

**DECENTRALIZATION AND EDUCATION SERVICE DELIVERY IN KANUNGU  
DISTRICT LOCAL GOVERNMENT  
(2010-2017)**

**BY**

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**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE OF  
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**OCTOBER, 2018**

## DECLARATION

I, **KYOMUGISHA PATIENCE** declare that this research dissertation on the “Decentralization and education service delivery in Kanungu District Local Government (2010-2017)” is my original work and to the best of my knowledge, has not been submitted for any award at any academic institution.

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18th October 2018.

## APPROVAL

This is to confirm that this research dissertation on “Decentralization and education service delivery in Kanungu District Local Government (2010-2017)” is under my supervision and is now ready for submission to the College of Humanities and Social Sciences of Kampala International University.

Signature: .....

Date .....

Supervisor: Mr. Mansour Arbab Younis

## **DEDICATION**

I would like to dedicate this piece of work to my dear parents for their endless support both financially and morally during my academic career without forgetting my brothers and sisters for their contributions. May the Almighty God bless you all.

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## **OPERATIONAL DEFINITION OF THE KEY TERMS**

**Decentralization:** is situation when central government transfers authority to independent units of local authority which are based on corporate status either to the national constitution or legislative or both.

**Education service delivery:** Extending education services effectively to the public.

**Local government:** an administrative body for a small geographic area, such as a city, town, county, or state.

## **CHAPTER ONE**

### **1.0 Introduction**

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions and assumptions, scope of the study, significance of the study, the justification of the study and the operational definitions of terms and concepts as applied to suit the context of the study.

### **1.1 Background of the Study**

This section encompasses four perspectives namely historical, theoretical, conceptual and contextual perspectives.

#### **1.1.1 Historical perspective**

In the last quarter century, over 78 countries have attempted to transfer responsibilities of the state to local government. Significantly, most of these local governments have been elected, so that the decentralization is not just administrative or fiscal, but also political. The motivation for the decentralization has varied (Akin et al., 2005). In Eastern Europe and the former Soviet Union, it was part of the political and economic transformation; in Latin America, it was to reinforce the transition to democracy; in South Africa, Sri Lanka and Indonesia, it was a response to ethnic or regional conflict; and in Chile, Cote d'Ivoire, Somalia and Somaliland it was to improve the delivery of basic services. Even when it is not explicit, improving health service delivery is an implicit motivation behind most of these decentralization efforts (Nsimbambi, 1998).

In the last quarter of the 19<sup>th</sup> century, African countries have attempted to implement decentralization by transferring responsibilities of the state to lower tiers of government. Significantly, most of these lower government administrative units have been established to provide for administrative, fiscal and political aspects under decentralization strategy in most African countries. Shah (2010) argues that the motivation for the decentralization has varied. In Eastern Europe and the former Soviet Union, it was part of the political and economic transformation; in Latin

America, it was to reinforce the transition to democracy, in South Africa, Sri Lanka and Indonesia, it was a response to ethnic or regional conflict; while in Kenya and Somalia it was to intended to improve the delivery of basic services (Thompson 2004). To note, decentralization efforts are behind improving health service delivery in any country.

In Uganda, the system of Local Government is based on the District as a Unit under which there are lower Local Governments and Administrative Unit Councils. Elected Local Government Councils which are accountable to the people are made up of persons directly elected to represent electoral areas, persons with disabilities, the youth and women councilors forming one third of the council (Azfar & Livingston, 2002). The Local Government Council is the highest political authority in its area of jurisdiction. The councils are corporate bodies having both legislative and executive powers. They have powers to make local laws and enforce implementation. On the other hand Administrative Unit Councils serve as political units to advise on planning and implementation of services. They assist in the resolution of disputes, monitor the delivery of services and assist in the maintenance of law, order and security (Jimenez & Sawada, 1999).

In many countries, decentralization policies were introduced in the 1970s, and there has been different ideologies supporting these policies. The main focus in the beginning was democratic participation, followed by rationalization and efficiency arguments, and for some countries a need to restore the legitimacy of politics and governmental institutions by redistributing power (Karlsen 2000, Maslowski et al. 2007). There are manifold motives and incentives among countries for educational decentralization, but the rationale behind many of these motives is the assumption that increased local autonomy will enhance the quality of education and result in higher student achievement and school's efficiency (OECD 2005a). A belief is that part of the quality issue is the efficient and effective use of limited resources. The advocates of decentralization claim that when decision-making authority is brought to the local level, the system becomes more flexible and efficient. Efficiency can be seen as the maximization of results within the limit of available resources, and since the local level is familiar with local condition, a better allocation of scarce resources can take place (Belfield and Levin 2002). Effectiveness can be understood as the production of

learning, while quality of education relates to the realised level of student performance, and to the educational processes through which it is claimed that quality is achieved (Bottani 2000, Maslowski et al. 2007). The effectiveness and quality of education are often measured in achievement tests, and when the local level get more autonomy, teachers and school administration are made more directly responsible for students' achievement. Winkler (1993) argues that many proponents of decentralization assume that its benefits derive largely from the accountability pressure it produces. There are also those who encourage market mechanism and believe that good quality and efficient use of resources are best achieved by competition between schools. Schools that are doing well will stay in the market, while those not so successful will either improve or go out of business (Lauglo 1995).

### **1.1.2 Theoretical perspective**

The study was based on the Human Capital Theory which explains that, when the educational system expanded massively after World War II, the system developed in the direction of becoming an investment both for the individual and the society. Education was still regarded as a way to improve the individual choices available to men, but now, in addition, an educated population was called for to provide the type of labour force necessary for industrial development and economic growth. This was a linking of education to the labor market which increased the demands and challenges upon education (Fagerlind and Lawrence 1989, Lundgren 1990).

During the 1950s and 1960s, several economists presented theories based on correlation between investment in education and economic growth. The Organisation for Co-operation and Development (OECD) was a key player in developing these theories and encouraged governments to use them in national educational planning (Fagerlind and Lawrence 1989, Lundgren 1990). This economic approach to the analysis of education, known as human capital theory, with its link between investment in education and economic growth, suggested that quality was more important than quantity. Education represented higher quality in labor and thus an improvement in the nation's potential for economic growth (Teixeira 2000). The improvement of the human workforce was treated as a form of capital investment, and education was not viewed simply as a form of consumption, but rather as a productive investment. This theory attributed the source of underdevelopment or economic

stagnation to factors within the country rather than to factors outside the country. To invest in human capital was seen by policymakers and politicians to result in rapid economic growth for society and economic success and achievement for individuals. Human capital theory provided a basic justification for large public spending in planning and expansion of education both in developed and developing countries (Fagerlind and Lawrence 1989, Lundgren 1990).

During the 1960s, governments also viewed education as a major instrument for improving and equalizing social opportunities; to promote social mobility. In the 1970s, the theory of human capital was challenged by alternative theories claiming that education had private benefits, but no social ones. Education had not benefited poorer classes, there were income inequalities and weak social mobility. Graduates were entering the labour market quicker than the market could absorb them, leading to lower wages and unemployment and thus lower rate of return. Rate of return is a key feature of the human capital model, because education is viewed as an investment with an anticipated yield, or rate of return (Teixeira 2000). The 1980s started with more scepticism towards the human capital theory, due to the criticism and an increased financial restriction on public expenditures. The role between education and economy was regarded as more complex than the human capital model suggested, and there were important motivations other than economical ones in the demand for education. Human capital theorists developed reformulations on the model, moving towards a more complex picture of the economic role of education, but without challenging the central element. The central element remained: "education as a profitable investment both in private and in social terms and individual decisions about how much education to pursue are made on a cost-benefit analysis" (Teixeira 2000:269).

The human capital model regained confidence in the 1990s when the theory acknowledged a more complex reality besides education and income, but still without affecting the theory's central core (Teixeira 2000). Schultz (1993) sees the survival of the human capital theory for all these years as verification for human capital, the acquired abilities of people, as the reason and explanation for most of modern economic progress. When building human capital, the result is increased social return both for the individual and the nation, but as Levin (1989) says, investment in human

resources is the foregone expenses, and it takes a long time for that investment to pay off.

### **1.1.3 Conceptual perspective**

Decentralization connotes generally the transfer of political power from central governments to sub-national governments. In principle, decentralization is perceived as a means of improving the efficiency and responsiveness of the public sectors. By transferring decision making power to levels of government that are close to beneficiaries, decentralization can give citizens greater influence over the level and mix of government services they consume and greater ability to hold their officials accountable. Decentralization can comprise three broad aspects (Manor, 1997).

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research (Jimenez & Sawada, 1999). Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

### **1.1.4 Contextual perspective**

Uganda's Decentralisation Policy was inspired by the fundamental principles of human rights, dignity, freedom and development that had been violated until 1994. These are enshrined in various provisions of the National constitution of 2003 and operationalised through several national legislations and policies (Uganda National Constitution of June 2000). These, inter alia, entail: respect for and upholding of human rights and equality; strengthening and promotion of national unity and reconciliation, and elimination of all forms of discrimination; upholding the individual right to participate in government and development through work and through democratic, free and fair elections; rule of law; constant quest for solutions to all problems through dialogue and consensus; and the necessity to draw from, uphold and promote the positive traditional values of the Ugandan society, among others. Well as there has been a massive transition in the education policy frame work in

Uganda, there is still low productiveness in the schools in terms of performance, skills awarding and talent development. This failure can be attributed to uncoordinated decentralization policies that do not give proper guidelines in terms of payment of teachers' facilitation and motivation on average scale.

