UGANDA MANAGEMENT INSTITUTE

POLITICAL DECENTRALIZATION AND EDUCATION SERVICE DELIVERY IN UGANDA; A CASE STUDY OF BULAMBULI DISTRICT

BY

DESILANTA LUNYOLO WASIKE

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE
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DECLARATION

I Desilanta Lunyolo Wasike do pronounce that this study is original and has not been published and/or submitted for any other degree award to any other university or institution of higher learning.

Signed………………………….

Desilanta Lunyolo Wasike

Date…………………………………

APPROVAL

This dissertation titled "Political Decentralization and Education Service Delivery in Uganda: A case study of Bulambuli District" has been submitted for examination with our approval.

SIGNED: SIGNED:

…………………………..   ………………………………

Mr. Adrian Beinebyabo   **Mr. Alfred Kiiza Kenneth**

Consultant   **Consultant**

Uganda Management Institute   **Uganda Management Institute**

DEDICATION

This work is dedicated to my children Charlotte Namakhola and Noel Namakhola.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBOs	Community Based Organizations
CCG	Classroom Conditional Grant
CSOs	Civil Society Organizations
CVI	Content Validity Index
EDUCO	Education with Participation of the community
JICA	Japan International Co-operation Agency
LGA	Local Government Act
NGOs	Non-Government Organizations
NPM	New Public Management
UMI	Uganda Management Institute
UPE	Universal Primary Education
NRA	National Resistance Army
NRM	National Resistance Movement
NUSAF	Northern Uganda Social Action Fund
PACs	Public Accounts Committees
RAM	Resource Allocation Model
SCPA	Social Contract Political Accountability
SFG	School Facilities Grant
SMCs	School Management Committees
TPC	Technical Planning Committee
UCE	Uganda Certificate of Education

ABSTRACT

The study examined the effect of Political Decentralization on Education Service Delivery in Bulambuli District. The objectives of the study were: to establish the relationship between political decision making and Education Service Delivery Bulambuli District; to find out the effect of political participation on Education Service Delivery in Bulambuli District; and to determine the effect of political accountability on Education Service Delivery in Bulambuli District. The study adopted a cross-sectional survey design adopting both qualitative and quantitative approaches. Out of an accessible population of 757, a sample of 373 was selected and the response rate was 100%. The findings revealed that political decision making contributes to education service delivery at 0.2%; political participation contributes to education service delivery at 6.4% and political accountability contributes to education service delivery at 1.5%. The study recommended that Stakeholders in the education should lobby for more funding, widen the local revenue base to supplement on the central government's funding, secure transport for the education sector to carry on its activities smoothly. Further still the District Council of Bulambuli should pass ordinances geared towards recruitment of more teachers to meet the high pupil enrollment rates. There is also need to organize for exchange tours to enable stakeholders to twin with other local government officials to exchange new and best education sector management practices both at higher and lower levels in order to create the notion of well-planned education service delivery. In addition, stakeholders in the education sector should strengthen the supervision, inspection, accountability, monitoring & evaluation of education programmes at school levels.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The basic intent of Decentralization policy is to devolve administrative and financial powers to local governments to provide services to the public within an effective, efficient and accountable framework and among these services devolved include Education (Mulindwa 2006). This study thus aimed at examining the Effect of Political Decentralization on Education Service Delivery in Bulambuli district. In this study, political Decentralization was conceived as the independent variable while Education service delivery as the dependent variable. Political decentralization was measured in terms of political participation, political decision making and political accountability, while Education service delivery was measured in terms of school management, school infrastructure development, pupils' performance and quality of teachers. This chapter presents the historical, theoretical, conceptual and contextual background to the study; the problem statement; purpose of the study; specific objectives; research questions; hypotheses; conceptual framework; significance of the study; justification of the study; scope and terms and operational definitions.

1.2 Background

1.2.1 Historical background

Decentralization is a phenomenon that has been adopted world over. Decentralization is increasingly becoming one of the key development strategies in the quest to deliver goods and services efficiently and effectively to the citizenry. All governments in the world, no matter how centralized they are, need at a very least to transfer responsibility for the execution of their centrally decided policies to the regional or locally based branches or organizations (Olum 2006:2).

Education decentralization has taken many forms in Latin America and the rest of the world. It always includes the transfer of authority and responsibility from higher to low levels of government, but it varies considerably in terms of which decision powers are decentralized and who receives those new powers (Drillinger, et al, 1999).

In Argentina, primary and secondary education and the normal schools were transferred from the central government to the provincial governments (in 1976 and 1991 respectively), and today most decision making authority remains concentrated in the provincial education ministries (Drillinger et al 1999:57).

In El Salvador's schools were given significant decision making authority and autonomy. The success in implementing the education with the participation of the community (EDUCO) model has led to current efforts to decentralize traditional schools as well (Drillinger et al 1999).

In Africa, the search for inclusive, involving, participatory governance has taken the path of decentralization (Rondinelli and Cheema, 2007).

In South Africa, each municipality is by law required to make an integrated development plan elaborated with participation of the entire municipality, the community, and all stakeholders and coordinated with plans of all other levels of government. These plans have institutionalized participatory decision making in local governments and given the whole new meaning to political decentralization, going far beyond election of leaders to embrace the ultimate purpose of local governments which is economic development (Rondinelli and Cheema 2007).

In Rwanda, decentralization policy is premised on promoting participatory democracy and empowering grassroots communities for socio-economic development. Rwanda's minister of

local government said in an august 2005 publication, that participation does make citizens better (Rondinelli and Cheema 2007).

In Uganda, before independence, power was either highly centered in the hands of a few local elites. Sight was lost of the primary beneficiaries who became the helpless objects of top down planning and service provision. Planning processes and decision making were dominated by technocrats. There were little efforts made to customize the needs, aspirations and concerns of the various categories of Ugandans (Ssekibobo, 2006).

After attaining independence in 1962, the post-independence governments experienced serious difficulties in delivering social services to the citizenry (Olum 2004). According to Tindigarukayo 1988 in (Ssekibobo, 2006) these difficulties arose because the functions of the central government became increasingly inefficient, ineffective and inflexible. As soon as the National Resistance Movement/National Resistance Army (NRM/NRA) captured power in 1986, it initiated a process of Decentralization in local governance to promote and sustain popular democratic participation through a system of elected local councils (Olum, 2006). The NRM also proposed a local government system that would be democratic, participatory, and efficient and development oriented point No. 1 of the Ten Point Programme). It also proposed that the new system should empower local communities to be in charge of their destiny through local institutions of self-governance and resource mobilization (Participant's Handbook for Lower Local Governments, 2010).

Uganda' decentralization policy was introduced in 1992 in order to enable citizens to have more say in determining their affairs and to improve service delivery. Section 5 of the local government Act Cap276 spells out the roles of a council, one being implementation of government policies and development plans in six priority areas where primary Education is

inclusive. A local council provides leadership in areas of political decision making, participation and accountability.

The government of Uganda attaches great importance to education service delivery as a power full tool for transforming society. She has therefore given local councils responsibilities and powers to run and manage schools. The implementation of Universal Primary Education (UPE) is the responsibility of the District Education Officer under the supervision of the district councils (Mulindwa 2006).

In addition, in order to ensure quality education service delivery, the government of Uganda has set aside conditional grants under the education sector which include classroom construction grant (CCG), school facilities grant (SFG) and universal Primary Education (UPE). These grants are meant to construct classrooms, build teachers' houses, general management of the schools, and teachers' welfare among others to improve performance of the sector (Kisembo 2006).

The Education Act enacted in 2008 sub-section (ii) gives full effect to the decentralization of Education services. In the education sector, the authority for primary education has been transferred to local governments, along with the legal framework centered on the Constitution and the Local Government Act (JICA, 2008). In the primary education sub-sector, decentralization to local governments and schools has progressed since the introduction of Universal Primary Education (UPE) in 1997 while decentralization in the secondary education sub-sector lags behind the primary education sector. However, since the introduction of free secondary education in 2007, the pace of decentralization has picked up (JICA, 2012). According to Arakawa, 2009 in (JICA, 2012), in the secondary education subsector, school management is entrusted to the Board of Governors.

Decentralization policy is progressing in education service delivery with so many indicators. Each district for example has its own education office which is responsible for planning, preparation and execution of the budget, supervision and monitoring of educational activities in the district (JICA, 2012:41). In addition, in primary education, government employed teachers are employed following subscription and holding of interviews by the District Service Commissions; the authority to execute and manage capitation grants and to procure and distribute text books, furniture, has been transferred to districts (JICA, 2012).

All the above indicators of decentralization of education service delivery are prevalent in Bulambuli district where this study was carried out (Blambuli District Five Year Development Plan).

1.2.2 Theoretical background

This study was guided by two theories that is the citizen centered theory postulated by Wilson, et al, (2008) and the Model of Local Government theory postulated by Faguets (2009). The citizen centered governance involves new ways of enabling local people to decide how their needs will be met and how public services can improve the quality of life (Wilson, et al, 2008). The theory is also premised on the fact that citizen centered governance creates opportunities for local people and service users to shape policy choices, decide on services and allocate resources. Citizens and users have expertise to contribute to the formulation of policy, and design in governance and delivery of services (Wilson, et al, 2008). The citizen-centered theory is premised on the principles of local knowledge and local representation. The principle of local knowledge which emphasizes that participation in governance focuses attention on the distinctive knowledge that citizens and users can legitimately offer to decision making, complimenting professional knowledge. The principle of local representation involves creating processes to select individuals who represent the interests or views of specific neighbor hoods, social groups, or service users. These individuals speak on behalf of others and so

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accountability also becomes important. This focuses attention on the means by which people can be elected or selected to act as representatives and on the mechanism through which they can give and be held to account (Wilson,et al, 2008).

Moro (2001) says that people are not only the target public intervention but are co-responsible for its definition and implementation. Moro(2001), continues to say that active citizenship is the capacity of citizens to self-organize in the multiplicity of forms for the mobilization of resources and the exercise of powers in public policies for the protection of rights to achieve the end of caring for and developing the common goods. Moro also says that citizen participation is that of public policies.

According to (Phillips, 2008), there is need to re-orient our focus towards citizen- centered government. He says there is need to enhance democracy through major public consultations and decentralization of policy responsibilities to increasingly local levels.

The model of Local government theory as advanced by Faguets in 2009, advocates for harmony between economic actors, political actors and civil society organizations in order to provide service delivery. The local government that determines the level of provision of service delivery should include precisely the set of individuals who consume services done within, the context of decision making, participation and accountability (Adako 2011). The theory also assumes that decentralization is broken down into discrete steps for example fiscal, political and administration. The theory also assumes that democracy and decentralization are deeply complimentary, and in order for the latter to work well, the former must be locally free, fair, transparent and competitive.

The theory of citizen-centered governance is applied in Bulambuli to ensure education service delivery where the locals through the participatory planning process bring out their wish lists as far as education services are concerned and these are incorporated into the district

development plans and implemented. In addition, the model of local government is applicable in Bulambuli' s endeavor to provide education services because the local politicians who represent the citizens in policy formulation are always elected by the people through a free and fair election. The school management committees are appointed by the district council which council was elected by the local people (Bulambuli District Five Year Development Plan, 2011-2016)

1.2.3 Conceptual background

Decentralization is the transfer of legal, political, administrative and financial authority to plan, make decisions and manage public functions and services. This transfer is from central to lower local governments (Participant's Handbook for Lower Local Governments, 2010).

Decentralization can also be defined to mean: a reduction of concentration of public officers from the centre to the periphery; the delegation of powers of decision making, implementation of government policies to various agencies including local governments, non-government organizations or other agencies in the private sector that could handle and deliver services on behalf of government; and the full devolution of powers, functions, responsibilities, political powers(within legal framework) and accountability to a lower level arm of government and other agencies (Kisembo, 2006).

Three forms of decentralization have been advanced that is; Deconcetration as the shift of administrative responsibility from central ministries and departments to regional and local administrative levels by established field offices of national departments and transferring some authority for decision making to regional field staff (Rondinelli and Cheema, 2007).

The second form of decentralization is devolution aimed at strengthening local governments by granting them the authority, responsibility, and resources to provide services and

infrastructures, protect public health and safety, and formulate and implement local policies (Rondinelli & Cheema, 2007).

Delegation is a third form of decentralization where national governments shift management authority for specific functions to semi-autonomous or parastatal organizations and state enterprises, regional planning and area development agencies and multi-and single- purpose public authority(Cheema & Rondinelli 2007).

Political decentralization can be understood to refer to either or both of the following: transferring the power of selecting political leadership and representatives from central governments to local governments; and transferring the power and authority of making socio-politico-economic decisions from central governments to local governments and communities. The first sense of political decentralization refers to a vote, while the second refers to the voice. Political decentralization is best conceived in these two frameworks so that the power and authority to decide is not limited to electing leaders or representatives but includes the full transfer of decision making from the central government to the local governments (Cheema&Rondinelli 2007).

Political decentralization in the study refered to political decision making, political participation and political accountability (Rondinelli&Cheema, 2007:78).

Political decision making as one of the dimensions of political decentralization in the study is the act of identifying the best options to guide actions (Akiror, 2010).

The second dimension is political participation which refers to many channels for voicing and exchanging opinions for example voting, articulating preferences, providing advice and counsel, and channeling feedback from the public to the elected or appointed decision makers. Political participation in this study also means the process through which stakeholders

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influence share control over development initiatives and the decisions and resources which affect them (Justus, 2006).

Political accountability as another dimension of political decentralization refers to a clear establishment of responsibility for performance (Dillinger, et al, 1999). Political accountability is also taken to explaining the actions taken or decisions made by a political actor in a political office (Adako, 2011).

Under the dependent variable, Education service delivery in the study refers to the provision of public education services to the people of Bulambuli. These services are measured in terms of school management; school infrastructure; pupils' performance and quality of teachers (Musisi, 2007).

