhancing educational service provision hence management efficiency is attained for development

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

.0 Introduction

This chapter presents the discussion of findings, conclusions and recommendations made based on the study findings. They were made basing on the research questions. It also gives areas of further study.

.1 Discussion of findings

.1.1 Relationship between political decentralization and educational service delivery in Uganda

The study findings were that political decentralization has low relationship with educational service delivery in public secondary schools in Sheema district. Because this is the coefficient of determination, it implies that political decentralization does not have a significant effect on educational services delivery. The results attained from the field are in line with the previous studies such as Stepan and Skach (1993) who believe that the educational system to be superior for emerging democracies wishing to build strong institutions, because the system lessens the strength of the executive, balancing it, in their view, with the power of the legislature.

On the contrary (Neven 2003) contend that political decentralization allows for a more widespread political representation that is, bringing more diverse and often underrepresented groups to participate in decision making about education services even Berg (2004), Heller (2001) and Ribot (2002) provide empirical evidence showing that political decentralisation improves service delivery at the local level. The same results are shown by development agencies such as the World Bank, who have often focused on the benefits of decentralization for service delivery. Even the findings of World Bank 2008 Political Decentralization are also seen as a mode of administration that improves efficiency by enhancing accountability. Because the sub national governments are closer to the citizens, it is assumed that it provides an opportunity for the people to participate, monitor and control the sub national governments

.1.2 Relationship between administrative decentralization and educational service delivery in Uganda

The study findings were that there is no significant effect exists between administrative decentralization on educational service delivery in Public secondary schools in Sheema district. It implies that decentralization does not lead or translate into service delivery in Uganda. The findings however are in line with previous studies as discussed below. Muguman (1997) in fact warns that decentralization may lead to greater interregional disparities whereby local governments faced by fiscal constraints find themselves competing for the resources from the centre, even findings from McGinn & Welsh (1999) central governments' capacity to manage the decentralization process is crucial for its success. This role is particularly important for service delivery outcomes as it relates to setting national priorities, ensuring minimum or core standards, and guiding local governments in their new functions. Rondinelli (1981) offers the most widely used classification of the types of administrative decentralization: de-concentration, delegation, and devolution.

.1.3 Relationship between fiscal decentralization and educational service delivery in Uganda

The findings were that fiscal decentralization had a significant relationship with educational service delivery in public secondary schools in Sheema district. The results denotes a considerably amount of influence that fiscal decentralization on educational service delivery in public secondary schools in Sheema district, this findings are incommensurate with previous studies as discussed below.

Bershteyn (2003) notes that information on the conditional grants to districts is published in the national press and provided to schools. This acts as a measure for increased accountability and transparency. District headquarters are required to display publicly the amount of UPE funds received and how they are planning to allocate them

(Bates 1999, 1121-22). One pillar of this argument is that because sub national governments are closer to the people than the central government, they are considered

to have better information about the preferences of local populations than the central government (Hayek 1945, Musgrave 1959).

Fiscal Decentralization is also argued to promote accountability and reduce corruption in the educational sector (Ostrom, Schroeder, and Wynne 1993). Since sub national governments are closer to the people, citizens are considered to be more aware of sub national governments' actions than they are of actions of the central government.

1.2 Conclusions

The study was set to establish the effect of decentralization on education service delivery in Sheema district western Uganda.

The study findings regarding the objectives reveal that on the first research objective where researcher conclude that political decentralization does not much contribute to educational service delivery in public secondary schools in Sheema district, the findings means that educational service delivery is not a result of political decentralization.

On the second research objective the researcher conclude that administrative decentralization does not significantly affect educational service delivery in public secondary schools in Sheema district, the researcher conclude that administrative decentralization need improvement and enhancing other factors necessary for enhancing education service delivery.

On the third objective fiscal decentralization has a significant relationship with educational service delivery in public secondary schools in Sheema district, the researcher conclude that there is need for enhancing the provision financial services to the education institutions as means to improving performance.