The educational decentralisation program is not openly provided by the constitutional frame work of Uganda but appears be catered for in the budgeting process of the country. The fiscal decentralisation educational frame work works openly in public schools where the district is given funds to plan for the needs of public schools in the given region. The government of Uganda through its partners allocate a portion of a budget that is approved and passed by the Government ministries that allocates the funds and other operational needs to the institutions that are in need. In educational decentralisation, the education department in Uganda is given chance to recruit its own personnel, pass its own budgets and make its own academic program upon which the department runs.

## **1.2 Statement of the Problem**

The government of the republic of Uganda, working in concert with development partners in education, has recognized the need to improve the education of the majority poor population. Prior to 1995, the Ministry of Education managed post-independence education services centrally (Khaleghian, 2003). Decentralization of services has meant that the mind-set and culture of work, management, organisational setup following the transfer of powers and functions to lower levels. It raises concerns about the responsiveness and efficacy of the whole education service delivery system to the demands and expectations of decentralization. At management level therefore, the organizational shift has involved the transfer of decision-making, and other functional roles from national to sub-national levels.

As a result of many years of civil strife and neglect, there is a massive backlog on public education services (Samater, 1990). These education maladies in various communities raise a series of demands and expectations in a decentralized education system in terms of quality and range of services provided at existing education facilities.

Well as education has been taken as the phantom of national development and rebuilding, the system has not been given at-most priority through educational decentralization (Sug-Bae Kim, 2010). Even when statistics show that there is a growth in the level of fiscal education decentralization, the central government still controls most of the powers in the educational system in Uganda, this control distorts the efficiency of public schools. For instance, centralization of public schools budgets has often created a delay in the budgeting and planning of public schools which has in the end created failure to provide the required services to the communities in Luwero District and the rest of the country as a whole. It was due to this that the researcher attempted to examine the effects of decentralisation on education service delivery in Uganda particularly in Kanungu District, Uganda.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the effect of decentralisation on education service delivery in Kanungu District, Uganda.

### **1.4 Research Objectives**

#### **1.4.1 General Objective**

To examine the effect of decentralization has on education service delivery of local Kanungu District, Uganda.

### **1.5 Specific objectives**

- i. To examine the extent of decentralization in the education service delivery programmes in Kanungu District, Uganda
- ii. To examine the education service delivery in local government under decentralization in Kanungu District, Uganda
- iii. To assess the effect of decentralization on education service delivery in Kanungu District, Uganda

### **1.6 Research Questions**

This study was guided by the following research questions:



- i. What is the extent of decentralization in the education service delivery programmes in Kanungu District, Uganda?
- ii. What is the education service delivery in local government under decentralization in Kanungu District, Uganda?
- iii. What is the effect of decentralization on education service delivery in Kanungu District, Uganda?

### **1.7 Scope of the Study**

**Geographical scope:** The study was carried out in Kanungu District, Uganda. Kanungu District was located in South western region of the country.

**Content scope:** This study described the extent of decentralization in the education service delivery programmes in Kanungu District, Uganda, the education service delivery in local government under decentralization in Kanungu District, Uganda and the effect of decentralization on education service delivery in Kanungu District, Uganda.

**Time Scope:** The study focused on the period of 2010-2017. The time period was purposely selected since it was during this time gap that Kanungu District experienced the worst education service delivery due to decentralization policy reforms in Uganda. The study was conducted in a period of four months and that was from June to September 2018.

### **1.8 Significance of the study**

The study findings will help to increase awareness about the role that decentralization plays towards education service delivery and thus address the gap.

The study will provide sufficient information for researchers, students conducting their academic researches who have interest in the area of Decentralization and education service delivery. It will also inform the people of Uganda who are either clients/beneficiaries of service and the Local governments or employed within the system about the extent of education service delivery they receive.

At National level, informed decisions in policy formulations and in the building of the institutional regulatory framework for effective education service delivery in local governments might be made basing on the findings from research.

At the Local level, a number of Local government may adopt the recommendations put forth, and use the findings to address issues pertaining decentralization and education service delivery.

Furthermore, the central government will use the findings to regulate the activities of the local governments in order to carry out their activities effectively and finally The study will be used by the public to understand how far are their local governments performed the needed education service delivery.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The chapter contains literature review and it was based on the objectives of the study as indicated below;

#### **2.1 Extent of decentralization in the education service delivery programmes in Kanungu District, Uganda**

Akin J. P. (2001) argues that deconcentration is the weakest form of decentralization and is used most frequently in unitary states redistributes decision making authority and financial and management responsibilities among different levels of the national government. It can merely shift responsibilities from central government officials in the capital city to those working in regions, provinces or districts, or it can create strong field administration or local administrative capacity under the supervision of central government ministries. (Akin J. P.2001)

Oates, WE (2001) notes that devolution is an administrative type of decentralisation. When governments devolve functions, they transfer authority for decision-making, finance, and management to quasi-autonomous units of local government with corporate status. Devolution usually transfers responsibilities for services to local governments that elect their own elected functionaries and councils, raise their own revenues, and have independent authority to make investment decisions. In a devolved system, local governments have clear and legally recognized geographical boundaries over which they exercise authority and within which they perform public functions. Administrative decentralization always underlies most cases of political decentralization. (Oates, WE, 2001)

Khaleghian, P (2003) stresses that delegation is a more extensive form of decentralization. Through delegation central governments transfer responsibility for decision-making and administration of public functions to semi-autonomous organizations not wholly controlled by the central government, but ultimately accountable to it. Governments delegate responsibilities when they create public

enterprises or corporations, housing authorities, transportation authorities, special service districts, semi-autonomous school districts, regional development corporations, or special project implementation units. Usually these organizations have a great deal of discretion in decision-making. They may be exempted from constraints on regular civil service personnel and may be able to charge users directly for services. (Khaleghian, P, 2003)

Mahal A, D (2000) argues that privatization can range in scope from leaving the provision of goods and services entirely to the free operation of the market to "public-private partnerships" in which government and the private sector cooperate to provide services or infrastructure. Privatization can include: allowing private enterprises to perform functions that had previously been monopolized by government; contracting out the provision or management of public services or facilities to commercial enterprises indeed, there is a wide range of possible ways in which function can be organized and many examples of within public sector and public-private institutional forms, particularly in infrastructure; financing public sector programs through the capital market (with adequate regulation or measures to prevent situations where the central government bears the risk for this borrowing) and allowing private organizations to participate.( Mahal A, D, 2000)

## **2.2 Education service delivery in local government under decentralization in Kanungu District, Uganda**

The educational systems all over the world expanded massively after World War II, and for a period central policy-making became important as part of nation-building strategy (Lauglo 1995). In the 1970s educational policy shifted towards decentralization, and there have been different arguments supporting decentralization policies from this time towards the end of the millennium (Karlsen 2000). The most important arguments in the 1970s were democracy and establishment of democratic institutions for participation and decision-making. In the late 1980s and throughout the 1990s decentralization was seen as a governance strategy for rationalization and efficiency. Decentralization was expected to generate revenues for the education system by taking advantage of local sources of taxation and by reducing expenditure. The reasons for educational decentralization are manifold, and often vary across countries. In a number of countries that were engaged in widespread decentralization

efforts during the 1980s, the incentive to decentralize decision-making powers was primarily based on financial motives (Maslowski et al. 2007). The advocates were convinced that the local level held the competence needed to use existing funding in a more flexible and efficient way, and the local level bodies were held accountable for the resources and the efficiency. This is a more market oriented way of looking at decentralization, more autonomy at the local level, focusing on individual rights and free choice (Karlsen 2000). Other motives, particularly during the 1990s, derived from the need to restore the legitimacy of politics and governmental institutions by redistributing power and by allowing parents and other local stakeholders to participate in decisions taken in schools (Maslowski et al. 2007).

There are different interpretations of decentralization in relation to community participation and handing over authority to the local level. In one end there are those with faith in a government's good intentions for individual choice and local autonomy, in the other those who believe that governments are driven by self-interest and seek to shift the spending and responsibility from central to local level. In so doing, the governments avoid the blame for social problems which they fail to improve (Lauglo 1995). Anyhow, it is worth noticing that decentralization models are usually initiated from the top by the authorities at the central level, and not by pressure and action from the lower levels (Karlsen 2000, McGinn 1997, Bray 2003). Practicalities are also of importance when the motives for decentralization are discussed. Regarding educational decentralization the heterogeneity of the student mass, problems of communication between local level and distant central level, the financial burden of the central government, and the expansion of the educational system are all reasons for implementing decentralization policies (Lauglo 1995).

Akin J. (2001) argues that decentralisation helps to improve the quality of decisions/decision-making at the top level management in relation to education service delivery. Decentralisation of authority among other executives at all levels in the district relieves the top executive of the excessive burden saving his valuable time, which he can devote to more important and long-term problems. This is bound to improve the quality of his decisions regarding such problems and this helps to boost developmental projects within the district and hence leading to increased Gross Domestic Product (GDP) thus better education service delivery .