School management refers to the systematic running of the school basing on the laid down lawful procedures, and is measured in terms of teachers' attendance to duty and frequency of staff management meetings (Nkonya, 2011).

School infrastructure refers to parameters like classrooms, teachers' houses and pupils' sitting facilities (JICA, 2012:50).

Pupil performance refers to the quality of grades reflected in the PLE and UCE results. It was measured by the grades of the primary leaving examination (PLE) results and Uganda certificate of education (UCE) results (JICA, 2012).

The quality of teachers is measured by teachers' academic qualifications and teaching experience (JICA, 2012:37).

1.2.4 Contextual background

Bulambuli district was curved out of Sironko district in July 2010 by the Act of Parliament (Report of the session committee on public service and local government…, 2010). Bulambuli district is made up of one County of Bulambuli, seventeen sub-counties, two town councils, one town board, one hundred twenty three parishes and one thousand four hundred sixty six villages. The district is bordered by the following districts; Bukedea to the west, Nakapiripiriti to the north, Kapchorwa to the north east, Sironko to the south and Kenya country in the east. The population and housing census of 2002 found that Bulambuli had a population of one hundred thirty five thousand nine hundred (135,900) people. The projected present population is 192,600 people (Bulambuli District Five Year Development Plan, 2011-2016).

Mandated by Article 176 of the Constitution of the Republic of Uganda (1995) which provides for establishment of the decentralization policy as the basis of local governance, through the enactment of the Local Government Act (1997); Bulambuli district started implementing the policy immediately it started operating as a district on 1st July 2010 (Mulindwa, 2006).

Decentralization policy has been and is a basis for education service delivery in Bulambuli. The implementation of universal primary education is the responsibility of the district education officer under the supervision of the district council (Mulindwa, 2006).

In order to ensure quality education service delivery, the district has utilized the education sector grants from the center such as classroom construction grant (CCG), school facilities grant (SFG) and UPE grant, to construct classrooms, staff houses, and general management of schools and teachers' welfare. According to the Education Sector Conditional Grants to local governments- sector expenditure guidelines for financial year 2012/2013, Bulambuli district was allocated 361,424,000= as school facilities grant, 250,238,000= as UPE capitation grant, 8,656,000= as inspection grant, and 629,631,000= as Universal Secondary Education grant.

These funds were spent according to the guidelines provided to ensure quality education service delivery. In the financial year 2013/14, Bulambuli has been allocated 335,208,153= for SFG (Education Sector Grant Budget to Local Governments, 2013/2014). According to the sectors specific expenditure guidelines for F/Y 13/14, the sector recommends that local governments carefully review the beneficiary capital development areas and prioritize the critical interventions to facilitate the delivery of education services. The sector emphasizes that funds earmarked for teachers' houses must be used for the same purpose. Despite the emphasis however, there is still insufficient staff accommodation for teachers, insufficient classrooms, and classroom furniture in primary schools as reported in the district development plan.

In Bulambuli, in addition to the grants to the education sector, there is a District Council which is responsible for making ordinances for effective Education service Delivery and approving Education Sector work plans and budgets, and the Sectoral Committee whose roles are well stipulated in the Handbook on Decentralization (Kisembo, 2006) where education as a sector lies, which is always key in recommending to the district council on how these resources are to be allocated, the number of classrooms to be constructed and where, teachers' welfare and to ensure quality Education service delivery. The district also has Boards and Commissions like the District Service Commission which is responsible for recruiting and employing primary teachers for public primary schools; Public Accounts Committee which is responsible for ensuring proper accountability of the sector funds. Despite these, pupil academic performance and accountability of sector funds are very poor (Development plan, 2011-2016, p. 68). In addition Bulambuli has an education office headed by the district education officer (District Development Plan, 2011-2016). The Education office is responsible for planning, preparing and execution of the budget, supervision and monitoring of educational activities in the district (JICA, 2012). With this responsibility however, there is lack of support supervision to schools by school management committees, absenteeism among head teachers, teachers and

pupils. In addition Bulambuli is still associated with poor quality of teachers, inadequate and poor school infrastructures, and poor academic performance as reflected in the 2010, 2011, and 2012 PLE and UCE results (District five year development plan). Further still there are sub county local governments which collect, discuss and approve education sector priorities from parish levels and forward the un funded priorities to the District for implementation. There are also School Management Committees whose role is to closely supervise and monitor school programmes for effective service delivery.

Despite the strengths associated with political decentralization encompassing political decision making, political participation and political accountability there is delayed and poor education service delivery reflected in insufficient school infrastructures, inequitable distribution of education services, poor academic performance, and poor quality of teachers and general poor management of school in Bulambuli district (Bulambuli Five Year Development Plan 2011-2016).

It is against this background that the researcher went out to establish the effect of political decentralization on education service delivery in Bulambuli.

1.3   Problem Statement

Bulambuli district is currently implementing the political decentralization policy in her service delivery. As a result, new ways of management that demand recognition of political decision making, political participation, and political accountability in education service delivery have

been attracted (Adako, 2011).In order to ensure participation, the local residents' environments for community participation have been developed. School Management Committees have been set up in all schools and communal action for education assistance is being enhanced (Kato, 2008). There is a Social Services Standing Committee in Bulambuli which is key in recommending to Council on how education resources are to be allocated, number of classrooms to be constructed and where, teachers' welfare and ensure quality education service delivery (Bulambuli District Five Year Development Plan, 2011-2016). With management committees in place, and direct transfer of funds directly from the central government to accounts of each primary school, decisions are made at that level and this has resulted in fewer delays than in the past (Kato, 2008).With this political decentralization however, there is poor education service delivery in terms of inadequate school infrastructure, poor pupil academic performance, poor school management and poor quality of teachers in Bulambuli district (Five Year Development Plan 2011-2016). This poor Education Service Delivery is also reflected in the Education Departmental reports, (First and Second Quarter Schools Inspection Reports, 2013/2014).If this situation is left   un attended to, it may be very difficult for the district to reach its vision of "Improved Quality of Life of the People of Bulambuli" and mission of Promoting Efficient and Effective Service Delivery.

It was against this background that the researcher examined the effect of political decentralization on Education Service Delivery in Bulambuli District.

1.4   Purpose of the Study

The purpose of the study was to examine the effect of political decentralization on education service delivery in Bulambuli District.

1.5   Specific Objectives

In order to achieve the purpose of the study, the researcher set the following specific objectives:

(i).   To establish the relationship between political decision making and education service delivery in Bulambuli District.

(ii). To find out the effect of political participation on education service delivery in Bulambuli District.

(iii). To determine the effect of political accountability on education service delivery in Bulambuli district.

1.6   Research Questions

(i).   What is the relationship between political decision making and education service delivery in Bulambuli District?

(ii). What is the effect of political participation on education service delivery in Bulambuli District?

(iii). What is the effect of political accountability on education service delivery in Bulambuli district?

1.7 Research Hypotheses

The researcher tested the following hypotheses:

(i).   There is a significant relationship between political decision making and education service delivery

(ii). There is a significant effect of political participation on education service delivery

(iii). There is no significant effect of political accountability on education service delivery

1.8   The Conceptual Framework

INDEPENDENT VARIABLE (IV)   **DEPENDENT VARIABLE (DV)**

POLITICAL DECENTRALIZATION

Political decision making

-Resource allocation

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┌─────────────────────────────────────┐
│ **EDUCATION          SERVICE**      │
│ **DELIVERY**                         │
│                                      │
│ School management                    │
│                                      │
│ School            infrastructural    │
│ development                          │
│                                      │
│ Pupils' academic performance         │
│                                      │
│ Quality of teachers' qualification   │
│                                      │
│                                      │
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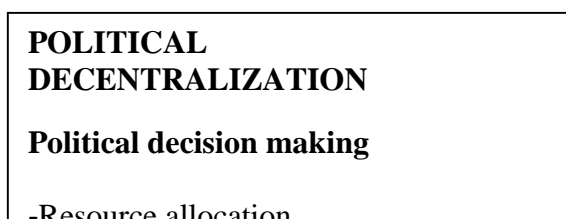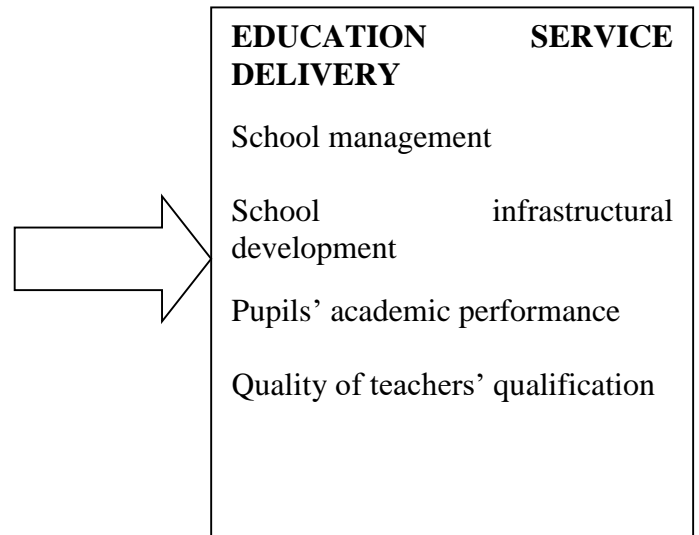
Figure 1.

Source: Adopted and modified from Kato, (2008)

The local people in Bulambuli through political decentralization that encompasses political decision making through resource allocation, legislation, & policy formulation; political participation through voting, voice, & direct action and political accountability through information availability & committed local leadership influence education service delivery in terms of school management, school infrastructural development, pupils' academic performance and quality of teachers as illustrated in the relationship shown in the conceptual frame work (figure 1). The relationship in the framework will be demonstrated in the many to one method.

1.9   Significance of the Study

The study findings may contribute to the body of knowledge in academic institutions in areas of education, economics and social development.

The findings are capable of informing policy makers like politicians/ councilors and will guide them in passing better strategic resolutions geared towards accelerating the provision of education service delivery.

The study findings may also guide the central government on how to best enforce implementation of political decentralization.

The research findings may as well aid international community to design measures for proper implementation of political decentralization policy

1.10   Justification of the study

Since Bulambuli district started implementing the political decentralization policy, the management style changed with adherence to the principles of political decision making, political participation, political transparency and political accountability. With these principles in the local government system, service delivery has been affected most especially in the area of education. There is poor school management, poor school infrastructure and poor academic performance amongst the pupils and this therefore was a justification for the researcher to carry out the study.

1.11   Scope of the study

1.11.1 Geographical scope

The study concentrated on Bulambuli district which is 265km from Kampala. The District is bordered by the following Districts; Bukedea to the west, Nakapiripiriti to the north, Kapchorwa to the north east, Sironko to the south and Kenya country in the east. The District

is made up of one County of Bulambuli, seventeen sub-counties, two town councils, one town board, one hundred twenty three parishes and one thousand four hundred sixty six villages.

1.11.2 Content scope

The study examined the effect of political decentralization on education service delivery in Bulambuli district. Political decentralization was the independent variable with political decision making, political participation and political accountability as its dimensions.

On the other hand, Education service delivery was the dependent variable with dimensions such as school management measured by teachers attendance to duty and frequency of management meetings; school infrastructures in form of classrooms, teachers' houses and sitting facilities; pupil performance which will be measured by PLE results, UCE results and quality of teachers measured by academic qualifications and teaching experience.

1.11.3 Time scope

The study focused on the period between 2010 and 2013 because it is the period within which Bulambuli has been implementing political decentralization in the delivery of education services. It is within this period that the district has planned, prepared and executed education budgets, and supervised and monitored educational activities as a local government. Bulambuli, using the education grants received in this period has constructed classrooms, teachers' houses, put school management committees in place, and had candidates sit for PLE and UCE. It is however in the same period that poor academic performance has taken route in Bulambuli district (Bulambuli District Five Year Development Plan, 2011-2016).

1.12   Operational Definitions

(Mugenda and Mugenda 2003) define an operational as a measurement of a variable; it is the description of the operation that will be used in measuring the variable. In the study,

Education Service Delivery refers to the provision of education services like furniture, teachers, and teachers' houses, classrooms, sitting facilities like desks, scholastic materials, and exam results, among others in public schools.

Equitable distribution of resources will imply that all public schools in the district are benefiting from the education grants, that is, getting the share that is due to them according to the population in the school, and the location.

Political accountability refers to the outputs that the stakeholders have achieved vis-à-vis the inputs in education service delivery and their willingness to give this information to the people they are responsible for.

Political decision making means the recommendations and resolutions made by the local councils and other stake holders in providing education services in public schools

Political participation in the study refers to the level and frequency of involvement of stakeholders in education service delivery in Bulambuli district.

Resource allocation refers to how local councils and other stakeholders determine which school gets how much in terms of school facilities.

School management refers to how the public schools are run by different stake holders, for example school management committees, school staff and its leadership, district education office, council education committees, among others.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents the theoretical review, conceptual review, the actual literature review and the summary of the literature review of the study. The review is organized thematically whereby the literature is reviewed objective by objective.

2.2   Theoretical Review

The study was guided by two theories as earlier mentioned in chapter one; and these are: the citizen- centered governance theory and the model of local government theory.

The citizen- centered governance theory as advanced by Wilson, et al, (2008), proposes that local people should be enabled to decide on how their needs will be met and public services can improve the quality of life. The theory also presupposes local representation which emphasizes local participation in governance and decision making so that accountability of the key stakeholders is ensured. The theory further emphasizes application of local knowledge in ensuring service delivery by supplementing professional knowledge, and local representation which focuses attention on how people can be elected or selected to act representatives who can be held accountable (Wilson, et al, 2008). Moro, (2001) also advances that the people are not only the target for public intervention but are co- responsible for its definition and implementation. Mutahaba and Kiragu, (2006) also add that the theory provides opportunity for the positive application of local knowledge in solving every day challenges. The United Nations, (2007), in Adaku, (2011), urges all governments to put their citizens at the centre of their governance.