3 Recommendations

3.1 Relationship between political decentralization and educational service delivery in Uganda

There is need to enhance the political administration management especially on the supervision of the educational infrastructure in Sheema district. Other factors other than those of the political management need improvement in order to access quality and reliable education to the people. Further assessment of the quality of the teachers needs to be done plus improving teacher enrollments in order to improve the performance of the education services delivery.

3.2 Relationship between administrative decentralization and educational service delivery in Uganda

The education administration need to setup investigations in order to realize the value for the management of the institutions. The schools need to improve on education policy specially on the teachers in order to provide realizable value for enhancing services delivery. There is further need for the education institutions to realize value in the education services through setting up management.

3.3 Relationship between fiscal decentralization and educational service delivery in Uganda

Fiscal decentralization need to be enhanced through effective disbursement of funds to the schools. There is need for the improvement of funds allocation to schools in order to realize value for the education services and finally there is need for increasing on the funding to the schools.

3.4 Areas of further study

The results presented in this report may not be conclusive and should be treated as being preliminary. Further analysis of the survey data on decentralization and educational service delivery in Public secondary schools in Sheema district needs to be done to validate these findings and provide greater confidence in explaining the influence that

decentralization has on educational service delivery. Therefore based on these there is need for further study to be conducted on the following.

- Infrastructural services and educational service delivery
- Educational administration and educational service delivery
- Financial decentralization and educational services provisions

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Appendix I: Transmittal Letter (From the CEODL)



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**College of Education, Open, Distance and e-Learning
Office of the Principal**

13th February, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT A RESEARCH STUDY

With reference to the above subject, this is to certify that **Ruteraho Agatha Higgins Reg. No. 1153-07096-03692**, is a bonafide student of Kampala International University pursuing a Master Degree in Educational Administration and Management.

She is currently conducting a field research entitled, "Decentralization and education service delivery in public secondary schools in Sheema District, Western Uganda".

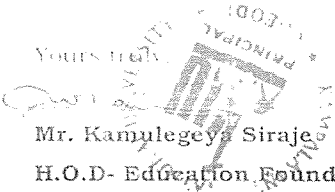
This area has been identified as a valuable source of information pertaining to her research project.

The purpose of this letter therefore is to request you to avail her with the pertinent information as regards to her study.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,


Mr. Kamulegeya Siraje
H.O.D- Education Foundations.
+256772587368

"Exploring Heights"

Appendix ii: Letter to the respondents

Dear Sir/Madam,

Greetings!

I am a candidate for Masters of Education Management and Administration of Kampala International University. My study entitled "Decentralization and education service delivery in Public secondary schools in Sheema district, Western Uganda

Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered any data you will provide shall be for academic purposes only. No information of such kind shall be disclosed to others.

Thank you very much in advance.

Yours faithfully,

Muteraho Agatha Higgins

Appendix iii: Informed Consent

I am giving my consent to be part of the research study of Ruteraho Agatha Higgins that focuses on Decentralization and education service delivery in Public secondary schools in Sheema district, Western Uganda.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse and right to withdraw my participation anytime. I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials : _____

Date : _____

Appendix iv: Questionnaire

Research Title: "Decentralization and Education Service Delivery in Public Secondary Schools in Sheema District, Western Uganda"

Dear Respondent,

I am a student of Kampala International University, Kampala pursuing Masters of Educational administration and management. I want to thank you in advance for your time and willingness to share your views on Decentralization and Education Service Delivery in Public Secondary Schools in Sheema District, Western Uganda. Please know that your anonymity is guaranteed. No one in your school will be able to view your responses and the results will not include data that would identify individuals. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at performance based rewards differently. I appreciate your participation in this effort.

Thank you,

PART I: FACE SHEET: Profile of Respondents (Please tick any which applies)

1. Gender:

- ☐ Male
☐ Female

2. Age:

- ☐ 20- 39
☐ 40- 49
☐ 50- 59
☐ 60 and above

3. Education level:

- ☐ Secondary
☐ Certificate
☐ Diploma
☐ Bachelors
☐ Masters and above

I. Years of Experience

- ___ 1-3 Years
- ___ 4-6 Years
- ___ 7 Years and above

Part 2: Questionnaire on decentralization in Shema district

Direction: Please write your preferred option on the space provided before each item.