According to Asfaw A, (2004), decentralized system delivery facilitates diversification of activities. It is a matter of common experience that a district with departmentation on the basis of activities and operations. Administrators of semi-autonomous product divisions are able to utilize their skills and experienced judgment and thus such policy creates self-sufficient units under overall co-ordination of top level management and hence increased productivity with in the district. This also further increases the Gross Domestic Product thus socio economic development.

Banting K, Corbett S (2002) note that decentralization also encourages development of managerial personnel. This provides wide exposure to personnel or administrators and hence that gives an opportunity to grow and to have self-development and thus the more talented and capable persons learn and improve and qualify themselves for higher managerial positions within the district and thus improves on the performance thus contributes to better education service delivery. This is because a decentralized system of administration also allows its personnel adequate freedom to try new ideas, methods or techniques and thus increases of levels of employment and thus achievement of better education service delivery.

According to Dolores JiménezI, (2005), decentralized system of administration also improves motivation. Research conducted by social scientists has proved that the organizational structure itself exercises some influence on the motivation of the people working within it. An Organisation structure which facilitates delegation, communication and participation also provides greater motivation to its managers for higher productivity and thus leads to better education service delivery.

Khaleghian, P (2003) stresses that decentralized education service delivery makes decision-making quicker and better. Since decisions do not have to be referred up through the hierarchy, quicker and better decisions at lower levels can be taken. Divisional heads are motivated to make such decisions that will create the maximum profit because they are held responsible for the effect of their decisions on profits. Thus decentralisation facilitates quick and result-oriented decisions by concerned persons and thus also helps the administrators to boost the literacy levels through making progressive educational programmes within the locality.

Mahal A, (2000) suggests that decentralizing education service delivery provides opportunity to learn by doing. Decentralisation provides a positive climate where there is freedom to make decisions, freedom to use judgment and freedom to act. It gives practical training to middle level managers and facilitates management development at the enterprise level.

### **2.3 Effect of decentralization on education service delivery in Kanungu District, Uganda**

The Uganda's Ministry of Education's Education Sector Strategic Plan (HSSP, 2003), in its overview of education and development from 1991/92 notes that most district development plans in Uganda for 1993 and thereafter, indicate the peak period of the social services decline as being between 1986 and 1990, when all the public education services were destroyed by the civil war. From the 1990s there are efforts by the government to renovate and re-equip some of the facilities that were damaged during the war with the assistance from the donor community.

Whereas, in view of the power and authority wielded by government to make decisions and establish law and order in society, the MoE (2003) acknowledges the central role of government as: best placed to undertake and play certain roles in the broad political economy, as well as in the individual social service sectors, including education. These roles are never static, as they shift in accordance with changes in political, economic and social situations. The need to re-examine the traditional roles of government is not unique to Uganda.

The World Bank Development Report (World Bank, 1997) has a comprehensive analysis on the changing roles of government, not just in education issues, but in other sectors as well. The report emphasizes the need for government to focus its attention on the provision of public goods, protection of the poor and in regulating the private sector. Yet up to-date, decentralized education service provision units in some areas in Uganda have only one education service structure that has not been completed; it is situated at the headquarters and the working conditions have not improved since the 1960s despite the relative peace prevailing and implementation of decentralization policies that started in 1993 in a few districts.

In its analysis of one the smaller municipalities of Uganda UNICEF(2003) revealed that accessibility and use of safe and adequate water coverage in Awdal Region by district has an estimated improvement over the 1993 status of 25% and a 53% increase in decentralized education service provision units. About 85% on average are 11 meters or more away from the house in which people live. The common problems reported by locals to the UNICEF study team for not constructing latrines at all are: hard rock, lack of digging tools and lack of cover materials, all of which have a direct implication on the poverty status of the local communities in the Awdal Region.

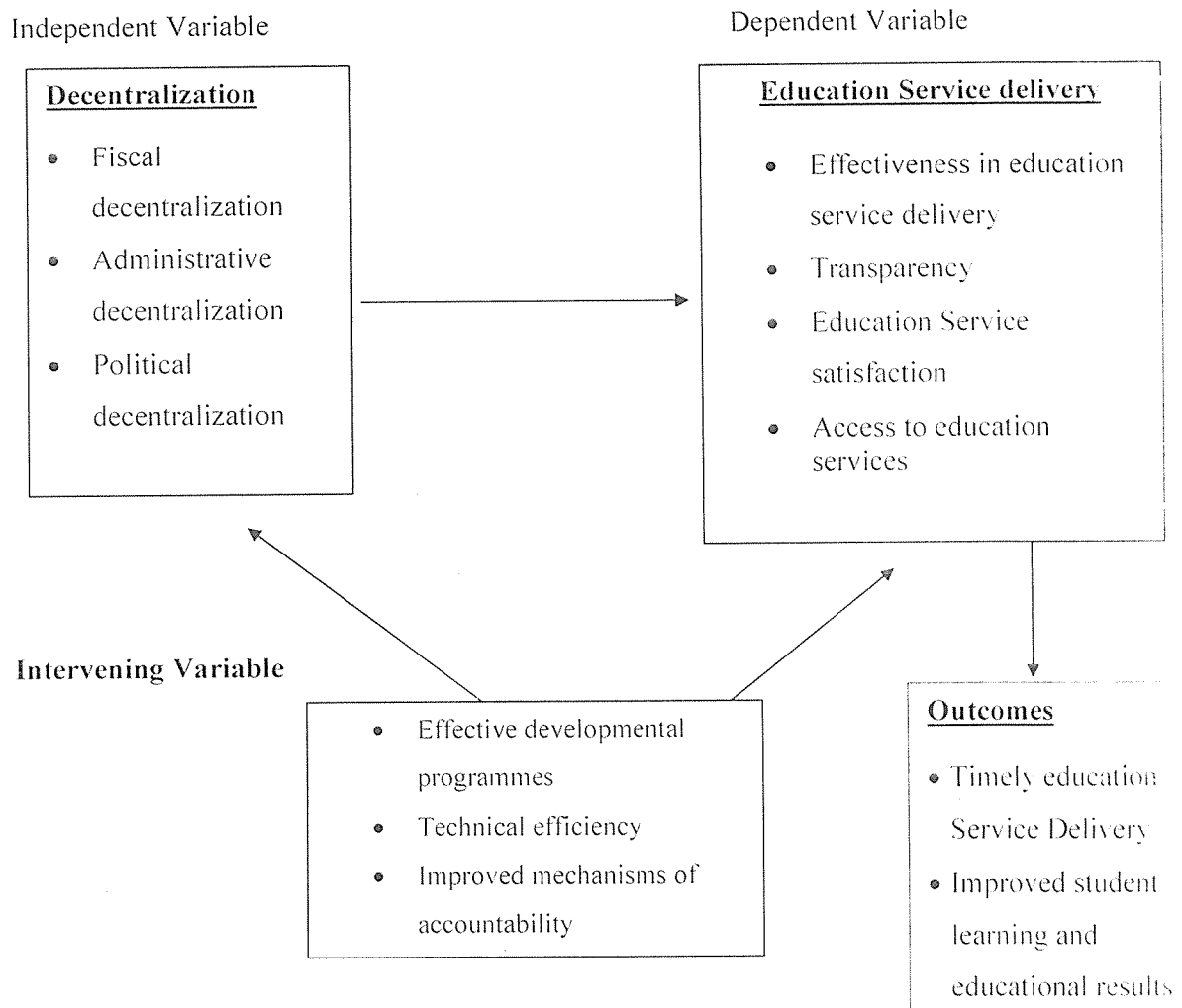
Fiscal decentralization occurred in a phased manner, with some districts being decentralized before others (Akin, Hutchinson, and Strumpf 2005). Education sector reform was part of an overall reform of the public sector, consisting of liberalization, constitutional reform, civil service reform, and privatization. Public sector reform essentially drove the changes in the education sector. Therefore, education sector decentralization follows and uses the general administrative and political structures of the public sector.

At the local levels, formal powers over the implementation of education services lie with the district's political bodies, as well as with the hospital management boards, which are appointed by elected local councils. Technical management teams are charged with the day-to-day running of education services. The district education team, headed by the district director of education services (DDHS), provides technical leadership for the education sector in the district, including for hospitals. However, the DDHS only plays an advisory role in the affairs of regional and national referral hospitals, which are under the leadership of medical superintendents and hospital committees or boards (Jeppsson and Okuonzi 2000).



## 2.4 Conceptual Framework

Fig. 1:1 presents a conceptual framework



The independent variable was perceived as the decentralisation and the dependent variable was education service delivery. The independent variable focuses on: Fiscal decentralization, Administrative decentralization and political decentralization whereas the dependent variable concerns the effectiveness in education service delivery, transparency levels, education service satisfaction and access to education services. Conceptually, education service delivery is associated with the decentralisation, the better and well improved decentralized system, the better education service delivery.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter deals with the methodology of the study. It focuses on the research design, organization of the study, data collection, and data collection procedure and data analysis.

#### 3.1. Research Design

The study applied a case study research design to reflect aspects of perception, feelings, experiences, facts and emotional feelings of the study respondents in finding out the decentralization and education service delivery in Kanungu District Local Government. This was because the research questions that were generated necessitate observing explanatory, descriptive and analytical aspects of the research.

#### 3.2 Area of the Study

The study was carried out from Kanungu District Local Government. The District was located in South Western Uganda. The area was purposely selected because of its convenient location and also bore the necessary and required study elements.