Despite the theory's emphasis on the central importance of the citizens in government, in Uganda, provision of service delivery comes to communities as a gift from the ruling elite who decide where the state financed projects are initiated. However, devolution of state functions and resources is perhaps the single most initiative towards promotion of citizen- centered service delivery in Uganda (Adaku, 2011). In addition lack of information by the citizens makes them unable to hold government accountable because the central government policy regarding capitation grant is not well-known to parents, particularly those outside the capital (Nkonya, 2011).

The model of local governance theory developed by Jean Pierre Faguet in 2009, advocates for a harmonious relationship between economic actors, political actors, and civil society organizations to provide service delivery. It also assumes that democracy and decentralization are deeply complimentary, and in order for the later to work well, the former must be locally

free, fair, transparent and competitive. It also assumes that decentralization is broken down into discreet steps for example fiscal, political and administration. The arrangement of these steps is very important and paying attention to that arrangement improves outcomes (Adaku, 2011). In addition the theory emphasizes that the local government that determine the level of provision of service delivery should include precisely the set of individuals who consume services done within the context of decision making, participation and accountability (Adako, 2011). It is doubtful how this is being done in Bulambuli thus need for a study

However, the model fails to recognize the fact that each country has different history and initial conditions which may make the 'optimal' sequence of reforms to be implemented difficult. Also the character of the centralized regime adversely determines the allocation of resources. Where the centre was equitable and efficient, such effects will be smaller. Where the central government is highly efficient and competitive, the economic case for decentralization may well vanish entirely. The theory also undermines the fact that if the users lack information local officials and politicians take advantage of the gap in information and divert resources (Nkonya, 2011).

2.3   Actual Review

2.3.1 Political Decision Making and Education Service Delivery

Political decision making on education service delivery is mainly done through resource allocation, legislation and policy formulation (Kato, 2008).

2.3.1.1 Resource Allocation as a form of political decision making in Education Service Delivery

The district and sub county levels have political authority and significant control over resources. The establishment of a new flow of funds in which the central government transfers funds directly to the accounts of primary schools, has resulted in fewer delays in decentralized

making than in the past(Kato, 2008). Section 77 of the Local Government Act gives Local Governments the right to formulate, approve, and execute their budgets and plans, and to accord national priority programme areas preferential budget outlays, where Education service delivery is among. This explains why local governments use their councils to determine the education infrastructures to be put up and allocate resources accordingly. The local councils in addition have been given the powers to approve their budgets and no appropriation of funds by a local government shall be made out of the funds of the local council unless approved in the budget by its council (LGA). However, the ethnic group in power may for example, limit spending on public goods to prevent those outside the ruling group from also benefiting and getting stronger (Meagher 2004).

Cabral (2011) in addition argues that a frequent problem is that decision making powers are often not accompanied by financial management powers. Local institutions are given decision-making competencies but not allowed to control over resources which comprises impact over service delivery.

In New South Wales, the Resource Allocation Model (RAM) has been developed to ensure a fair, efficient and transparent allocation of the budget for every school (McGilchrist 2011). The model recognizes that students and school communities are not all the same. They have different needs and require different levels of support. The RAM therefore provides many benefits to schools by ensuring a fairer allocation of funding for all schools based on student needs; allocating most funding on a per student basis; allocating funding to recognize the different characteristics of each school; reducing red tape and reporting requirements; providing increased funding that goes directly to schools, enabling certainty in school planning, evaluation and reporting from year to year; reducing red tape and reporting requirements; and shifting from the current model where schools manage 10% of the total public school education

budget to more than 70% being managed by schools allowing for a more dynamic response to innovation and decision-making in schools to meet student needs. In Bulambuli however, instead of increased funding for the education sector, the grants keep on reducing every year. For instance, in the financial year 2012/2013 Bulambuli received SFG worth 361,424,000= and the following year 2013/2014, the district received SFG   335, 208,153= an implication that funding keeps on reducing (Education Sector Grant Budget to Local Governments, 2013/2014). With this fluctuating funding, it becomes very difficult for the district to adequately support schools that are lagging behind in infrastructural development and academic performance. The RAM fails to recognize the fact that different governments have different priorities and are at different levels of development.

2.3.1.2 Legislation as a tool of political decision making in Education Service Delivery

The Local Government Act Section 39-45 gives local governments a range of powers to legislate. Through political Decentralization, local councils have been given the mandate to legislate for service delivery. District councils have autonomy over primary and secondary education service and therefore take decisions on how these should be run by legislating and formulating ordinances in their respective councils (Nkonya, 2011). Bulambuli district has the authority to formulate, approve and execute its own plan (Nkonya, 2011). Section 38 and 39 of the Local Government Act give District Councils and Lower Local Governments the powers to make laws and byelaws respectively provided they are consistent with the Constitution. Many ordinances and byelaws have been legislated upon and enacted to ensure quality

education service delivery by addressing pupils and teachers' welfare (Five Year Development Plan, 2011-2016). The Central Government however continues to play a role of policy setting, governance, management, finance and curriculum.

2.3.1.3 Policy Formulation as form of political decision making in Education Service Delivery

The Constitution of the Republic of Uganda (1995), states that the State shall take all necessary steps to involve the people in the formulation and implementation of development programmes which affect them. Councilors and their parties supply the policy guidelines within which their offices must work. They reflect more or less adequately on the demands and needs of the citizens whom councils are elected to represent (Elcock, 1994). Local councils formulate ordinances and byelaws as mandated in the LGA to ensure proper service delivery. However national guidelines regulate the transition of state policy into local reality and define how schools run (Nkonya, 2011). The introduction of UPE for example whose aim is to expand access, enhance equity and increase efficiency in education system is being run by Local Governments to realize its intended objective.

2.3.2   Political Participation and Education Service Delivery

2.3.2.1 Voting as a form of political participation in Education Service Delivery

Article 59 of the Constitution gives every citizen of Uganda of eighteen years and above a right to vote. Elections of councilors of Local councils take place under the LGA, Popularly known as the "Decentralization Act". All local councils are directly elected under universal secret ballot by all people above the age of eighteen (18). All chairpersons of local councils are also directly elected by the voting population (Kisembo, 2006). These voted councilors are the ones who end up on committees of social services where education lies and take decisions on education service delivery. Abbasa Wetaka in (Musisi&Asimwe, 2007) however, argues that

councilors use the sectoral committees of the council to influence allocation of projects to their political favor. The result is highly distorted service delivery process that has succumbed to political expediency rather than economic viability or social need.

2.3.2.2 Citizens' Voice as a tool of participation in Education Service Delivery

Citizens have a voice in influencing education service delivery. Lambright (2012) narrates that Uganda's decentralization policy provided considerable opportunities for citizen participation. Beyond elections, the policy calls for bottom-up planning and participatory budgeting thus provides opportunities for Ugandans to influence local budgeting or development planning by attending budget conference, for example or attending village council meetings to identify development priorities (Lambright 2012).

The need for active participation of parents and communities in school governance has assumed increased importance under the decentralization of education. Concurrent with decentralization, the implementation of the UPE policy puts much emphasis on local management of schools, in particular management of the UPE grant. Local councils (LCs) at the various levels are 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. The SMC consists of four members appointed by the LCV (local district-level council) education committee; two members elected by parents (often the chairperson and treasurer of the parent–teachers' association [PTA]); and three members appointed by the commissioner for education of the central government. On one hand, the SMC represents the government, while on the other hand it could have the potential to provide an avenue for exercising local democracy, given its broad stakeholder representation. However, an in-depth study conducted in four schools in the Mukono district in 2000 revealed this not to

be the case, despite parents being represented in school management structures and participating in various school activities (Suzuki 2002).

However, participation features are seen as less important today than when the policy was newly introduced. Tumushabe (2011) in Lambright (2012) argues that participation budgeting today is seen as a "ritual" rather than an effective influence on policy decisions. Cabral (2011) advances that participation alone does not guarantee that quality and relevance of development plans will be improved and does not guarantee influence in policy making.

According to Behn (2001), the Social Contract Political Accountability (SCPA) is intended to encourage active citizenship, leading to a more balanced relationship between politicians and citizens/ civil society actors, and allowing the voice of the disadvantaged to be heard in the policy and planning process. The SCPA promotes performance oriented leadership as cititizens-voters begin to choose leaders not for "good speeches", but for their "performance" and capacities to lead and govern. The SCPA has provide a framework whereby participation can happen at different levels and civil society can participate for best results., in the Philippines, CSOs have used SCPA in conjunction with innovative modes of citizen engagement, emphasizing the participation of a critical mass that can create social pressure.

2.3.2.3 Direct Action as a form of political participation in Education Service Delivery

In an endeavor to overcome some problems of inadequate representation and make local authorities less elitist and more sensitive to the needs especially of the minorities in their populations, many countries in the 1960s and 1970s legislated to provide greater opportunities for members of the public to involve themselves in purposeful action to control their environment by participating in local government decision making (Allen 1990). Allen (1990) on the other hand however argues that reforms of this kind can sometimes stimulate conflict rather than diffuse it especially when the minorities perceive changes as being no more than

"window dressing", or if the representing officials do not take them seriously but rather take the views that participation is no more than a "fashionable concept with which they have been lumbered into." Allen continues to say that excessive participation is dysfunctional.

Nkonya (2011) in addition argues that decentralization in education has some potential benefits. Communities are capable of increased involvement in education management issues at school level and of improvements in school environments. Nkonya however says that certain key elements are needed in order to achieve the desired outcomes; these elements include among others community level Capacity building, enhanced social capital and building partnerships between community stakeholders and local education authorities.

Decentralized management in form of monitoring and inspection of schooling is another popular area of policy emerging in education reforms in some developing countries (Sayed & Soudien, 2005). Traditionally, most district education offices have been responsible for school inspection mainly to check teachers' lesson plans, teacher and pupil attendance records with an intention of boosting pupil's academic performance (World Bank, 2004). Monitoring and inspection of education staff performance is very crucial as keeps teachers, students and head teachers on track in terms of their respective duties and responsibilities hence causing better academic performance as a result of improved education service delivery in the concerned schools. Few students have raised and discussed the issue of monitoring of school attendance and participation by teachers, hence the need for further investigation into the direct action in terms of monitoring and inspection of schools has to be done to ascertain the effect of participation on education service delivery in Bulambuli District.

2.3.3 Political Accountability and Education Service Delivery

2.3.3.1 Information Availability as a tool of political accountability in Education Service Delivery

To achieve local accountability, the following is important: publication of information about local government performance to citizens, in an understanding form; preparation, approval and publication of budgets, showing proposed use of resources; preparation, approval and publicizing of accounts in a timely manner showing the actual use of money; auditing accounts and publication of auditors reports; mechanisms for reporting by the Executive to the elected Legislature (Devas,et al, 2008). In addition, Nkalubo in (Musisi&Asimwe, 2007) argues that sensitization of the communities should be a routine part of all programs and projects to ensure that there is timely dissemination to all concerned parties. Nkonya adds that lack of information by users and a system of patronage politics explain local capture and lack of government accountability to the beneficiaries. He continues to say that the beneficiaries are not able to hold the government accountable because central government policy regarding the capitation grant is not well known to parents. This lack of knowledge he says means that local officials and politicians can take advantage of the gap in information and divert resources, because they know such actions will not attract political attention.

According to (Nkonya, Mangheni and Bashasha, 2011), the system of patronage politics and the lack of other sources to fund the local political apparatus—features shared by most sub-Saharan African countries—help explain why and how this information gap is exploited. Measures aimed at curbing local capture in response to Reinikka and Svensson's public expenditure tracking survey include publishing monthly transfers of public funds to districts in newspapers and requiring primary schools to post all inflows of funds on public notice boards. These measures are expected to help promote accountability by giving schools and parents access to information needed to understand and monitor the workings of the grant program, which in turn will lead to improved outcomes.

Meagher (2004) also advances that, access to information is critical for the promotion of political accountability. Meagher (2004) continues to say that unless the public knows what

goods and services are provided by government, how well they are provided, who the beneficiaries are, how much they cost, it cannot monitor government performance.

Freedom of information laws, whereby citizens can demand the disclosure of information regarding government activities and a whistle-blower protection law in order to encourage the reporting of corruption cases can further reinforce the impact of increased transparency on political accountability. To be fully effective, however, such laws need an oversight and implementation bodies.

According to Bovens, (1998) political accountability encompassing information availability forms a cornerstone of modern democracy: it directs the political system towards the public interest and allows the exercise of the principles of autonomy and self determination that lie in the hands of politics. Sad to note however, is that the existing democracies have undermined the ability of citizens to keep their representatives accountable.

However, political decentralization as such is not enough to qualify as a genuine form of bringing services nearer to the people (Fisher,2004:504), because it only sees the element of publicity in public accountability, to the disclosure of information, accessibility of the debates to the general public or the disclosure of the judgment. Therefore public reporting, another offspring of the New Public Management (NPM) reforms does not in itself qualify as public accountability.

2.3.3.2 Committed Local Leadership as a tool of political accountability in Education Service Delivery

Democratic local governance requires accountability in a number of directions; horizontally of the Executive to the elected representatives; downwards of the elected representatives to the citizens; upwards of the local governments to the central government particularly for the use of funds (Devas,et al,2008).By instituting the requirement for leaders to be popularly elected by the people of their areas, decentralization was enhancing the political accountability of local

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leaders to the population (Musisi&Asimwe,2007).The LGA 1997 empowers local councils to raise local revenue and promote sanitation and primary education in their areas. But these laws do not give equal powers to the electorates to scrutinize local councils financially. Whereas the financial committee and the public accounts committees (PACs) of local governments supervise local finances, it is the Auditor General's office that has the power to audit local government accounts (Musisi & Asimwe, 2007). This shows failure of the decentralization policy to vest power directly to the citizens to ensure accountability from their representatives. Political accountability is extremely an important type of public accountability within democracies. Political accountability is exercised along the chain of principal-agent relationships (Strom, 2000). Voters delegate their sovereignty to popular representatives, who in turn, at least in parliamentary democracies, delegate the majority of their authorities to a cabinet of ministers. The ministers also delegate many of their authorities to civil servants or to various more or less independent, administrative bodies. In parliamentary systems with ministerial accountability, such as United Kingdom, the Netherlands and Germany, public servants and their organizations are accountable to their minister who must render political account to parliament (Flinders, 2001; Strom, Miller &Bergman, 2003).