Kindly use the rating guide below:

| Response Made | Rating | Description |
|-------------------|--------|-----------------------------------|
| Strongly Agree | 4 | You agree with no doubt at all. |
| Agree | 3 | You agree with some doubt |
| Disagree | 2 | You disagree with some doubt |
| Strongly Disagree | 1 | You disagree with no doubt at all |

| | Political decentralization | SA 4 | A 3 | DA 2 | SDA 1 |
|---|-------------------------------------------------------------------------------------------------|---------|--------|---------|----------|
| 1 | There is political management of education from the local government | | | | |
| 2 | The policy made at the local government are efficient for education | | | | |
| 3 | There is political monitoring of the education services in the district | | | | |
| 4 | The district invigilate the teachers on their performance grounds | | | | |
| 5 | There is effective and maximum remuneration due to decentralized political administration | | | | |
| 6 | The schools effectively report to the political governance on poor undertakings of the district | | | | |
| | | | | | |
| | Fiscal decentralization | | | | |
| 1 | There is effective release of funding by the local government in Shema district | | | | |
| 2 | There is effective management of required funds at the district in schools | | | | |

| | | | | | |
|---|--------------------------------------------------------------------------------------|--|--|--|--|
| 3 | The funds required are adequately budgeted for by the district | | | | |
| 4 | There is sufficient handling of school dues due to decentralization | | | | |
| 5 | The district provide contingency and additional required funds to schools to operate | | | | |
| 6 | The district usually evaluate the schools funds requirements before disbursements | | | | |
| | | | | | |
| | Administration decentralization | | | | |
| 1 | There is an effective inspectorate of schools in the district | | | | |
| 2 | The head teachers are effectively monitored in terms of reporting and performance | | | | |
| 3 | The district monitor the schools performance that has changed performance | | | | |
| 4 | There is effective mechanism for improving the state of administration for schools | | | | |
| 5 | The schools committees effectively report to the district because of close proximity | | | | |
| 6 | The teachers administrative complaints are effectively delivered to the district | | | | |

Part 3: Questionnaire on Education Service Delivery

| | Education Service Delivery | SA 4 | A 3 | DA 2 | SDA 1 |
|---|----------------------------------------------------------------------------------------------|---------|--------|---------|----------|
| 1 | There is provision of reading material by the district local government | | | | |
| 2 | There is provision of scholastic materials like desks for students in schools | | | | |
| 3 | The teachers are highly monitored by the district local government | | | | |
| 4 | The teachers are committed to work due to a tough district management | | | | |
| 5 | There is low level of absenteeism by the teachers in schools | | | | |
| 6 | The teachers work for effective performance in their day to day operations due to monitoring | | | | |

| | | | | | |
|----|-----------------------------------------------------------------------------------------|--|--|--|--|
| 7 | The students performance in final exams is promising due to effective supervision | | | | |
| 8 | There is proper remuneration of the teacher's salary in an appropriate time | | | | |
| 9 | The education infrastructure in terms of buildings are effectively in place for the use | | | | |
| 10 | The educational health services are effectively in place for both teachers and students | | | | |

Appendix v: Interview Guide

1) What is the level of decentralization in Sheema district schools management?

.....

.....

2) What is the effect of political decentralization on educational service delivery?

.....

.....

3) What is the effect of fiscal decentralization on educational service delivery?

.....

.....

4) What is the effect of administrative decentralization on educational service delivery in Sheema District?

.....

.....

5) What is the state of educational service delivery in Sheema district?

Appendix vi: Formular for sample size

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

Equation 3.1: Slovene's Formula

$$\frac{n = 240}{1 + 240(0.05)^2}$$

$$\frac{n = 240}{1 + 240(0.0025)}$$

$$\frac{n = 240}{1 + 0.6}$$

$$n = 150$$

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R972
2017.