#### 3.3 Study Population

The study population involved 58 participants where 14 top officials of Kanungu District, 16 headteachers and teachers, 13 District Education Officers and 15 respondents were the local peasants.

**Table 1: Showing Research Population**

Type of population	Study Population	Sample Size
Top officials of Kanungu District	14	12
Headteachers and teachers	16	14
District Education Officers	13	11
Local peasants	15	13
<b>Total</b>	<b>58</b>	<b>50</b>

### 3.4 Sample Size

A sample size of 50 respondents was determined through purposive and random sampling methods. This was so because the nature of data to be generated requires different techniques for better understanding of the research problem under investigation. Besides this the approach is also commonly known for achieving higher degree of validity and reliability as well as elimination of biases as per Amin (2005).

The Sloven's formula (1978) was used to determine the minimum sample size.

$$n = \frac{N}{1+Ne^2} = n = \frac{58}{1+58(0.05)^2} = 50 \text{ respondents}$$

n = sample size

N = the population size

e = level of significance, fixed at 0.05

### 3.5 Sample Procedure

The sample was purposively and randomly selected. The top officials of Kanungu District were purposely selected because they headed the selected departments and thus had knowledge about the decentralization and education service delivery in Kanungu District Local Government.

The local peasants were randomly selected to give each an equal chance of representation. All respondents were assumed to have vital information on the subject matter of the research. Respondents who were willing to participate were approached.

### 3.6 Sources of Data

#### 3.6.1 Primary Data

This was obtained through use of self-administered questionnaires and interviews to the respondents.

### **3.6.2 Secondary Data**

This was acquired from text books and other related works of outstanding scholars such as published magazines, written data sources including published and unpublished documents, company reports and internet sources which were all referred to, to provide more information on decentralization and education service delivery in Kanungu District Local Government.

### **3.7 Data Collection Methods**

Both quantitative and qualitative methods were used in data collection and analysis and general information on the subject matter was collected from the different stakeholders who were involved in the study. Qualitative method involved in-depth interviewing of the top authorities of Kanungu District. On the other hand, the quantitative method involved use of close-ended questionnaires which were issued to the District Education Officers of Kanungu District as the method was convenient for them to fill during thier free time.

#### **3.7.1 Interviews**

The researcher organized key informant interviews with the top officials of Kanungu District who enriched the study findings. The researcher therefore had to interact with the respondents, face to face and ask them relevant questions to the study. The method was used purposely because it provides for a systematic flow of information due to the order of questions and it also helped in covering information that would have been skipped in the questionnaires.

#### **3.7.2 Questionnaires**

Both open and close ended questionnaires were used in the collection of data and these were distributed to the District Education Officers of Kanungu District to provide answers. The instrument was purposely selected because it sought personal views of the respondents and thus enabled the respondents to use their knowledge in providing a wide range of data as they would never shy away in any way.

### **3.8 Data Processing**

The processing of data was done after the collection of data for verification of the information that was gathered and for attainment of completeness, accuracy and uniformity. Data editing involved checking the information for errors, which was an added advantage because it enabled the researcher to delete and eliminate possible errors that were traced which in the end would manipulate the results of the study. Data was analyzed concurrently to avoid duplication thereby guiding the entire study for balanced and critical analysis. The researcher used the questionnaire and for other items, tabulation pie-charts and percentage and simple statistical methods were used for data presentation, analysis and qualification.

### **3.9 Data Analysis**

The study explained, described, and presented the findings basing on the specific objectives of the study and research questions, where data analysis was initially done through sketchy and generalized summaries of the findings from observation and conclusions in the process of data collection. Data analysis was done using simple statistical percentages and frequencies and thereafter was presented in charts.

### **3.10 Ethical Consideration**

The researcher carried out the study with full knowledge and authorisation of the administration of Kanungu District. The researcher first of all would acquire an introductory letter from the University which she would use to eliminate suspicion. The researcher thereafter went ahead to select respondents, and arrange for dates upon which she would deliver questionnaires as well as pick them in addition to making appointments for interviews to be conducted. The researcher was charged with a task of ensuring that she would assure the respondents of their confidentiality as this was paramount to research.

### **3.11 Limitations of the Study**

Uncooperative behavior of some respondents, un-approachable respondents and those who were reluctant to give information limited the researcher in this study. However the researcher convinced the respondents that the work was for academic purposes only.

The researcher also was limited by privacy to information by school owners/mangers because of organizational policy regarding information disbursement. The researcher used her introduction letter from the College of Humanities and Social Sciences of Kampala International University to explain to them her academic intentions.

The researcher was limited by extraneous variables such as honesty of the respondents where some of them might not say the truth. The researcher solicited for the truth by giving the respondents to sign the inform consent form.

## CHAPTER FOUR

### PRESENTATIONS, INTERPRETATIONS AND ANALYSIS OF DATA

#### 4.0 Introduction

This chapter covers the presentation of the findings according to the themes of the study which were: extent of decentralization in the education service delivery programmes in Kanungu District, Uganda, the Education service delivery in local government under decentralization in Kanungu District, Uganda and the effect of decentralization on education service delivery in Kanungu District, Uganda

#### 4.1 Demographic characteristics of respondents

Under this section, the researcher was interested in finding out the demographic characteristics of the respondents. They are presented as follows:

##### 4.1.1 Gender of Respondents

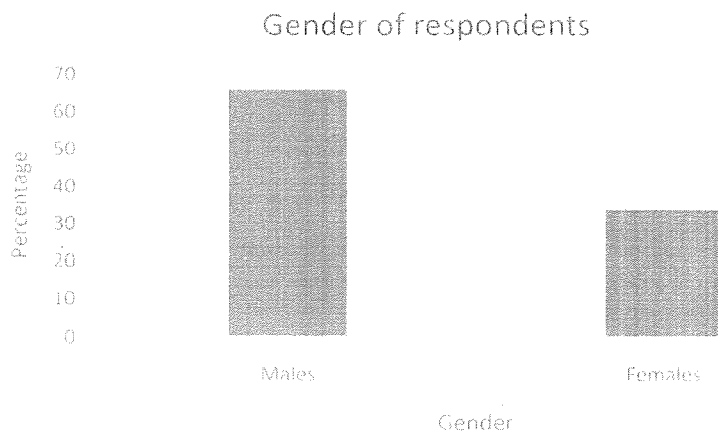
The researcher wanted to know the gender or sex distribution of the respondents and this is shown in the following table and illustration. This section indicates the both sexes with the community.

**Table 2 : Gender distribution of the respondents**

Gender	Frequency	Percentage (%)
Males	33	66
Females	17	34
Total	50	100

**Source:** Primary Data (2018)

In the above table 1, the study findings revealed that the sample constituted of 50 respondents of which 66% were males and the 34% remaining were females. This implies that males are the majority. This implies that the most respondents were men due to the societal beliefs that the males are hardworking and hence capable of handling issues regarding the decentralization and education service delivery in Kanungu District. This further implies that men were the majority since they are the ones who are mostly involved in these education institutions in the country



#### 4.1.2 Age of the respondents

The study went on to establish the different age groups of the respondents and the findings were as presented in table 2. The study also involved all respondents who are responsible and with mature understanding. For example all the respondents were 20 years and above.

**Table 3 showing age distribution of the respondents**

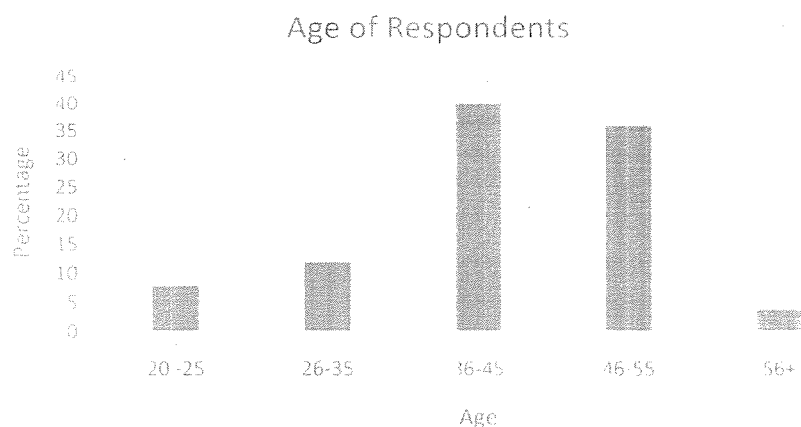
Age	Frequency	Percentage (%)
20 -25	4	8
26-35	6	12
36-45	20	40
46-55	18	36
56+	2	4
Total	50	100

**Source:** Primary Data (2018)

The study revealed that the majority of the respondents fell in the age category 36 - 45 with a 40% representation. Age category 46-55 had a total response of 36%, while 26 -45 age group was represented by 12% the 20 -25 category had a total representation of 8% while the least represented category was that of the 56+ with a representation of 4%. This implies that elderly people are less energetic to participate actively in the economy. The most number of respondents were relatively between 36 and 45 since at this age and this implies that they are always with a lot of responsibilities such as



many children hence are forced to participate in decentralization activities with regard to education service delivery in Kanungu District.



#### 4.1.3 Marital Status of the Respondents

The study further went on to establish the marital status of the respondent and the findings were as represented in table 3. The researcher was also interested in finding out the marital status of respondents.