2.4 Summary of the literature

2.4.1 Key lessons learnt from the literature review

Political decentralization in Uganda aims at promoting local decision making, participation and accountability. Education service delivery advocates for clear and full implementation of political decentralization in the education system. However, Bulambuli is still hampered with inadequate funding, inadequate information on the side of the appointed and elected officials on education policies.

Voters delegate their sovereignty to popular representatives, who in turn, at least in parliamentary democracies, delegate the majority of their authorities to a cabinet of ministers.

The ministers also delegate many of their authorities to civil servants or to various more or less independent, administrative bodies. In parliamentary systems with ministerial accountability, such as United Kingdom, the Netherlands and Germany, public servants and their organizations are accountable to their minister who must render political account to parliament (Flinders, 2001; Strom, Miller &Bergman, 2003). Despite this, there is still poor management of schools and accountability inadequacies.

There are measures aimed at curbing local capture in response to Reinikka and Svensson's public expenditure tracking survey which include publishing monthly transfers of public funds to districts in newspapers and requiring primary schools to post all inflows of funds on public notice boards. These measures are expected to help promote accountability by giving schools and parents access to information needed to understand and monitor the workings of the grant program, which in turn will lead to improved outcomes. Despite this initiative however, Bulambuli is still characterized by poor academic performance, poor and inadequate infrastructural development and general poor school management thus need for this study.

The need for active participation of parents and communities in school governance has assumed increased importance under the decentralization of education. This has led to appointment of SMCs in all government aided schools to carry the communities' voice in decision making. Despite these in place, there are still inadequacies in terms of decision making, participation and accountability. These have been prime suspects in failing education service delivery in Bulambuli district and other districts in Uganda. This is reflected in the poor academic performance, poor and inadequate school infrastructures and poor school management (Bulambuli district five year development plan, 2011-2016). It is against this background that the researcher wanted to find out the effect of political decentralization on education service delivery in Bulambuli district.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter contains the research design, study population, determination of sample size, sampling technique, data collection methods, data collection instruments, validity& reliability, procedure of data collection, data analysis, and measurement of variables

3.2 Research design

A research design is the plan for carrying out a research project (Amin, 2005). This study used a cross-sectional survey design adopting both qualitative and quantitative approaches. Quantitative approach to the study measured variables for individual participants to obtain numerical values that were submitted to statistical analysis for summary and interpretation, while qualitative approach involved conducting interviews that were summarized and

interpreted in a narrative report. This method was appropriate because it involved collecting data from a relatively large number of respondents in its natural setting cheaply and in a short time (Creswell, 2003:153), (Koul, 2005:42).

3.3   Study population

Burns & Groove (2001:83), define a population as a group of people who share traits or attributes of interest to the researcher. The table below gives the study population based on Bulambuli District Five Year Development Plan (2011-2016).

Table 1: Study Population

Population category	Study population
District Councillors	30
District education Officers	4
Chairpersons SMCs	50
Sub county TPC	19
Head teachers	50
Teachers	604
Total	**757**

Source: Adopted from Bulambuli District Five Year Development Plan, (2011-2016)

3.4   Determination of sample size

Amin (2005) advances that in determining the sample size; the sample should be large enough because if it is too small then the results of the study may not be generalized to the population. The table below gives the sample size of the study based on Krejcie and Morgan as cited in Amin (2005). For this research, the sample was drawn from district councilors, district education officers, chairpersons of School Management Committees, primary head teachers, teachers and sub county technical planning committee.

Table 2: Sample size of study

Population category	Accessible population	Sample size	Sampling technique
District councilors	30	28	Simple random
District education Officers	4	4	Purposive
Chairpersons SMCs	50	44	Simple random
Sub county TPC	19	19	Purposive
Head teachers	50	44	Simple random
Teachers	604	234	Simple random

Total	757	373	

Source: Krejcie and Morgan, 1970 as cited by Martin Amin, (2005, p.454), and adopted from Bulambuli District Five Year Development Plan, (2011-2016).

3.5 Sampling techniques and Procedure

The researcher used purposive sampling technique which is a type of Non probability sampling where the researcher uses his/her own judgment or common sense regarding the participant from whom information will be collected. This technique is more appropriate for qualitative research than quantitative research (Amin, 2005).This was applied for district education officers and sub county TPC because these respondents are knowledgeable about education service delivery in Bulambuli district.

For the district councilors, teachers, Chairpersons SMCs and Head teachers simple random sampling technique was employed and this is the type of probability sampling where a sample is obtained from a population in such a way that samples of the same size have equal chances of being selected(Amin,2005). Given the number, this gave each member of the population under study, an equal chance of being selected and participates in the study.

3.6 Data collection methods

The researcher used qualitative and quantitative methodologies. According to Gravetter&Forzano, (2009), quantitative research methodology is based on measuring variables for individual participants to obtain scores, usually numerical values that are submitted to statistical analysis for summary and interpretation, while qualitative research methodology is based on making observations that are summarized and interpreted in a narrative report.

3.6.1 Questionnaire method:

According to Amin, (2005), questionnaire method of data collection involves preparing a self-report instrument for gathering information about variables of interest in an investigation. This method was preferred by the researcher because it covered a wide geographical area, and questionnaires were filled at the respondent's convenience and this increased chances of getting valid information.

This method was used to collect primary data whereby printed questions were dispatched to the respondents namely; head teachers, teachers, sub county TPC, chairpersons of school management committees and district councilors to answer.

3.6.2 Interview Method

According to Amin, (2005), interview method involves presentation of oral- verbal stimuli and reply in terms of oral verbal responses. The interview method of face to face interviews was applied to the district education Officers. The method helped the researcher to capture many explanations or incidental comments, facial expressions, tone of voice, feelings and attitudes of the respondents to make an unbiased analysis.

3.6.3 Documentary Review method

This method was used to collect secondary data. Documentary reviews were conducted in libraries, internet and official government documents like the Constitution of the Republic of Uganda, the Local Government Act (1997), the Education Act, the National Development Plan (2011-2016), District Development plan, Quarterly reports from the Education Department, PLE results and teachers 'personal files.

3.7   Data Collection Instruments

According to Amin (2005), data collection instruments are instruments that are meant to translate attributes or traits into quantities. The researcher used the following:

3.7.1 Questionnaires

A Questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research questions and hypotheses (Amin, 2005). Questionnaires were used because they assured confidentiality of the respondents and a lot of information was collected in a relatively short time with a large number of respondents.

3.7.2 Interview Guide

According to Louis et al (2000:267), an interview is an exchange of views between two or more people on a topic of mutual interest. Questions were prepared by the researcher and administered orally and verbally to the respondents face to face. Interviews helped the researcher and respondents to discuss facts concerning political decentralization and education service delivery in greater depth.

3.7.3 Documentary Review Checklist

This was used to collect secondary data. Data from a list of secondary sources namely; libraries, internet sources, national gazettes and official government documents like minutes of the School Management Committees, District Development Plan, quarterly reports from the Education Department was collected and compiled by the researcher.

3.8 Data quality control (Validity and Reliability)

3.8.1 Validity

Amin (2005) defines validity as the appropriateness of an instrument in research. To ensure validity, the questionnaires were discussed with colleagues and supervisors to assess their structure and contents in relation to the research objectives. In determining the validity of the instruments, the researcher gave the drafted questionnaires to five judges for critical assessment of each item. They were to rate each whether relevant (R) or not relevant (NR). Each of the

judges rated the items as follows: the first judge rated 25 out of 29 items, the second judge rated the items at 23 out of 29, the third judge rated the items at 26out of 29, the fourth judge rated at 25 out of 29 and the fifth rated at 24 out of 29 items. The researcher then determined the validity of the instruments with the use of content validity index (CVI). It is given by; CVI= (no. of items declared relevant)/(total no. of items in the instrument).

CVI=25/29+23/29+26/29+25/29+24/29

CVI=123/145=0.85

The computed total of the rated items by the five judges at 0.85 indicates the instrument was valid. This is because (Amin, 2005) puts it that for the instrument to be accepted as valid, the average index should be 0.7 or above (Amin, 2005).

3.8.2 Reliability

Amin (2005) defines reliability as the consistence of a research instrument in measuring whatever it is intended to measure. To ensure reliability of the instruments, the researcher used Cronbach's Coefficient alpha (**α**) as cited in Amin, 2005. To ensure reliability of quantitative data, the Cronbach's Alpha Reliability Coefficient for Likert Type Scales test was performed. The results of the test were as tabulated below:

Table 3: Results of the Cronbach's Alpha Reliability Coefficient for Likert Type Scales test

Variables	Cronbach's Alpha coefficient	Number of items
Political decision making	0.724	5
Political participation	0.756	5

Political accountability	0.762	6
Education service delivery	0.748	6
Entire Data collection tool	0.7475	22

Source: primary data (2014)

The results of the Cronbach's Alpha reliability test as indicated above were all reliable given the fact that they were above 0.7 as recommended by (Amin, 2005). Political Decision making had a reliability result of 0.724, political participation had a reliability result of 0.756, political accountability had a reliability result of 0.762 and Education service delivery had a reliability result of 0.748.

For qualitative data, the researcher during data collection exercise ensured that the data collected from interviews reflect actual facts, responses, observations and events. The researcher also used triangulation to ensure reliability of the data collected; triangulation indicated that more than two methods are used in the study with a view to double check results. And lastly a pretest of the instrument in a time lapse of 3 weeks was carried out to establish consistence in responses. According to (Amin, 2005), test-retest reliability is used to measure the extent to which the instrument can produce consistent scores when the same group of individuals is repeatedly measured under the same conditions. The results in the pretest were used to modify the items in the instruments.

3.9   Procedures for data collection

After a successful proposal defense, the researcher obtained an introduction letter from Uganda management institute, School of Management science that introduced her to the authorities in Bulambuli district. The researcher went ahead to seek permission from the Chief Administrative Officer, the District Education Officer, chairpersons school management

committees, head teachers, who allowed her to conduct/ carry out the research in various areas in the district.

3.10   Data analysis

3.10.1 Quantitative data analysis

Data obtained from questionnaires was edited for accuracy and completeness of information given. Data was then organized and categorized according to respondents and items in the questionnaire. Data was analyzed and interpreted objective by objective and quantified into frequencies which were later turned into pie charts and percentages for data interpretation. The results were presented following the order of research objectives, discussed according to literature reviewed, conclusions drawn and recommendations made. There were hypotheses tests/ correlations hence Spearman's or Pearson's test was carried out.

3.10.2 Qualitative data analysis

According to Amin, (2005) qualitative data analysis involves the investigator searching for patterns of data in form of recurrent behaviors or events, and then interprets them moving from description of empirical data to interpretation of meanings. Data from interview guides and documentary reviews was sorted and arranged into different themes and by source. Data was read through to obtain its overall meaning, coded to generate a description of the respondents as well as categories of themes. The themes were then represented in the qualitative narrative.

3.11   Measurement of variables

The variables were measured in a five point likert scale. This involved closed- ended questions on a scale of five ranks of strongly agree, agree, undecided, disagree to strongly disagree as cited in Amin, (2005). This design aided measurement of perceptions of respondents to

statements relating to various issues of political decentralization and Education Service Delivery.

3.12   Ethical considerations

The researcher assured respondents that any information given would be kept confidential and used only for academic purposes. The researcher also protected the anonymity of the informants by assigning numbers to the individuals.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

4.1   Introduction

The chapter includes the presentation, analysis, and interpretation of findings objective by objective. The purpose of the study was to examine the effect of political decentralization on education service delivery in Bulambuli District. The study was based on the following objectives:

(i).   To establish the relationship between political decision making and education service delivery in Bulambuli District.

(ii).   To find out the effect of political participation on education service delivery in Bulambuli district.

(iii).   To determine the effect of political accountability on education service delivery in Bulambuli district.

The findings in this chapter were summarized into the background characteristics of the respondents and empirical results. Regression and correlation procedures to find out the relationship between political decentralization and service delivery variables were used.

4.2 Response rate

There was need to find out the response rate to ascertain whether the data collected was a fair representation of the population where the sample was picked. The response rate was presented in the table 4.1 below:

Table 4.1: Respondents' response rate

Category	Sample size	Response	Percentage
District councilors	28	28	100
Chairpersons SMCs	44	44	100
Sub county TPC	19	19	100
Head teachers	44	44	100
Teachers	234	234	100
Total	369	369	100

Source: primary data (2014)

The researcher administered 369 questionnaires. All the questionnaires were returned with an overall response rate of 100%. The response rate for interviews (Education Officials) was 4 hence100% as well. Mugenda&Mugenda (1999) suggest that a response rate of 50%or higher is adequate, 60% or higher is good and 70% or above is very good. Therefore the overall

response rate of 100% was regarded excellent. The reason for the high response rate is that the researcher managed to administer the research during the Ministry of Finance& economic planning country wide validation exercise where all civil servants assembled at the district headquarters and this was an opportunity for the researcher to gain access to all the respondents. In addition the researcher administered the instrument herself.

4.3 Results on background characteristics of respondents

The researcher investigated on some demographic characteristics of the respondents in order to get an accurate picture of the key stake holders in Bulambuli District.