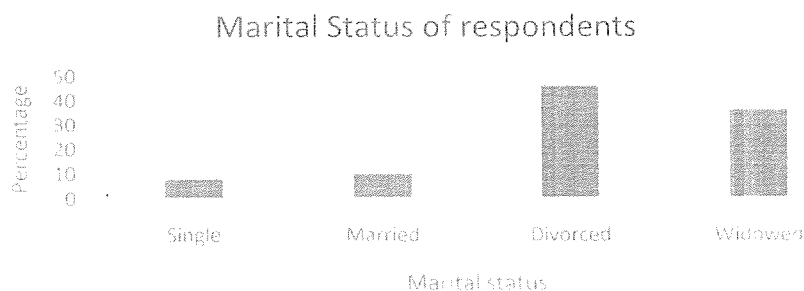
**Table 4 showing marital status of the respondents**

Marital Status	Frequency	Percentage
Single	4	8
Married	5	10
Divorced	23	46
Widowed	18	36
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data (2018)

The study established that the majority of the respondents were widowed (36%). The divorced comprised of 46%, the married were 10% whereas the single were only 8%. Study findings established that, the majority were widowed and that due to their statuses, had children to take care of and yet resources were not readily available. This implies that widows and divorced were the majority. However, the single were the least represented because as singles, implying that they did not see the importance of

engaging in operations of decentralization and education service delivery in Kanungu District



#### 4.1.4 Education Levels of the Respondents

The study also sought about the educational levels of the respondents and the findings were as represented in table 4. Under this section, the researcher was interested in finding out the education status of all respondents involved in the study. This was partly essential in order to enrich the findings of the study since education level had a significant relationship with level the knowledge about the decentralization and education service delivery in Kanungu District.

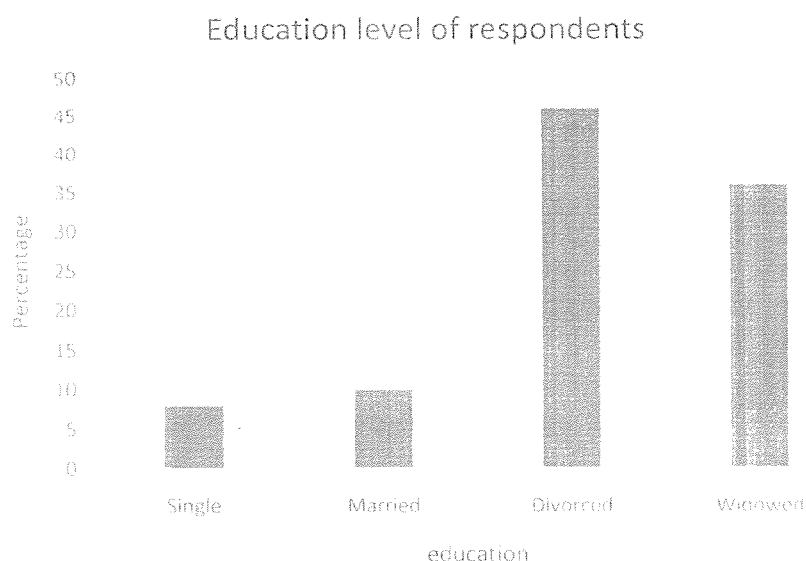
**Table 5: Educational Level of the respondents**

Education level	Frequency	Percentage
Primary	25	50
Secondary level	13	26
Vocational	7	14
University	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data (2018)

Study findings in table 4 revealed that the least represented level of education was the university group which comprised of 10%, followed by vocational level group (14%), while secondary level was represented by 26% and the most represented group was that of primary level which comprised of 50%. This implies that most respondents in the study were mainly illiterate, thus with low levels of education. And this further indicated that the majority were relatively uneducated and this also further implied

that they had low understanding regarding the decentralization and education service delivery in Kanungu District



#### **4.2 Findings on extent of decentralization in the education service delivery programmes in Kanungu District, Uganda**

To achieve this objective, the respondents were asked extent of decentralization in the education service delivery programmes in Kanungu District, Uganda. These are presented as follows:

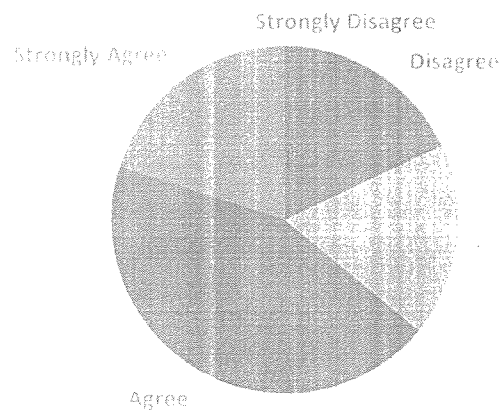
**Table 6: Under decentralized system, responsibilities to monitor education service delivery shift from central government officials to local administrative capacity**

Response	Frequency	Percent
Strongly Disagree	2	4
Disagree	7	14
Not sure	9	18
Agree	22	44
Strongly Agree	10	20
Total	50	100

Source: Primary Data (2018)

The table above indicates that 4% of the respondents strongly disagreed, 14% of the respondents disagreed, 18% of the respondents were not sure, 44% agreed and the remaining 20% of the respondents strongly agreed that under decentralized system, responsibilities to monitor education service delivery shift from central government officials to local administrative capacity. This implies that majority of the respondents were of the view that the decentralization plays a vital role in education service delivery.

Under decentralized system, responsibilities to monitor education service delivery shift from central government officials to local administrative capacity



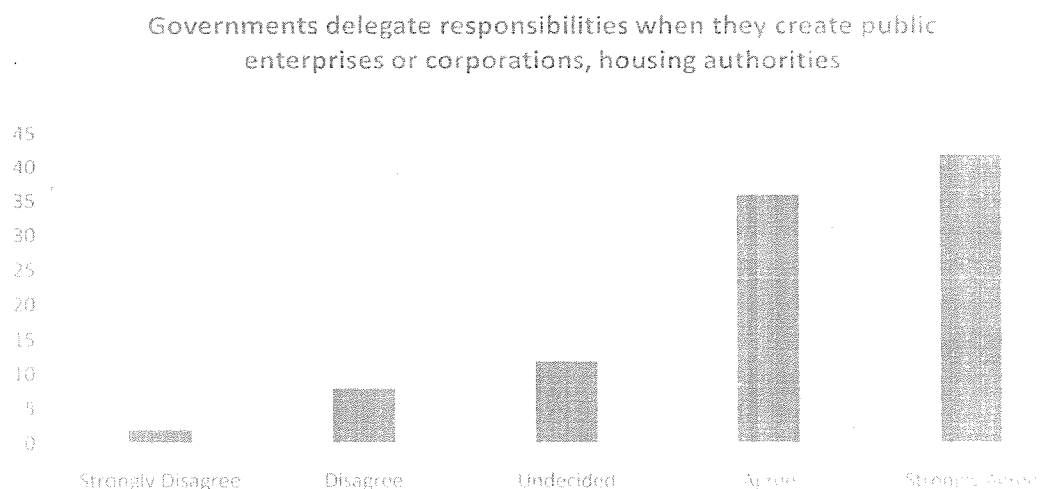
**Table 7: Governments delegate responsibilities when they create public enterprises or corporations, housing authorities**

Response	Frequency	Percent
Strongly Disagree	1	2
Disagree	4	8
Not sure	6	12
Agree	18	36
Strongly Agree	21	42
Total	50	100

Source: Primary Data (2018)

The study results revealed that 2% of the respondents strongly disagreed, 8% of the respondents disagreed, 12% of the respondents were not sure, 36% of the respondents agreed and the remaining 42% strongly agreed that Governments delegate

responsibilities when they create public enterprises or corporations, housing authorities.



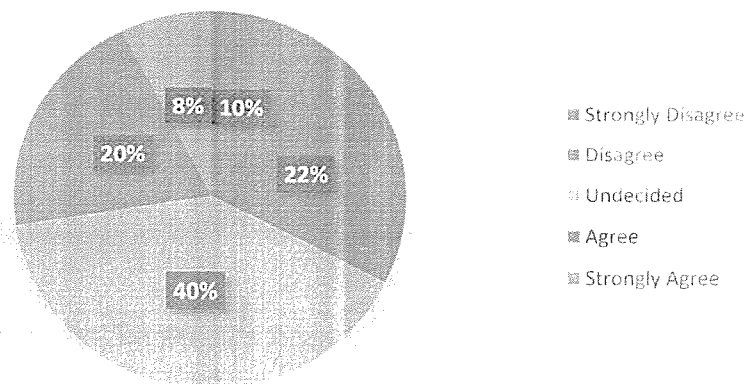
**Table 8: The process of planning for education service delivery in the district is relatively new and not so well developed**

Response	Frequency	Percent
Strongly Disagree	4	8
Disagree	9	18
Not sure	26	32
Agree	8	16
Strongly Agree	3	6
Total	50	100

Source: Primary Data (2018)

The table above indicates that 8% of the respondents strongly disagreed, 18% of the respondents disagreed, 32% of the respondents were not sure, 16% of the respondents agreed and the remaining 6% of the respondents strongly agreed that the process of planning for education service delivery in the district is relatively new and not so well developed. This implies that majority of the respondents were not sure.

The process of planning for education service delivery in the district is relatively new and not so well developed



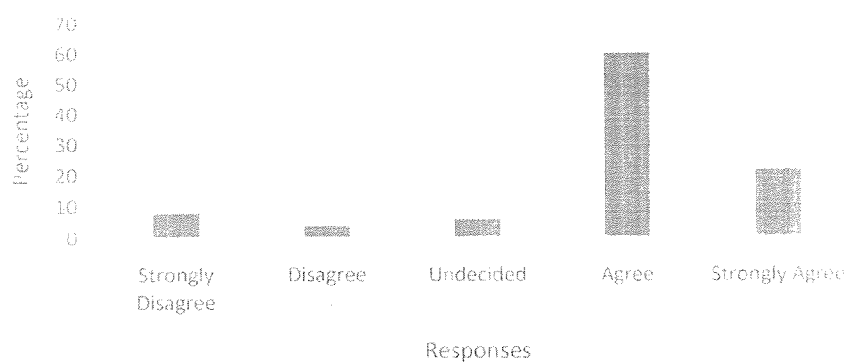
**Table 9: There is effective decentralized planning within the district local government to delivery education services**

Response	Frequency	Percent
Strongly Disagree	4	8
Disagree	2	4
Not sure	3	6
Agree	30	60
Strongly Agree	11	22
Total	50	100

Source: Primary Data (2018)

The study results presented in the table above indicate that 8% of the respondents strongly disagreed, 4% of the respondents disagreed, 6% of the respondents were not sure, 60% of the respondents agreed and the remaining strongly agreed. This implies that the majority of the respondents revealed that there is effective decentralized planning within the district local government to delivery education services.

There is effective decentralized planning within the district local government to delivery education services



#### 4.3 Findings on education service delivery in local government under decentralization in Kanungu District, Uganda

To achieve this objective, the respondents were asked the challenges faced by the media in the fight against abortion. These are presented as follows:

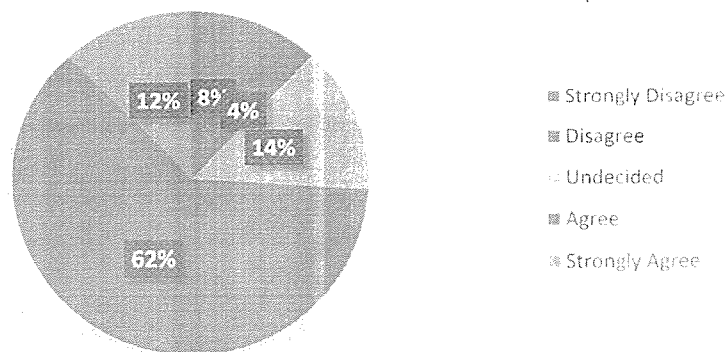
**Table 10: District education officers help to increase public accountability and efficiency of education delivery systems**

Response	Frequency	Percent
Strongly Disagree	4	8
Disagree	2	4
Not sure	7	14
Agree	31	62
Strongly Agree	6	12
Total	50	100

Source: Primary Data (2018)

It was revealed that 8% of the respondents strongly disagreed, 4% of the respondents disagreed, 14% of the respondents were not sure, 62% of the respondents agreed and the remaining 12% of the respondents strongly agreed. This implies that majority of the respondents revealed that District education officers help to increase public accountability and efficiency of education delivery systems

**District education officers help to increase public accountability and efficiency of education delivery systems**



**Table 11: There is also a general lack of political restraint to keep expenditure within approved budget limits and accountability of local politicians**

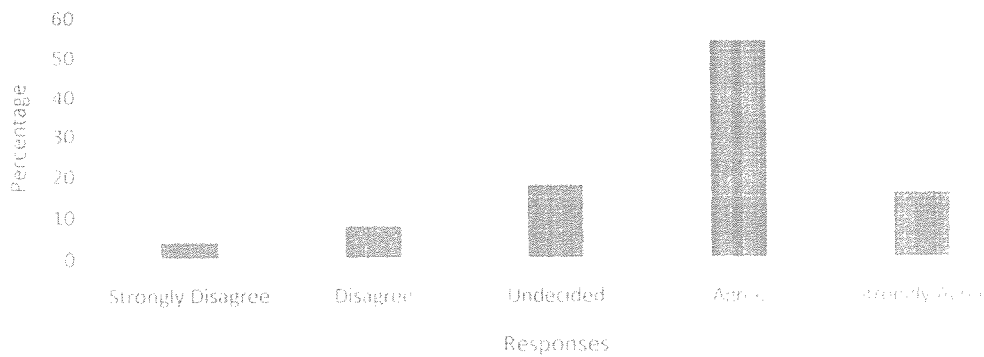
Response	Frequency	Percent
Strongly Disagree	2	4
Disagree	4	8
Not sure	9	18
Agree	27	54
Strongly Agree	8	16
Total	50	100

Source: Primary Data (2018)

According to the table above, 4% of the respondents, 8% of the respondents disagreed, 18% of the respondents were not sure, 54% of the respondents agreed and 16% strongly agreed. This implies that majority of the respondents revealed that there is also a general lack of political restraint to keep expenditure within approved budget limits and accountability of local politicians



There is also a general lack of political restraint to keep expenditure within approved budget limits and accountability of local politicians

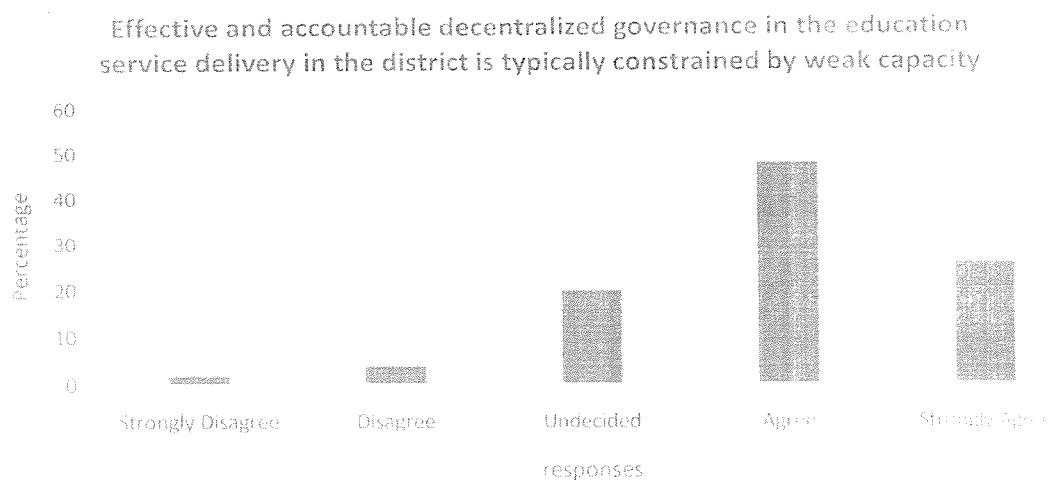


**Table 12: Effective and accountable decentralized governance in the education service delivery in the district is typically constrained by weak capacity**

Response	Frequency	Percent
Strongly Disagree	1	2
Disagree	2	4
Not sure	10	20
Agree	24	48
Strongly Agree	13	26
Total	50	100

Source: Primary Data (2018)

The table above illustrates that 2% of respondents strongly disagreed, 4% disagreed, 20% of the respondents were not sure, 48% of the respondents agreed and the remaining 26% of the respondents strongly agreed that effective and accountable decentralized governance in the education service delivery in the district is typically constrained by weak capacity.



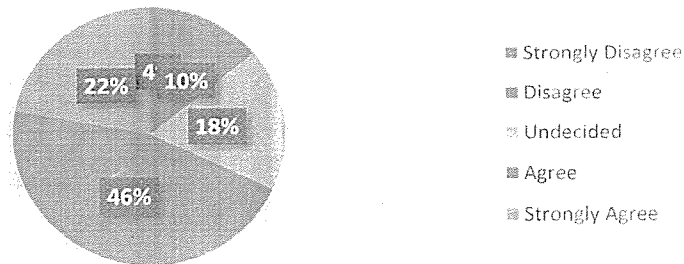
**Table 13: There is also a good attitude among the community towards education service delivery**

Response	Frequency	Percent
Strongly Disagree	2	4
Disagree	5	10
Not sure	9	18
Agree	23	46
Strongly Agree	11	22
Total	50	100

Source: Primary Data (2018)

The results presented in the table above indicate that 4% of the respondents strongly disagreed, 10% of the respondents, 18% of the respondents disagreed. 18% were not sure, 46% of the respondents agreed and the remaining 22% of the respondents strongly agreed that there is also a good attitude among the community towards education service delivery. This also implies that a lot needs to be done.