4.3.1 Age groups of the respondents

The study obtained details about the age groups of the respondents for purposes of understanding their age and possibly the experience they possess in their respective positions. Details of the findings are shown in table 4.2 below;

Table 4.2: Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 yrs	12	3.3	3.3	3.3
	31-40 yrs	130	35.2	35.2	38.5
	41-50yrs	133	36.0	36.0	74.5
	51-60yrs	88	23.8	23.8	98.4
	Above 60yrs	6	1.6	1.6	100.0

		Total	369	100.0	100.0	

Source: Primary data

From the table above, it is clearly evident that 36% of the respondents were in the age bracket of 41-50 years, followed by 35.2% who were 31-40 years, 23.8% were 51-60 years whereas 1.6% were above 60 years. It can therefore be concluded that most of the respondents were in the productive age brackets of their life and expected to meet the targets of the research project.

4.3.2 Gender of Respondents

The study examined and described the gender details of respondents and details of their respective gender are presented in figure 4.2 below;

Figure 4.2: Gender of Respondents
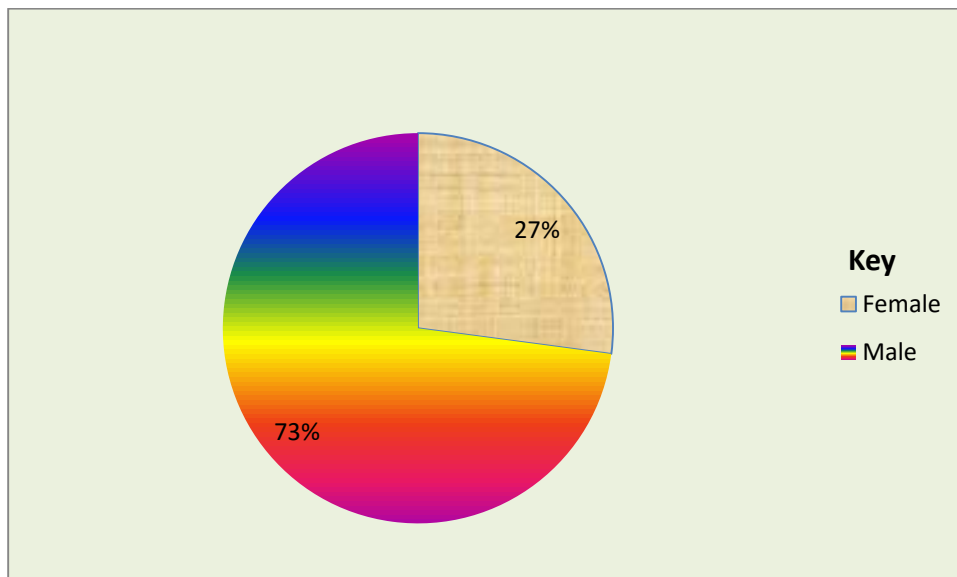
Source: Primary data

Figure 4.2 above reveals that majority of the respondents were male (73%) followed by the female (27%). This implies that more of the respondents who participated in the study were males compared to females. This was in line with the District Five year Development plan

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which indicated that majority of the teachers, councilors, School Management Committee Chairpersons and sub county chiefs are males, implying that the information collected by the researcher is reliable since majority(73%) of the respondents were part of the target population for the study.

Details about the education levels of respondents were obtained and the results are revealed in table 4.3 below;

Table 4.3: Education Levels of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	Certificate	202	54.7	54.7	54.7
	Diploma	125	33.9	33.9	88.6
Valid	Degree	31	8.4	8.4	97.0
	Masters degree	5	1.4	1.4	98.4
	No response	6	1.6	1.6	100.0
	Total	369	100.0	100.0	

Source: Primary data

From the table above, it is revealed that 54.7% of the respondents held certificates, 33.9% were diploma holders and 8.4% degree holders and 1.4% masters degree. This implies the

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information given is reliable since almost all respondents are educated and therefore understand political decentralization and education service delivery.

4.3.4   Respondents' Work Place

Since the researcher had many departments to investigate on, the researcher deemed it necessary to find out the respondents' work place and the findings of the study have been summarized in figure 4.3 below;

Figure 4.3: Respondents' Work Place
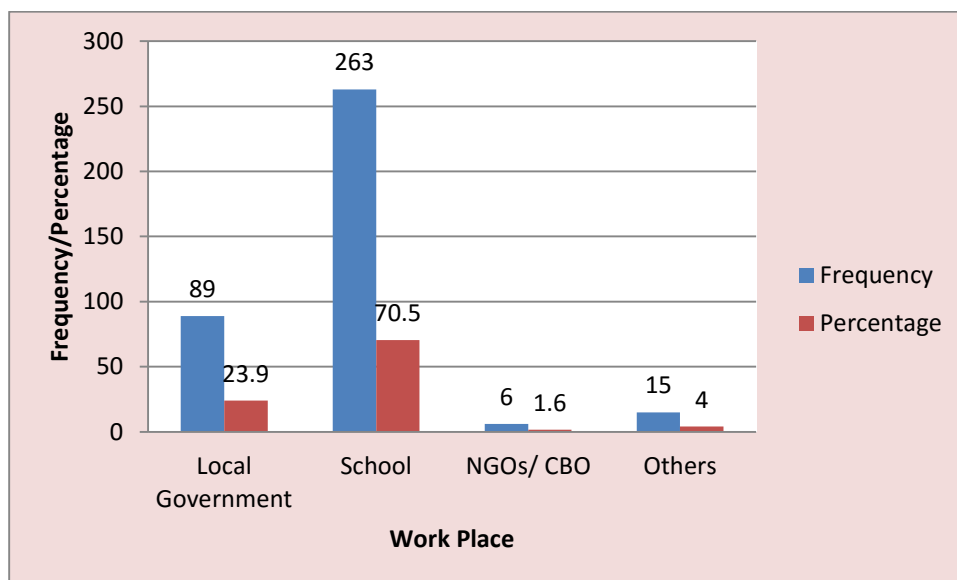
Source: Primary data

According to research findings, 23.9% were in local government, 70.5% who constituted the majority were from schools, NGOs and CBOs accounted for 1.6%, while 4% indicated others.

Since the majority of the respondents were from schools, this implies that the information acquired from them was more accurate since the study was investigating on education service delivery whereby schools were the direct beneficiaries.

4.3.5 Number of years in current service

This variable investigated the number of years respondents had spent in their current position. The intention was to examine the experience respondents had and table 4.4 below summarizes the findings;

Table 4.4: Respondents' Number of years in current service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 10	84	22.8	22.8	22.8
	11-15	114	30.9	30.9	53.7
	16-20	79	21.4	21.4	75.1
	21-25	56	15.2	15.2	90.2
	above 25	36	9.8	9.8	100.0
	Total	369	100.0	100.0	

Source: Primary data

From the findings, 30.9% had been in the current service for 11-15 years, 21.4 had been there for 16-20 years, 22.8% had been there for less than 10 years, 15.2% had been in service for 21-25 years and 9.8% had been there for more than 25 years.

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The findings imply that the majority of the respondents had been in service for quite a long time meaning that they were experienced enough to give the relevant information needed for this research.

4.4 Empirical findings

Empirical findings are presented using descriptive statistics of frequencies and inferential statistics of correlation coefficients and multi-linear regression analysis in relation to the specific objectives. The purpose of this study was to examine the effect of political decentralization on education service delivery in Bulambuli district. The study purpose was broken down into three specific objectives as follows: To establish the relationship between political decision making and education service delivery in Bulambuli district; To find out the effect of political participation on education service delivery in Bulambuli district; To determine the effect of political accountability on education service delivery in Bulambuli district.

The descriptive statistics of the findings, the inferential statistics of correlations and multi-linear regression analysis are presented objective by objective, and the hypotheses tested. All the variables were measured on a five point Likert scale ranging from 1-Strongly Agree (SA), 2 – Agree (A), 3 – Not Sure (NS), 4 – Disagree (D) and 5 - Strongly Disagree (SD).

4.4.1 Objective one: To establish the relationship between Political Decision Making and Education Service Delivery in Bulambuli District

The objective was discussed as per the questions laid down in the questionnaire. A total of five questions were asked and the responses to the questions are presented below:

Question 1 required the respondents to state whether political leaders mainly consider schools that are doing badly as far as school infrastructures are concerned while allocating the infrastructural development funds.

The responses are tabulated below in table 4.5:

Table 4.5: Views of the respondents on whether political leaders mainly consider schools that are doing badly as far as school infrastructures are concerned while allocating the infrastructural development funds

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	13.0	13.0	13.0
	Disagree	110	29.8	29.8	42.8
	Undecided	119	32.2	32.2	75.1
	Agree	87	23.6	23.6	98.6
	Strongly Agree	5	1.4	1.4	100.0
	Total	369	100.0	100.0	

***Source:** Primary data*

According to the findings, 13% of the respondents strongly disagreed that political leaders mainly consider schools that are doing badly as far as school infrastructures are concerned while allocating the infrastructural development funds, 29.8% disagreed, 32.2% were un decided, 23.6% agreed and 1.4% strongly agreed.

42.7% of the respondents show that political leaders were not considering schools that were doing badly off as far as school infrastructures were concerned while allocating the infrastructural development funds. This implies that in allocating the infrastructure development funds, stakeholders do not consider schools that are doing badly as far as school infrastructure is concerned.

Question 2 required the respondents to state whether they are always involved in taking decisions which affect the Education Sector.

The responses are tabulated in table 4.6 below:

Table 4.6: Respondents' views on whether they are always involved in taking decisions which affect the Education Sector.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	55	14.9	14.9	14.9
	Disagree	67	18.2	18.2	33.1
Valid	Undecided	43	11.7	11.7	44.7
	Agree	138	37.4	37.4	82.1
	Strongly Agree	66	17.9	17.9	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	369	100.0	100.0	

From study findings, 14.9% of the respondents strongly disagreed that they are always involved in taking decisions which affect our Education Sector, 18.2% disagreed, 11.7% were undecided, 37.4% agreed that they are involved in decision making and 17.9% strongly agreed. This implies that involvement in decision taking in education service delivery in Bulambuli district is minimal.

Question 3 required the respondents to state whether they are normally consulted by the politicians before any decision is made.

The findings are tabulated as below:

Table 4.7: Respondents' views on whether they are normally consulted by the politicians before any decision is made.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	106	28.7	28.7	28.7
	Disagree	104	28.2	28.2	56.9
	Undecided	56	15.2	15.2	72.1
	Agree	71	19.2	19.2	91.3
	Strongly Agree	32	8.7	8.7	100.0
	Total	369	100.0	100.0	

According to the findings, 28.7% of the responses strongly disagreed, 28.2% disagreed, 15.2% were undecided, while 19.2% agreed and 8.7% strongly agreed. This implies that most of the

politicians are not consulted before any decision is made in education service delivery in Bulambuli district.

Question 4 expected the respondents to state whether they are always informed of what takes place in the Education Sector.

The responses are as below in table 4.8:

Table 4.8: Respondents' views on whether they are always informed of what takes place in the Education Sector.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	5.7	5.7	5.7
	Disagree	41	11.1	11.1	16.8
	Undecided	44	11.9	11.9	28.7
	Agree	147	39.8	39.8	68.6
	Strongly Agree	116	31.4	31.4	100.0
	Total	369	100.0	100.0	

Source: Primary data

According to the above table, 5.7% strongly disagreed, 11.1% disagreed, 11.9% were undecided, 39.8% agreed and 31.4% strongly agreed. This implies that despite these strategies in place by the education office, some stakeholders did not access this information as

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represented by 5.7% and 11.1% who strongly disagree and disagree respectively. The majority who access information as represented by 39.8% and 31.4%   are an implication that they fully know what takes place in the Education sector and therefore take decisions there in.

Question 5 required the respondents to state whether they are always involved in formulating byelaws that promote Education service delivery in their areas.

The findings are as below:

Table 4.9: Respondents' views on whether they are always involved in formulating byelaws that promote Education service delivery in their areas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	57	15.4	15.4	15.4
	Disagree	71	19.2	19.2	34.7
	Undecided	64	17.3	17.3	52.0
	Agree	119	32.2	32.2	84.3
	Strongly Agree	58	15.7	15.7	100.0
	Total	369	100.0	100.0	

Source: *Primary data*

The findings show 15.4% who strongly disagreed that they are always involved in formulating byelaws that promote Education service delivery in their areas, 19.2% disagreed, 17.3% were undecided, 32.2% agreed and 15.7% strongly agreed.

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The findings imply that 47.9% of the respondents are always involved in formulating byelaws that promote Education service delivery in Bulambuli district.

The overall relationship between political decision making and education service delivery was then determined by finding the mean and standard deviation as tabulated below:

Table 4.10: Descriptive Statistics on Political Decision Making and Education Service Delivery

	N	Minimum	Maximum	Mean	Std. Deviation
My political leaders mainly consider schools that are doing badly as far as school infrastructures are concerned while allocating the infrastructural development funds	369	1.00	5.00	2.7046	1.01189
Iam always involved in taking decisions which affect our Education Sector	369	1.00	5.00	3.2520	1.34484
Iam normally consulted by our politicians before any decision is made	369	1.00	5.00	2.5095	1.31692
Iam always informed of what is taking place in the Education Sector	369	1.00	5.00	3.8022	1.16395

Iam always involved in formulating byelaws that promote Education service delivery in my area	369	1.00	5.00	3.1355	1.32208
Valid N (listwise)	369				
Average				**3.08076**	**1.231936**

Source: Primary data

Legend

Mean Range	Response Mode	Interpretation
2.51-4.00	Strongly agree	Very High
2.10-2.50	Agree	High
1.51-2.00	Disagree	Low
1.00-1.50	Strongly disagree	Very Low

With the above descriptive statistics, political decision making and education service delivery, therefore have a strong relationship.

From table 4.10, it is observed that on average, the relationship between political decision making and education service delivery is very high given the average mean of 3.08076. This means that in case there is positive political change in decision making in terms of political leaders considering schools that are doing badly as far as school infrastructures was concerned while allocating the infrastructural development funds, political leaders getting involved in taking decisions which affect the Education Sector, consultations by politicians before any decision is made, stake holders being informed of what is taking place in the Education Sector and stakeholders getting involved in formulating byelaws that promote Education service delivery, there will be improved education service delivery in Bulambuli District.

4.4.2: Testing of hypothesis one

The researcher tested hypotheses which were set to establish the relationship between political decision making and education service delivery. To verify hypotheses, the researcher used null hypotheses, which is for testing according to computer programmes such as SPSS. Independent variables were measured numerically while dependent variables were measured on a likert scale of strongly agree to strongly disagree. The Pearson correlation analysis was used to determine the direct relationship between the variables. The researcher used regression analysis to measure the causal effect of one variable upon another.

Hypothesis 1: There is a significant relationship between political decision making and education service delivery

To verify this hypothesis, the researcher used the Pearson correlation analysis and the findings are presented in the table below:

4.11: Table showing Correlations between Political Decision Making and Education Service Delivery

		Political Decision Making	Education Service Delivery
Political Decision Making	Pearson Correlation	1	-.070(**)
	Sig. (2-tailed)		.183
	N	369	369
Education Service Delivery	Pearson Correlation	-.070(**)	1
	Sig. (2-tailed)	.183	
	N	369	369

***correlation is significant at the 0.05 level(2-tailed)

From table 4.11 above, it is clear that political decision making has a negative correlation with education service delivery at -0.70. The relationship is insignificant since the P value of 0.183 is greater than 0.05.

When the researcher ran the linear regression analysis to further ascertain the results, it indicated the direction of a relationship between two variables as presented in the table below:

4.4.3 Multiple Regressions

The hypotheses were tested using multiple linear regression analysis. The justifications for using multiple linear regression analysis were that this was prediction study with many variables and multiple linear regression analysis provides net effects and explanatory power in form of Adjusted R square. Level of significance was set at less than or equal to 0.05. Using the Enter method, a statistically significant model emerged. The model summary is presented below.

Table 4.12: Multiple Regressions between the independent Variable (political Decision Making) and the Dependent Variable (Education Service Delivery)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.125ᵃ	.016	.002	1.11815

Predators :(constant), political decision making

Dependent variable: Education service delivery

From table 4.12, the regression showed 0.002 (Adjusted R Square) implying that political decision making contributes 0.2% to education service delivery. The researcher therefore rejected the hypothesis which states that there is a significant relationship between political decision making and education service delivery. This is also backed by an interview response where a key informant said

> *" political decision making affects planning activities in the education sector in local governments, and in most cases as a department we tend to reach out to stakeholders like politicians, head teachers, sub county TPC, during planning and budgeting to ensure proper service delivery.   These stakeholders however contribute ideas but do not contribute any revenue base or mobilize any local revenue to supplement central releases in order to implement these ideas."* Another Education official added that:
> *" we allocate resources according to the programmes by government, prioritize SFG for most needy schools, allocate inspection funds according to the number of schools, and formulate policies and ordinances through committees of council to council for approval. However in most cases some ordinances lack enforcement for instance an ordinance passed for parents feeding pupils while at school is not being implemented fully because in most schools pupils go without a meal".*

All the above portray an element of political decision making though with some hindrances which make it insignificant to education service delivery.

4.5 Objective two: To find out the effect of political participation on education service delivery in Bulambuli district

The objective was discussed as per the questions laid down in the questionnaire. A total of five questions were asked and the responses to the questions are presented below:

Question 1 required the respondents to state whether they always participate in voting for their political leaders. The responses were as tabulated below:

Table 4.13: Views of the respondents on whether they participate in Voting for their Political Leaders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	9	2.4	2.4	4.1
	Undecided	19	5.1	5.1	9.2
	Agree	91	24.7	24.7	33.9
	Strongly Agree	244	66.1	66.1	100.0
	Total	369	100.0	100.0	

Source: Primary data

According to the table above, 66.1%of the respondents strongly agreed that they always participate in voting for their political leaders, 24.7% equally agreed, 5.1% were not sure, 2.4% disagreed and 1.6% strongly disagreed. This implies that all political leaders involved in education service delivery in Bulambuli are voted by the local people.

Question 2 expected respondents to state whether they are involved in setting priorities for goods and services in the Education sector. The findings are as below:

Table 4.14: Respondents' views on their Involvement in setting priorities for goods and services in Education sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	63	17.1	17.1	17.1
	Disagree	82	22.2	22.2	39.3
	Undecided	62	16.8	16.8	56.1
	Agree	108	29.3	29.3	85.4
	Strongly Agree	54	14.6	14.6	100.0
	Total	369	100.0	100.0	

Source: Primary data

In the study, 17.1% strongly disagreed that they were involved in setting priorities for goods and services in Education sector, 22.2% disagreed, 16.8% were undecided, 29.3% agreed and 14.6% strongly agreed.

The findings imply that the some of the respondents were not involved in setting priorities for goods and services in Education sector which negatively affected development of the education sector in Bulambuli district.

Question 3 required that the respondents reveal whether they are always given chance to air out concerns about the Education sector in their areas.

The findings are tabulated below:

Table 4.15: Respondents' views on whether they are always given chance to air out concerns about the Education sector in their areas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	11.1	11.1	11.1
	Disagree	73	19.8	19.8	30.9
	Undecided	59	16.0	16.0	46.9
	Agree	117	31.7	31.7	78.6
	Strongly Agree	79	21.4	21.4	100.0
	Total	369	100.0	100.0	

***Source:** Primary data*

In response, 11.1% of the respondents strongly disagreed, 19.8% disagreed, and 16% were undecided, 31.7% who were the majority agreed and 21.4% strongly agreed.

These findings imply that majority of the respondents are always given chance to air out their concerns about the education sector.

Question 4 required the respondents to state whether they are directly involved in the selection of the members of the School Management Committees in their areas. The responses are tabulated as below:

Table 4.16: Respondents, Involvement in the selection of the members of the School Management Committees in their areas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	73	19.8	19.8	19.8
	Disagree	61	16.5	16.5	36.3
	Undecided	40	10.8	10.8	47.2
	Agree	110	29.8	29.8	77.0
	Strongly Agree	85	23.0	23.0	100.0
	Total	369	100.0	100.0	

Source: Primary data

It was strongly disagreed by 19.8% of the respondents that they were directly involved in the selection of the members of the School Management Committees, 16.5% disagreed, 10.8% were undecided, 29.8% agreed and 23% strongly agreed.

According to the findings some of the respondents constituting 19.8% and 16.5% who strongly disagreed and disagreed respectively are not involved in selecting members of the SMC

implying that they have no say in the operations of the SMCs which in the long run impacts negatively on education service delivery.

Question 5 required the respondents to state whether they are directly involved in disciplining teachers whose attendance to duty is irregular.

Below are the findings:

Table 4.17: Respondents' Involvement in disciplining teachers whose attendance to duty is irregular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	56	15.2	15.2	15.2
	Disagree	87	23.6	23.6	38.8
	Undecided	52	14.1	14.1	52.8
	Agree	106	28.7	28.7	81.6
	Strongly Agree	68	18.4	18.4	100.0
	Total	369	100.0	100.0	

Source: Primary data

Respondents revealed that they were directly involved in disciplining teachers whose attendance to duty is irregular as agreed by 28.7%, 18.4% also strongly agreed while 23.6% disagreed and 15.2% strongly disagreed. This means that not all respondents are involved in disciplining teachers whose attendance to duty is irregular.

4.5.1 Descriptive Statistics on political participation and education service delivery in Bulambuli District

The overall effect of political participation on education service delivery was then determined by finding the mean and standard deviation as tabulated below:

Table 4.18: Descriptive Statistics on political participation and education service delivery in Bulambuli District

	N	Minimum	Maximum	Mean	Std. Deviation
I always participate in voting for my political leaders	369	1.00	5.00	4.5122	.83438
Iam involved in setting priorities for goods and services in Education sector	369	1.00	5.00	3.0217	1.33700
Iam always given chance to air out concerns about the Education sector in my area	369	1.00	5.00	3.3252	1.30943
Iam directly involved in the selection of the members of the School Management Committees in my area	369	1.00	5.00	3.1978	1.46384
Iam directly involved in disciplining teachers whose attendance to duty is irregular	369	1.00	5.00	3.1165	1.36333
Valid N (listwise)	369			**3.43468**	**1.261596**

Source: Primary data

Legend

Mean Range	Response Mode	Interpretation
2.51-4.00	Strongly agree	Very High
2.10-2.50	Agree	High
1.51-2.00	Disagree	Low
1.00-1.50	Strongly disagree	Very Low

From table 4.18, it is observed that on average, the effect of political participation on education service delivery is very high given the average mean of 3.43468. This means that in case there is positive change in political participation in terms of involving all stake holders in setting priorities for goods and services in the education sector; giving chance to stakeholders to air out concerns about the sector; direct involvement of all stakeholders in electing members of the SMCs and involving them in disciplining teachers, there will be improved education service delivery in Bulambuli District.

4.5.2 Testing hypothesis two

Hypothesis 2: There is a significant effect of political participation on education service delivery

To verify this hypothesis, the researcher used Pearson correlation analysis to test the relationship and direction of political participation and its effect on education service delivery. The results are presented in the table below:

Table 4.19: Correlations between political participation and education service delivery

Correlations		
	Political Participation	**Education Service Delivery**
Pearson Correlation	1	.014

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Political Participation Education Service	Sig. (2-tailed)		.784
	N	369	369
	Pearson Correlation	.014	1
Delivery	Sig. (2-tailed)	.784	
	N	369	369

Table 4.19 above, indicates that political participation has a positive correlation with education service delivery at 0.014. The effect is insignificant since the P value of 0.784 is greater than 0.05.

The researcher then tested the same result using linear regression analysis and the result is presented in the table below:

4.5.3 Multiple Regressions between the independent Variable (Political Participation) and the Dependent Variable (Education Service Delivery)

Table 4.20: Multiple Regressions between the independent Variable (Political Participation) and the Dependent Variable (Education Service Delivery)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.276[a]	.076	.064	.95448

Predictors: (Constant), I always participate in voting for my political leaders, am involved insetting priorities for goods and services in education sector, am always given chance to air out concerns about the education sector in my area, am directly involve in the selection of members of SMCs in my area, am directly involved in disciplining teachers whose attendance to duty is irregular.

Dependent variable: education service delivery

From table 4.20 above, the regression showed 0.064 (Adjusted R Square) implying that political participation contributes 6.4% to education service delivery. The researcher therefore rejected the hypothesis which states that there is a significant effect of political participation on education service delivery. This was confirmed by the interview results whereby a key interviewee said

> " *it is mainly the district council, district & sub county technical planning committees and the department of education who participate fully in the planning and budgeting for education services in the district".*

Another informant said

> "It *is the district technical staff, opinion leaders and other development partners who plan and budget for education service in the district".*

One of the officials interviewed also said that*;*

> " *it is the district technical planning committee and the District Education Office that do the planning and setting of priorities for goods and services in the education sector however the head teachers and teachers who contribute to the final output in education service delivery are always ignored in planning and budgeting. In addition, planning and budgeting without adequate staff who despite being few are poorly facilitated cannot bring any improvement to education service delivery in this district".*

These findings show that majority of the respondents are always given chance to air out their concerns about the education sector. This was also depicted in the minutes of the school Management Committee minutes where concerns about education are discussed and forwarded to the district education office through head teachers for action.

From interviews, one respondent said that*:*

> *" the selection of the members of the SMCs is in the hands of the head teachers and then just forwarded to the district education office for approval on behalf of Council".* In another interview, one official said that*:" selection of the members of the SMCs is done according to the Law in place (Education Act of 2008) which provides for the structure and the set guidelines. Though put in place however, most of our SMCs are non functional and thus contribute little to improvement of education service delivery in the district."*

4.6 Objective three: To determine the effect of political accountability on education service delivery in Bulambuli District

The objective was discussed as per the questions laid down in the questionnaire. A total of six questions were asked and the responses to the questions are presented below:

Question 1 required the respondents to state whether their local leaders always make spot visits to schools to ensure regular teacher and pupil attendance. The study registers the following responses:

Table 4.21: Respondents' views on whether their local leaders always make spot to schools to ensure regular teacher and pupil attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	7.3	7.3	7.3
	Disagree	58	15.7	15.7	23.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Undecided	58	15.7	15.7	38.8
Agree	157	42.5	42.5	81.3
Strongly Agree	69	18.7	18.7	100.0
Total	369	100.0	100.0	

Source: Primary data

From the findings, 7.3% strongly disagreed that local leaders always make spot visits to schools to ensure regular teacher and pupil attendance, 15.7% disagreed, 15.7% were undecided, and 42.5% agreed that spot visits were made by local leaders while 18.7% also strongly agreed. This implies that local leaders do show accountability by monitoring teacher and pupil attendance to school.

Question 2 required the respondents to state whether financial releases to schools are displayed on school notice boards. Below were the findings:

Table 4.22: Views of the respondents on whether financial releases to schools are displayed on school notice boards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	10.3	10.3	10.3
	Disagree	49	13.3	13.3	23.6
	Undecided	47	12.7	12.7	36.3
	Agree	129	35.0	35.0	71.3
	Strongly Agree	106	28.7	28.7	100.0
	Total	369	100.0	100.0	

Source: Primary data

The most of the respondents 35% agreed that financial releases to schools are always displayed on school notice boards, 28.7% strongly agreed, 12.7% were undecided while 13.3% disagreed and 10.3% strongly disagreed.

This implies that stakeholders are always accountable to the people as far as finances in education are concerned.

Question 3 needed the respondents to state whether they are always consulted on how best the PLE programme can be implemented. The following were the responses:

Table 4.23: Views of respondents on whether they are always consulted on how best the UPE programme can be implemented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	55	14.9	14.9	14.9
	Disagree	72	19.5	19.5	34.4
	Undecided	53	14.4	14.4	48.8
	Agree	125	33.9	33.9	82.7
	Strongly Agree	64	17.3	17.3	100.0
	Total	369	100.0	100.0	

Source: Primary data

The findings showed 14.9% of the respondents who strongly disagreed that they are always consulted on how best UPE programme can be implemented, 19.5% disagreed, 14.4% were un decided, 33.9% agreed and 17.3% strongly greed.