There is also a good attitude among the community towards education service delivery



#### 4.4 Findings on effect of decentralization on education service delivery in Kanungu District, Uganda

To achieve this objective, the respondents were asked the solutions to overcome challenges faced by the media in the fight against abortion. These are presented as follows:

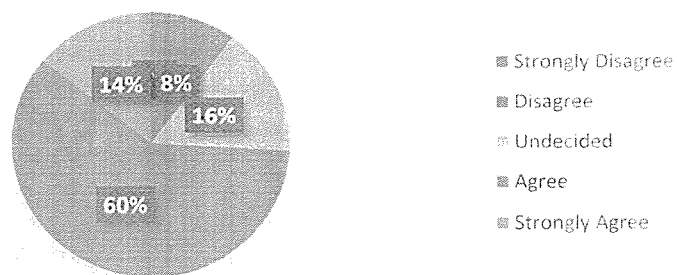
**Table 14: Local capacity building plays a prominent role in securing education systems performance**

Response	Frequency	Percent
Strongly Disagree	1	2
Disagree	4	8
Not sure	8	16
Agree	30	60
Strongly Agree	7	14
Total	50	100

Source: Primary Data (2018)

The study results presented in the table above indicate that 2% of the respondents strongly disagreed, 8% of the respondents disagreed, 16% of the respondents were not sure, 60% of the respondents agreed and the remaining 14% of the respondents strongly agreed. This implies that majority of the respondents agreed that Local capacity building plays a prominent role in securing education systems performance which will encourage to maximize their contribution.

Local capacity building plays a prominent role in  
securing education systems performance

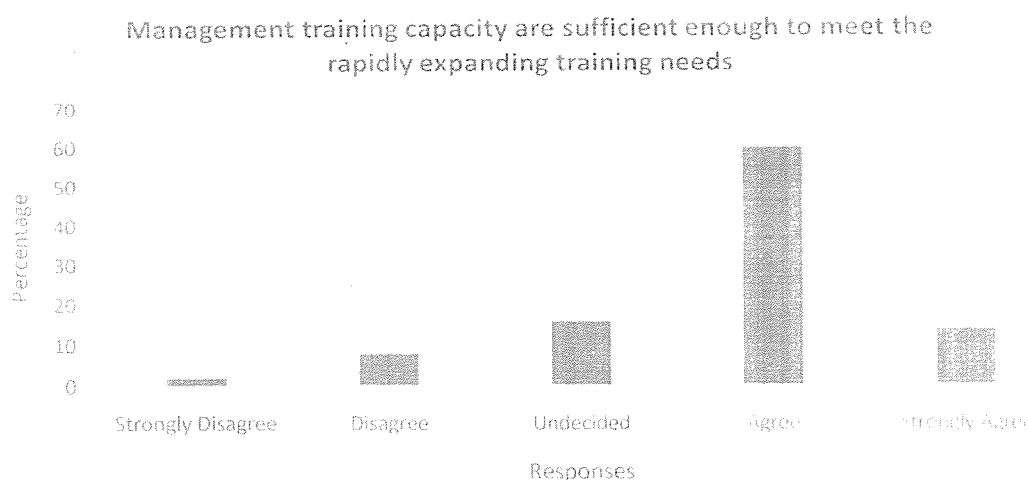


**Table 15: Management training capacity is sufficient enough to meet the rapidly expanding training needs**

Response	Frequency	Percent
Strongly Disagree	1	2
Disagree	4	8
Not sure	8	16
Agree	30	60
Strongly Agree	7	14
Total	50	100

Source: Primary Data (2018)

According to the results presented in the table above, 2% of the respondents strongly disagreed, 8% of the respondents disagreed, 16% of the respondents, 60% agreed and the remaining 14% strongly agreed that Management training capacity is sufficient enough to meet the rapidly expanding training needs



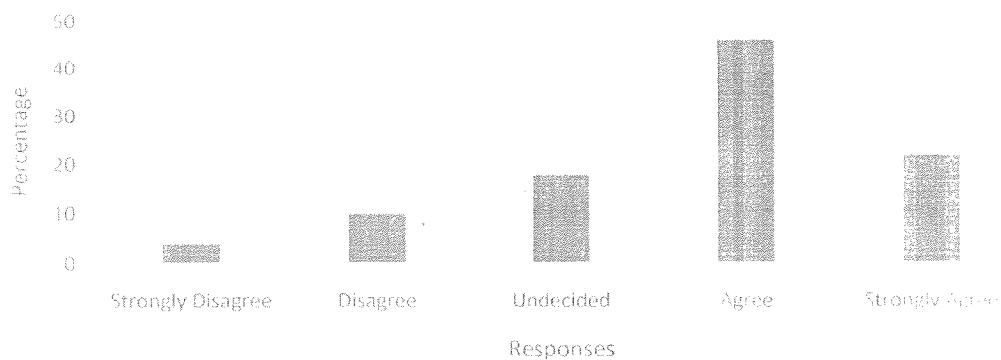
**Table 16: All education-related capacity building interventions work to improve the function processes within the education system as a whole**

Response	Frequency	Percent
Strongly Disagree	2	4
Disagree	5	10
Not sure	9	18
Agree	23	46
Strongly Agree	11	22
Total	50	100

Source: Primary Data (2018)

The results presented in the table above indicate that 4% of the respondents strongly disagreed, 10% of the respondents disagreed, 18% were not sure, 46% of the respondents agreed and the remaining 22% of the respondents strongly agreed that all education-related capacity building interventions work to improve the function processes within the education system as a whole.

All education-related capacity building interventions work to improve the function processes within the education system as a whole



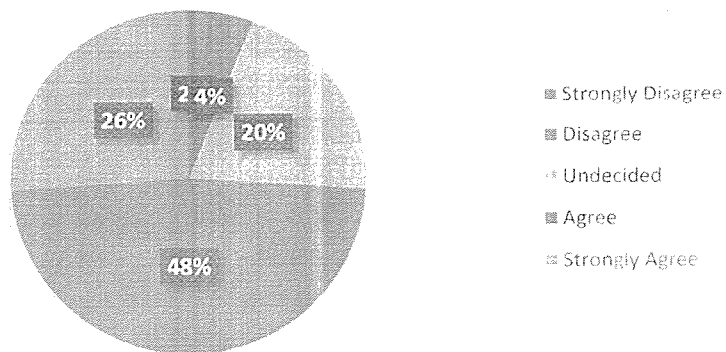
**Table 17: Capacity building can be used horizontally, with a focus on building individual capacity, and vertically, with the focus on building organizational capacity**

Response	Frequency	Percent
Strongly Disagree	1	2
Disagree	2	4
Not sure	10	20
Agree	24	48
Strongly Agree	13	26
Total	50	100

Source: Primary Data (2018)

The table above illustrates that 2% of respondents strongly disagreed, 4% disagreed, 20% of the respondents were not sure, 48% of the respondents agreed and the remaining 26% of the respondents strongly agreed. This implies that majority of the respondents revealed that Capacity building can be used horizontally, with a focus on building individual capacity, and vertically, with the focus on building organizational capacity

Capacity building can be used horizontally, with a focus on building individual capacity, and vertically, with the focus on building organizational capacity



## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter covers the discussion of findings, conclusion and recommendations.

#### **5.1 Discussion of findings**

##### **5.1.1 Demographic characteristics of respondents**

The study findings revealed that the sample constituted of 50 respondents of which 66% were males and the 34% remaining were females. This implies that males are the majority. This implies that the most respondents were men due to the societal beliefs that the males are hardworking and hence capable of handling issues regarding the decentralization and education service delivery in Kanungu District. This further implies that men were the majority since they are the ones who are mostly involved in these public institutions in the country

The study revealed that the majority of the respondents fell in the age category 36 - 45 with a 40% representation. Age category 46-55 had a total response of 36%, while 26 -45 age group was represented by 12% the 20 -25 category had a total representation of 8% while the least represented category was that of the 56+ with a representation of 4%. This implies that elderly people are less energetic to participate actively in the economy. The most number of respondents were relatively between 36 and 45 since at this age and this implies that they are always with a lot of responsibilities such as many children hence are forced to participate in decentralization and education service delivery in Kanungu District.

The study established that the majority of the respondents were widowed (36%). The divorced comprised of 46%, the married were 10% whereas the single were only 8%. Study findings established that. the majority were widowed and that due to their statuses. had children to take care of and yet resources were not readily available. This implies that widows and divorced were the majority. However. the single were the least represented because as singles. implying that they did not see the importance of



engaging in activities of decentralization and education service delivery in Kanungu District

Study findings revealed that the least represented level of education was the university group which comprised of 10%, followed by vocational level group (14%), while secondary level was represented by 26% and the most represented group was that of primary level which comprised of 50%. This implies that most respondents in the study were mainly illiterate, thus with low levels of education. And this further indicated that the majority were relatively uneducated and this also further implied that they had low understanding regarding the decentralization and education service delivery in Kanungu District

#### **5.1.2 Extent of decentralization in the education service delivery programmes in Kanungu District, Uganda**

It was found out that 4% of the respondents strongly disagreed, 14% of the respondents disagreed, 18% of the respondents were not sure, 44% agreed and the remaining 20% of the respondents strongly agreed that under decentralized system, responsibilities to monitor education service delivery shift from central government officials to local administrative capacity. This implies that majority of the respondents were of the view that the decentralization plays a vital role in education service delivery.

The study results revealed that 2% of the respondents strongly disagreed, 8% of the respondents disagreed, 12% of the respondents were not sure, 36% of the respondents agreed and the remaining 42% strongly agreed that Governments delegate responsibilities when they create public enterprises or corporations, housing authorities. This implies that most of the respondents were aware that it is vital to have budgeting operations in organizations since it improves on their overall performance.