The findings mean that some respondents were consulted on how best the UPE programme can be implemented.

Question 4 required the respondents to state whether they always get feedback information on the implementation of education programmes during parish meetings in their areas. The following were the respondents:

Table 4.24: Views of respondents on whether they get feedback information on the implementation of Education programmes during parish meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	62	16.8	16.8	16.8
	Disagree	96	26.0	26.0	42.8
	Undecided	63	17.1	17.1	59.9
	Agree	125	33.9	33.9	93.8
	Strongly Agree	23	6.2	6.2	100.0
	Total	369	100.0	100.0	

Source: Primary data

From the study, 16.8% strongly disagreed that they always get feedback information on the implementation of Education programmes during parish meetings, 26% disagreed, and 17.1% were undecided, 33.9% agreed and 6.2% strongly agreed. This implies that most people in Bulambuli district get feedback information on the implementation of education programmes through parish meetings.

Question 5 required the respondents to state whether they are always invited in Budget conferences to know the education sector performance and to participate in deciding which areas need to be prioritized for the sector grants.

Below is a table showing responses:

Table 4.25: Respondents' views on whether they are always invited in Budget Conferences to know the Education Sector performance and to participate in deciding which areas need to be prioritized for the sector grants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	112	30.4	30.4	30.4
	Disagree	88	23.8	23.8	54.2
	Undecided	43	11.7	11.7	65.9
	Agree	84	22.8	22.8	88.6
	Strongly Agree	42	11.4	11.4	100.0
	Total	369	100.0	100.0	

Source: *Primary data*

Of the respondents interviewed, 30.4% strongly disagreed that they are invited in Budget Conferences to know the Education Sector performance and to participate in deciding which areas need to be prioritized for the sector grants, 23.8% disagreed, 11.7% were undecided, 22.8% agreed and 11.4% strongly agreed. This implies that most stakeholders in Bulambuli are never invited for budget conferences and so their input in improving service delivery is not taken care of.

Question 6 required the respondents to state whether they are involved in monitoring schools.

The responses are tabulated below:

Table 4.26: Respondents' views on their Involvement in monitoring schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	80	21.7	21.7	21.7
	Disagree	65	17.6	17.6	39.3
	Undecided	58	15.7	15.7	55.0
	Agree	97	26.3	26.3	81.3
	Strongly Agree	69	18.7	18.7	100.0
	Total	369	100.0	100.0	

Source: Primary data

The study shows 21.7% of the respondents who strongly disagreed that they were involved in monitoring of schools, 17.6% disagreed, 15.7% were undecided, 26.3% agreed and 18.7% strongly agreed. This implies that there are some stakeholders involved in monitoring of schools to ensure improved service delivery though some are not thus affecting education service delivery improvement.

4.6.1 Descriptive Statistics on political accountability and education service delivery in Bulambuli District

The overall effect of political accountability on education service delivery was then determined by finding the mean and standard deviation as tabulated below:

Table 4.27: Descriptive Statistics on political accountability and education service delivery in Bulambuli District

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My local leaders are always making spot visits to schools to ensure regular teacher and pupil attendance	369	1.00	5.00	3.4959	1.17520
Financial releases to schools in my area are always displayed on school notice boards	369	1.00	5.00	3.5854	1.30588
Iam always consulted on how best the UPE programme can be implemented	369	1.00	5.00	3.1924	1.33854
I always get feedback information on the implementation of Education programmes during parish meetings in my area	369	1.00	5.00	2.8672	1.22751
Iam always invited in Budget Conferences to know the Education Sector performance and to participate in deciding which areas need to be prioritized for the sector grants	369	1.00	5.00	2.6098	1.41018

Iam involved in monitoring schools in my area	369	1.00	5.00	3.0271	1.43494
Valid N (listwise)	369				
Average Mean				**3.129633**	**1.315375**

Legend

Mean Range	Response Mode	Interpretation
2.51-4.00	Strongly agree	Very High
2.10-2.50	Agree	High
1.51-2.00	Disagree	Low
1.00-1.50	Strongly disagree	Very Low

From table 4.27, it is observed that on average, the effect of political accountability on education service delivery is very high given the average mean of 3.129633. This means that in case there is positive change in political accountability in terms of making spot visits to schools to ensure regular teacher and pupil attendance, all stakeholders monitoring schools, inviting all stakeholders to budget conferences, among others, there will be improved education service delivery in Bulambuli District.

4.6.2 Testing hypothesis three

Hypothesis 3: there is no significant effect of political accountability on education service delivery

This hypothesis was verified by testing it using Pearson correlation analysis and the result is presented in the table below:

4.4.5 Correlations between Political Accountability and Education Service Delivery

4.28   A table showing Correlations between Political Accountability and Education Service Delivery

<div align="center">Correlations</div>

	Political Accountability	Education Service Delivery

Political Accountability	Pearson Correlation		1	.027
	Sig. (2-tailed)			.600
	N		369	369
Education Service Delivery	Pearson Correlation		.027	1
	Sig. (2-tailed)		.600	
	N		369	369

Correlation is significant at the 0.01 level (2 tailed)

Table 4.28 above, indicates that political accountability has a positive correlation with education service delivery at 0.027. The effect of political accountability on education service delivery is insignificant since the P value of 0.600 is greater than 0.05.

The researcher also ran a regression analysis of the variables and the results are presented below:

Table 4.29: Regression analysis between political accountability and education service delivery

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.177[a]	.031	.015	1.23520

Predictors: (Constant), Iam involved in monitoring schools in my area, My local leaders are always making spot visits to schools to ensure regular teacher and pupil attendance, Financial releases to schools in my area are always displayed on school notice boards, Iam always invited in Budget Conferences to know the Education Sector performance and to participate in deciding which areas need to be prioritized for the sector grants, I always get feedback information on the implementation of Education programmes during parish meetings in my area, Iam always consulted on how best the UPE programme can be implemented

Table 4.29 above, indicates 0.015 as Adjusted R Square implying that political accountability contributes 1.5% to education service delivery. The researcher accepted the hypothesis which stated that there is no significant effect of political accountability on education service delivery.

The findings revealed that local leaders do show accountability by monitoring teacher and pupil attendance to school.

> "SMCs, inspectors and the District Education officer oversee teaching and pupil's attendance to duty but teacher absenteeism is still high in most of our schools."

One of the district officials confirmed that all information about education service delivery is availed to the stakeholders through head teachers and in meetings organized by the district. He said however that:

> " prioritization in the sector however is based on programmes by government and population, and not based on people's views."

4.7 Education service delivery

This was a dependent variable in the study which was examining the level of education service delivery in Bulambuli district.

Question 1 required respondents to state whether most of the schools in their areas have accommodation for teachers. Below were the responses:

Table 4.30: Responses on the Existence of accommodation for teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	162	43.9	43.9	43.9
	Disagree	125	33.9	33.9	77.8
	Undecided	45	12.2	12.2	90.0
	Agree	24	6.5	6.5	96.5
	Strongly Agree	13	3.5	3.5	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	369	100.0	100.0	

Respondents were asked whether most of the schools in Bulambuli District have accommodation for teachers and 43.9% strongly disagreed, 33.9% equally disagreed, 12.2% were undecided, 6.5% agreed and 3.5% strongly agreed. The highest percentage of the respondents strongly disagreeing (43.9%) and disagreeing (33.9%) implies that most schools in Bulambuli do not have accommodation for teachers.

Question 2 asked respondents whether teachers' attendance to duty in schools in their areas is regular. The responses were as below:

Table 4.31: Responses on whether Teachers' attendance to duty in schools in respondents' areas is regular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	6.0	6.0	6.0
	Disagree	72	19.5	19.5	25.5
	Undecided	76	20.6	20.6	46.1
	Agree	149	40.4	40.4	86.4
	Strongly Agree	50	13.6	13.6	100.0
	Total	369	100.0	100.0	

The findings show 6% of the respondents who strongly agreed that their teachers regularly attend to duty in their schools, 19.5% disagreed, 20.6% were undecided, 40.4% agreed and 13.6% strongly agreed. This implies that teacher attendance to duty in Bulambuli is quite regular.

Question 3 required respondents to state whether SMCs in their areas hold at least two meetings a term. The findings are tabulated below:

Table 4.32: Respondents' views on whether School Management committees hold at least two meetings in a term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	7.6	7.6	7.6
	Disagree	52	14.1	14.1	21.7
	Undecided	81	22.0	22.0	43.6
	Agree	162	43.9	43.9	87.5
	Strongly Agree	46	12.5	12.5	100.0
	Total	369	100.0	100.0	

Source: Primary data

According to table 4.32 above, 7.6% of the respondents strongly disagreed that the school management committees hold at least two meetings in a term, 14.1% disagreed, 22% were undecided, 43.9% agreed and 12.5% strongly agreed.

The findings of the study imply that the school management committees hold at least two meetings in a term as it was revealed by the most of the respondents (43.9%).

Question 4 required the respondents to state whether majority of the pupils who sit for PLE pass in first grade.

The results are tabulated below:

Table 4.33: Responses on whether majority of the pupils who sit for PLE in schools pass in first grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	122	33.1	33.1	33.1
	Disagree	171	46.3	46.3	79.4
	Undecided	41	11.1	11.1	90.5
	Agree	24	6.5	6.5	97.0
	Strongly Agree	11	3.0	3.0	100.0
	Total	369	100.0	100.0	

Source: Primary data

According to the responses given, the highest percentage of the respondents 46.3% disagreed that majority of the pupils who sit for PLE in schools passed in first grade, 33.1% also strongly disagreed, 11.1% were undecided, 6.5% agreed and 3% strongly agreed.

The above findings imply that few of the pupils who sit for PLE pass in first grade a clear indication that academic performance in Bulambuli is very poor.

Question 5 needed respondents to state if schools in their areas have enough classrooms to accommodate the available number of pupils.

The responses are tabulated as below:

Table 4.34: Responses on whether schools have enough classrooms to accommodate the available number of pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	93	25.2	25.2	25.2
	Disagree	124	33.6	33.6	58.8
	Undecided	52	14.1	14.1	72.9
	Agree	77	20.9	20.9	93.8
	Strongly Agree	23	6.2	6.2	100.0
	Total	369	100.0	100.0	

Source: Primary data

The study investigated whether all schools had enough classrooms to accommodate the available number of pupils and 25.2% strongly disagreed, 33.6% disagreed, 14.1% were undecided, 20.9% agreed and 6.2% strongly agreed. This implies that there is an inadequate number classroom in Bulambuli.

4.7.1 Descriptive Statistics on education service delivery in Bulambuli District

Table 4.35: Descriptive statistics on education service delivery

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Most of the schools in my area have accommodation for teachers	369	1.00	5.00	1.9187	1.06521
Teachers' attendance to duty in schools in my area is regular	369	1.00	5.00	3.3604	1.11932
The School Management Committees in my area hold at least two meetings in a term	369	1.00	5.00	3.3957	1.10856
Majority of the pupils who sit for PLE in schools in my area pass in first grade	369	1.00	5.00	2.0000	.98632
All schools in my area have enough classrooms to accommodate the available number of pupils	369	1.00	5.00	2.4932	1.24481

All teachers in my area are qualified	369	1.00	5.00	4.2060	1.09637
Valid N (listwise)	369				
Average Mean				**2.895667**	**1.103431667**

Legend

Mean Range	Response Mode	Interpretation
2.51-4.00	Strongly agree	Very High
2.10-2.50	Agree	High
1.51-2.00	Disagree	Low
1.00-1.50	Strongly disagree	Very Low

From table 4.35 above, on the dependent variable education service delivery, the results above show that teachers' attendance to duty is regular as seen with a mean of 3.3604, SMCs hold at least two meetings a term as shown by the mean of 3.3957 and almost all teachers are qualified as shown by the highest mean of 4.2060.

However the majority of the respondents also expressed that most of the schools have no accommodation (77.8%), majority of the pupils who sit PLE don't pass in first grade (79.4%) and that there aren't enough classrooms in most schools in Bulambuli (58.8%) as shown by the mean of 1.9187, 2.0000, and 2.4932 respectively. This implies that other than political decentralization, there are other factors that this study has not covered, that affect education service delivery in Bulambuli. This can be confirmed by a response from one key informant during an interview who said

> " the poor education service delivery in Bulambuli is as a result of several challenges which among others include limited funding from the centre, lack of transport for the department to run its activities, inadequate number of teachers and the district at this time cannot recruit due to the already filled wage bill, inadequate local revenue raised by the district to supplement centre funding for the education sector; and failure of the parents to feed their children while at school".

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CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents a summary of the main findings of the study according to the objectives investigated. The objectives include:

(i).   To establish the relationship between political decision making and education service delivery in Bulambuli District

(ii).   To find out the effect of political participation on education service delivery in Bulambuli District

(iii).   To determine the effect of political accountability on education service delivery in Bulambuli district

The chapter also draws conclusions within the main findings and gives recommendations. It also ends with suggestions regarding possible areas of further/ future research study on the role of political decentralization policy towards education service delivery programmes.

5.2   Summary of the findings

The main purpose of the study was to examine the effect of political decentralization on education service delivery in Bulambuli district. There were three independent

variables namely; political decision making, political participation and political accountability while there was only one dependent variable; education service delivery.

5.2.1 To establish the relationship between political decision making and education service delivery in Bulambuli District

Political decision making was studied by asking the respondents five (5) questions with the responses measured on the Likert scale. The findings got indicate that political decision making has an insignificant relationship with education service delivery. The p-value for political decision making is 0.183 which is greater than 0.05, with an Adjusted R Square of 0.002, implying that political decision making contributes 0.2% to education service delivery. The researcher, therefore, rejected the hypothesis which states that there is a significant relationship between political decision making and education service delivery.