It was found out that 8% of the respondents strongly disagreed, 18% of the respondents disagreed, 32% of the respondents were not sure, 16% of the respondents agreed and the remaining 6% of the respondents strongly agreed that the process of planning for education service delivery in the district is relatively new and not so well developed. This implies that majority of the respondents were not sure.

The study discovered that 8% of the respondents strongly disagreed, 4% of the respondents disagreed, 6% of the respondents were not sure, 60% of the respondents agreed and the remaining strongly agreed. This implies that the majority of the respondents revealed that there is effective decentralized planning within the district local government to delivery education services.

### **5.1.3 Education service delivery in local government under decentralization in Kanungu District, Uganda**

It was revealed that 8% of the respondents strongly disagreed, 4% of the respondents disagreed, 14% of the respondents were not sure, 62% of the respondents agreed and the remaining 12% of the respondents strongly agreed. This implies that majority of the respondents revealed that District education officers help to increase public accountability and efficiency of education delivery systems

The study found out that 4% of the respondents, 8% of the respondents disagreed, 18% of the respondents were not sure, 54% of the respondents agreed and 16% strongly agreed. This implies that majority of the respondents revealed that there is also a general lack of political restraint to keep expenditure within approved budget limits and accountability of local politicians

It was revealed that 2% of respondents strongly disagreed, 4% disagreed, 20% of the respondents were not sure, 48% of the respondents agreed and the remaining 26% of the respondents strongly agreed that effective and accountable decentralized governance in the education service delivery in the district is typically constrained by weak capacity. This implies that majority of the respondents revealed that there are a lot of challenges that need to be addressed.

The study findings revealed that 4% of the respondents strongly disagreed, 10% of the respondents, 18% of the respondents disagreed, 18% were not sure, 46% of the respondents agreed and the remaining 22% of the respondents strongly agreed that there is lack of proper accountability in budgeting operations of organizations. This also implies that a lot needs to be done.

#### **5.1.4 Effect of decentralization on education service delivery in Kanungu District, Uganda**

The study results found out that 2% of the respondents strongly disagreed, 8% of the respondents disagreed, 16% of the respondents were not sure, 60% of the respondents agreed and the remaining 14% of the respondents strongly agreed. This implies that majority of the respondents agreed that Local capacity building plays a prominent role in securing education systems performance which will encourage to maximize their contribution.

According to the results, 2% of the respondents strongly disagreed, 8% of the respondents disagreed, 16% of the respondents, 60% agreed and the remaining 14% strongly agreed that Management training capacity are sufficient enough to meet the rapidly expanding training needs

It was also found out that 4% of the respondents strongly disagreed, 10% of the respondents, 18% of the respondents disagreed, 18% were not sure, 46% of the respondents agreed and the remaining 22% of the respondents strongly agreed that all education-related capacity building interventions work to improve the function processes within the education system as a whole.

The study found out that 2% of respondents strongly disagreed, 4% disagreed, 20% of the respondents were not sure, 48% of the respondents agreed and the remaining 26% of the respondents strongly agreed. This implies that majority of the respondents revealed that Capacity building can be used horizontally, with a focus on building individual capacity, and vertically, with the focus on building organizational capacity

### **5.2 Conclusions**

#### **5.2.1 Extent of decentralization in the education service delivery programmes in Kanungu District, Uganda**

The study concludes that deconcentration is the weakest form of decentralization and is used most frequently in unitary states redistributes decision making authority and financial and management responsibilities among different levels of the national government.

It also concludes that delegation is a more extensive form of decentralization. Through delegation central governments transfer responsibility for decision-making and administration of public functions to semi-autonomous organizations not wholly controlled by the central government, but ultimately accountable to it.

The study concludes that privatization can range in scope from leaving the provision of goods and services entirely to the free operation of the market to "public-private partnerships" in which government and the private sector cooperate to provide services or infrastructure.

### **5.2.2 Education service delivery in local government under decentralization in Kanungu District, Uganda**

The study concludes that decentralization was expected to generate revenues for the education system by taking advantage of local sources of taxation and by reducing expenditure. The reasons for educational decentralization are manifold, and often vary across countries.

It concludes that this is a more market oriented way of looking at decentralization, more autonomy at the local level, focusing on individual rights and free choice.

There are different interpretations of decentralization in relation to community participation and handing over authority to the local level. In one end there are those with faith in a government's good intentions for individual choice and local autonomy, in the other those who believe that governments are driven by self-interest and seek to shift the spending and responsibility from central to local level.

### **5.2.3 Effect of decentralization on education service delivery in Kanungu District, Uganda**

The study concludes that the central role of government as best placed to undertake and play certain roles in the broad political economy, as well as in the individual social service sectors, including education.

It concludes that the need for government to focus its attention on the provision of public goods, protection of the poor and in regulating the private sector. Yet up to-

date, decentralized education service provision units in some areas in Uganda have only one education service structure that has not been completed

Fiscal decentralization occurred in a phased manner, with some districts being decentralized before others.

At the local levels, formal powers over the implementation of education services lie with the district's political bodies, as well as with the hospital management boards, which are appointed by elected local councils.

### **5.3 Recommendations**

The study recommends that local governments should be directly involved in the negotiations of donor funded educational projects with central government through capacity building. This will avoid the tendency by central government and donors to over assume (or otherwise) the capacities of local governments in the participation of such donor funded educational service programmes.

It is also recommended that the central government together with local authorities should come up with policy guidelines that will foster inter-sectoral collaboration in the financing of educational care related sectoral activities at the local levels. This will lead to management unification and holistic approach expected of the educational care strategy, optimal use of resources, concerted action of all stakeholders at the local levels

It is also recommended that policy and framework to redistribute infrastructure, especially, educational manpower in favor of disadvantaged rural areas should be put in place. This policy framework can be initiated by the sub-county councilors to the district council, in collaboration with the district service commission.

It is the opinion of the researcher that the decentralization and re-orientation of educational services should be matched with a considerable degree of guidance by central government and other stakeholders

#### 5.4 Areas of further research

More research needs to be done of the following:

- Impact of decentralization on service delivery
- Impact of decentralization on organizational performance

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Dear Sir/ Madam

I am by the names of **KYOMUGISHA PATIENCE, 1153-06404-02085**, a student from Kampala International University, carrying out a study on **“DECENTRALIZATION AND EDUCATION SERVICE DELIVERY IN KANUNGU DISTRICT LOCAL GOVERNMENT (2010-2017)”**. I am very glad that you are my respondent for this study. The purpose of this questionnaire is to obtain your opinion/views to be included among others in the study. This research is one of the requirements leading to the award of a Bachelor's Degree in Public Administration. It is hence an academic research and will not be used for any other purpose other than academic. Your co-operation and answers to these questions heartily and honestly will be significant to this study to gather the data needed. Thank you in advance for your cooperation.

#### PART 1: RESPONDENT'S PROFILE

Gender \_\_\_\_\_

1. Male
2. Female

Qualification \_\_\_\_\_

1. Primary level
2. Secondary
3. Certificate level
4. Diploma
5. Degree
6. Master's degree

Age \_\_\_\_\_

1. 20-35 years
2. 36-49 years
3. 50 and above years

Direction 1: Please write your rating on the space before each option which corresponds to your best choice in terms of level of motivation. Kindly use the scoring system below:

Score	Response Mode	Description	Interpretation
5	Strongly Agree	You agree with no doubt at all	Very satisfactory
4	Agree	You agree with some doubt	Satisfactory
3	Neutral	You are not sure about any	None
2	Disagree	You disagree with some doubt	Fair
1	Strongly Disagree	You disagree with no doubt at all	Poor

	Extent of decentralization in the education service delivery programmes in Kanungu District, Uganda	1	2	3	4	5
1	Under decentralized system, responsibilities to monitor education service delivery shift from central government officials to local administrative capacity					
2	Governments delegate responsibilities when they create public enterprises or corporations, housing authorities					
3	The process of planning for education service delivery in the district is relatively new and not so well developed					
4	There is effective decentralized planning within the district local government to delivery education services					

	Education service delivery in local government under decentralization in Kanungu District, Uganda	1	2	3	4	5
1	District education officers help to increase public accountability and efficiency of education delivery systems					
2	There is also a general lack of political restraint to keep expenditure within approved budget limits and accountability of local politicians					
3	Effective and accountable decentralized governance in the education service delivery in the district is typically constrained by weak capacity					

4	There is also a good attitude among the community towards education service delivery				
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	<b>Effect of decentralization on education service delivery in Kanungu District, Uganda</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Local capacity building plays a prominent role in securing education systems performance					
2	Management training capacity are sufficient enough to meet the rapidly expanding training needs					
3	All education-related capacity building interventions work to improve the function processes within the education system as a whole					
4	Capacity building can be used horizontally, with a focus on building individual capacity, and vertically, with the focus on building organizational capacity					

**Thanks for cooperation**

**End**

## **APPENDIX II**

### **INTERVIEW GUIDE**

Are you aware of the different forms of education service delivery programmes in Kanungu District, Uganda?

If yes, what is the extent of decentralization in the education service delivery programmes in Kanungu District, Uganda?

What is the education service delivery in local government under decentralization in Kanungu District, Uganda?

Do you agree that decentralization significantly on education service delivery programmes in Kanungu District, Uganda?

What is the effect of decentralization on education service delivery in Kanungu District, Uganda?