5.2.2 To find out the Effect of Political participation on Education Service Delivery in Bulambuli District

Findings on the above objective were got by asking respondents five (5) questions with responses measured on a likertscale. The findings got indicate that political participation insignificantly affects education service delivery given the P value of 0.784 which is greater than 0.05 and Adjusted R Square of 0.064, implying that political participation contributes to education service delivery at 6.4%.The researcher therefore rejected the hypothesis which states that there is a significant effect of political participation on education service delivery.

5.2.3 Effect of political accountability on education service delivery in Bulambuli district

Findings about political accountability were got by the researcher asking six (6) questions with responses measured on a likert scale. Findings here indicate that political accountability has no significant effect on education service delivery given the P value of 0.600 which is greater than 0.05, and an Adjusted R Square of 0.015, implying that political accountability contributes 1.5% to education service delivery. The researcher therefore accepted the earlier hypothesis which stated that there is no significant effect of political accountability on education service delivery.

5.3   Discussion of the findings

In this chapter, the researcher discusses the findings of the study according to the study objectives argument by the research hypotheses.

5.3.1 To determine the relationship between Political Decision Making and Education Service Delivery in Bulambuli District

On this objective, the study concluded that there is a positive relationship between political decision making and education service delivery. Therefore education service delivery was insignificantly influenced by political decision making. The hypothesis earlier stated was rejected. This implies that proper resource allocation in education through affirmative action for schools doing badly as far as infrastructures are concerned, involvement of stakeholders in formulation of ordinances and byelaws that promote education service delivery, among others would insignificantly improve education service delivery in Bulambuli district. This is supplemented by Nkonya, (2011) who argues that District councils have autonomy over primary and secondary education service and therefore take decisions on how these should be

run by legislating and formulating ordinances in their respective councils. Bulambuli district has the authority to formulate, approve and execute its own plans (Nkonya, 2011).

However, Cabral (2011) argues that a frequent problem is that decision making powers are often not accompanied by financial management powers. He adds that local institutions are given decision making competencies but not allowed control over resources which comprises impact over service delivery. Additionally, Nkonya (2011) also advances that local councils formulate ordinances and bye laws as mandated in the LGA to ensure proper service delivery; however, national guidelines regulate the transition of state policy into local reality and define how schools run.

The findings also revealed that it's the district's failure to put up enough facilities that could be leading to the decline in the quality of education in Bulambuli. The findings are in line with Harlow, C (2000) who asserts that physical facilities contribute a lot to general atmosphere of the school and notes that healthy surroundings, good sanitary arrangements , adequate library and reading materials, classroom facilities , common rooms, among others will keep students busy and away from indiscipline. The central government however continues to play a role of policy setting, governance, management, finance and curriculum.

Findings also revealed that the decisions taken by district administrators affect the schools in the district. For instance Ham, (2009) asserts that the quality of buildings affects the quality of teachers' ability to teach, teacher morale and teacher safety. Some education official said that some teachers do not perform well due to lack of desired facilities.

Findings also revealed that team work is part and parcel of what district administrators do on a daily basis at the district. However, their biggest challenge is lack of resources. Findings are consistent with Flinders & Mathew,(2001) who asserts that teamwork is part and parcel of the work system.

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5.3.2 To find out the effect of Political Participation on Education Service Delivery in Bulambuli District

The study findings revealed that political participation insignificantly affects education service delivery in Bulambuli district. The hypothesis earlier stated was rejected.

Findings revealed that the district tries to involve many people in education service delivery system, however despite the massive pupil enrollment that have taken place in the schools, enrollments have expanded without proper planning although stakeholders are involved. Resources are not made available for the provision of adequate monetary and fringe benefits to the teachers. The cost of education has increased over the years while the government resources have remained limited.

The findings show that voting for political leaders was important since it was the voted councilors who are the ones who end up on committees of social services where education lies and take decisions on education service delivery. Abbasa Wetaka in (Musisi &Asimwe, 2007) however, argues that councilors use the sectoral committees of the council to influence allocation of projects to their political favor. The result is highly distorted service delivery process that has succumbed to political expediency rather than economic viability or social need.

From the findings, some of the respondents were not involved in setting priorities for goods and services in Education sector which negatively affected development of the education sector in Bulambuli district.

The findings also show that most respondents are always given chance to air out their concerns about the education sector. This was also depicted in the minutes of the school Management Committee minutes where concerns about education are discussed and forwarded to the district education office through head teachers for action. There is participation in decision making

through School Management Committees (SMCs). School Management committees are organs at the school level representing the government and the parents/teachers. They give overall direction to the operation of the school, ensure that schools have development plans, approve and manage school budgets, monitor school finances and ensure transparency especially in UPE grants. Head teachers report to education officers but also work closely with SMCs in running UPE schools. The findings are consistent with Faguet (2001). However, in most schools, it was found out that most SMCs are non functional and those that are functional, are not well facilitated to do their work.

Findings also revealed that the district tries to involve many people in education service delivery system however despite the massive pupil enrollment that have taken place in the schools, enrolments at the primary levels have expanded without proper planning although stakeholders are involved. The findings are consistent with Francis, & James (2003) who states that despite the stakeholder involvement, the quality of education has suffered greatly. This is in line with an argument that participation features are seen as less important today than when the policy was newly introduced (Lambright, 2012). Tushabe (2011), in Lambright (2012) additionally argues that participation budgeting today is seen as a ritual rather than an effective influence on policy decisions. Cabral (2011), advances that participation alone does not guarantee that quality and relevance of development plans will be improved and does not guarantee influence in policy making.

5.3.3   To determine the effect of political accountability on education service delivery in Bulambuli district

According to the study, political accountability has no significant effect on education service delivery. The earlier postulated hypothesis was therefore accepted by the researcher.

Findings revealed that stakeholders get access to information about the education sector. This is in line with Meagher (2004), who says that access to information is critical for promotion of political accountability. Meagher (2004) continues to say that unless the public knows that goods and services are provided by government, how well they are provided, who the beneficiaries are, how much they cost, it cannot monitor government performance.

The findings mean that some respondents were consulted on how best the UPE programme can be implemented. The findings are in agreement with Phillips (2008), who agreed that there is need to enhance democracy through major public consultations and decentralization of policy responsibilities to increasingly local levels.

Findings also revealed that there was feedback information on the implementation of Education programmes during parish meetings. This was also confirmed in the parish participatory planning and technical planning committee minutes at the sub county level. Feedback from the public to the elected or appointed decision makers is an important element in voicing and exchanging opinions between policy formulators and policy implementers.

Findings revealed that most stakeholders are not invited for budget conferences to participate in deciding which areas need to be prioritized for sector grants. Yet Adako, (2011) asserts that the local government that determines the level of provision of service delivery should include precisely the set of individuals who consume services done within the context of decision making, participation and accountability.

 Findings also revealed that most schools in Bulambuli do not have accommodation for teachers. This was confirmed in an interview where one senior education official mentioned one of the challenges of the sector as inadequate accommodation facilities for teachers, which has contributed to high absenteeism rates, late reporting and thus poor pupil academic performance. This is affirmed by Ham, (2009) who asserts that the quality of school buildings

affects the quality of teachers' ability to teach, teacher morale and safety. However the quality of education service delivery can not only change with regular monitoring of schools, information availability but also with adequate resource availability. This is supported by (Fisher, 2004:504), who advances that, political decentralization as such is not enough to qualify as a genuine form of bringing services nearer to the people, because it only sees the element of publicity in public accountability, to the disclosure of information, accessibility of the debates to the general public or the disclosure of the judgment. Therefore public reporting, another offspring of the New Public Management (NPM) reforms does not in itself qualify as public accountability.

5.4.0 Conclusions

The study made the following conclusions:

5.4.1 To establish the relationship between Political Decision Making and Education Service Delivery in Bulambuli District

The results revealed that there is an insignificant relationship between political decision making and education service delivery .District leaders should be held accountable for failure to plan when it comes to education. The government's campaign for better tracking and transparency should help reduce leakage.

Affirmative action while allocating the infrastructural development funds; involvement of all stakeholders in taking decisions which affect the sector; formulation of byelaws to promote education service delivery, among others would significantly improve education service delivery.

5.4.2 To find out the Effect of political participation on education service delivery in Bulambuli District

Political participation has an insignificant effect on education service delivery. Bulambuli district should therefore establish an annual education sector review process which involves all stakeholders to review progress, challenges and charting a way forward for the sector. There should also be an attempt to create a conducive environment for political participation in order to improve on education service delivery.

One of the reasons why UPE is not attaining the targeted success is lack of effective community participation.

5.4.3 To determine the effect of political accountability on education service delivery in Bulambuli district

The findings revealed that political accountability does not significantly affect education service delivery.

Regularly monitoring schools, financial transparency and giving feedback information on implementation of education policies does not improve education service delivery. There are other factors that this research has not looked at that significantly affect education service delivery in Bulambuli other than political accountability. Therefore recruitment of more qualified teachers, increasing infrastructure in schools, and adequate facilitation of the education department among others would improve education service delivery in Bulambuli as established by this study, than political accountability

5.5 Recommendations

The study made the following recommendations in relation to the findings and conclusions

5.5.1 To establish the relationship between Political Decision Making Education Service Delivery in Bulambuli District

The district council of Bulambuli District local government should pass ordinances geared towards recruitment of more teachers since findings revealed that the pupil enrollments are high and yet many teachers have retired, others are sick and some others passed on.

The education district administrators should write proposal to lobby for funding from development partners to improve teacher accommodation, and put in place more classrooms for the overwhelming enrollment rates.

5.5.2 Effect of political participation on education service delivery in Bulambuli District

The district education office should draw a programme for sensitizing School Management committees on their roles to ensure their functionality and continuity; this is to bring about effective community participation. Parents should participate in education affairs of the district to solve problems like high pupil teacher ratio.

To enhance sustainability and to anchor firmly the benefits of decentralization, the education, sensitization, and increased involvement of service receipts (beneficiaries) in planning and executing service delivery programs must go hand in hand with capacity building for effective service delivery. The central government needs to devise a means to rein in the tendency of local governments to spend more on recurrent, rather than development, elements of the budget.

Parents and head teachers should be transparent in selecting members of school management committees who should also be persons of high integrity to avoid non functionality since they are key to the implementation of services to the schools.

The District education should organize tours for education sector key stakeholders to get to know how local programmes are planned, discussions made and implemented. Twining with other local government officials to exchange new and best education sector management practices both at higher and lower levels is a way to go and this will create the notion of well-planned education service delivery.

5.5.3 To determine the effect of political accountability on education service delivery in Bulambuli district

The District Education staffs, Councilors, SMCs among others should not only strengthen the supervision, inspection, accountability, monitoring & evaluation of the education programs at school levels but also devise ways of mobilizing local revenue to supplement the Central Government releases to improve education service delivery. District Executive Committee should put in place a policy through an ordinance on publicizing new revenue sources and setting penalties for defaulters.

The District education office should build the capacity of the teachers by equipping them with multi-grade teaching skills to enable them better combat the multi-grade classes automatically created due to the automatic promotion policy.

The District Chief Administrative Officer should encourage accurate and timely accountability since the prevailing one does little to satisfy the local community. Although accountability in local governments holds some promise, there is a problem of incomplete and upward accountability only with all their related costs. Establishing and maintaining efficient and effective accountability systems are essential in order to restore financial performance and to

attract new investment for the development of local government education sector and raising people's trust in their leaders.

5.6   Limitations to the study

The researcher encountered some limitations during the study especially when it came to administering questionnaires. Immediately the researcher got permission to go to the field, schools broke off for second term holidays. This delayed the whole exercise since majority of the respondents were teachers and head teachers. The researcher had to wait until the opening of schools for third term and good enough it came with the civil servants validation exercise which enabled the researcher to access all the respondents. For interviews, key informants had busy schedules and some interviews were rescheduled to fit their time tables which sometimes failed. The research took slightly long to conduct particular interviews which delayed the study and costs to and fro movements were costly.

Failure to answer questions, it was considered time consuming for the respondents. To overcome this, the researcher had to build rapport and appointments convenient to the respondents. Some respondents were hesitant to give information during the interviews. The researcher however assured the respondents of the confidentiality of their information that it was solely academic and during the discussion and presentation of results would be generalized.

5.7   Areas for further Research

Areas for further research may include the following:

(i) The effect of fiscal decentralization on education service delivery

(ii) The role of community participation on education service delivery

(iii) To examine the role of centralized governance on education service delivery

(iv) To examine the relationship between administrative decentralization and education service delivery

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Data collection instruments

Appendix 1: Questionnaire

Dear respondent,

Iam Lunyolo Wasike Desilanta a masters participants of Uganda Management Institute carrying out an academic research on the "Effect of Political Decentralization on Education Service Delivery in Bulambuli District". I do therefore request you to answer the questionnaire below and do promise that everything raised by you as far as this research is concerned will be kept confidential and used strictly for academic purposes.

Thank you

A. BIODATA

   (Tick the most appropriate option in A below)

1. Your age: 20-30years [   ]   31-40 yrs [   ]   41-50yrs [   ] 0yrs   A[   ]

60yrs [   ]

2. Gender: F [   ]   [   ]

3. Your academic qualification: Certificate [   ]   Diploma [   ]   Degree [   ]

Masters degree [   ]   PhD [   ]

4. Your work place: Central government [   ]   Local Government [   ]   School [   ]

NGOs/ CBO [   ]   Others [   ]

5. Your department : Administration [   ]   Education [   ]   Finance [   ]   Political [   ]

Others [   ]

6. Your designation: Education Officer [   ] Headteacher [   ] Teacher [   ] Politician [   ]

Chairperson SMC ☐

7. No. of years in current service: less than 10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐

above 25 ☐

8. Marital status: Married ☐ le ☐ biting ☐ Se ☐ d/Divorced Widowed ☐

☐

B.(Tick the most appropriate in the questions below, where 5 is Strongly Agree, 4 Agree,

3 Undecided, 2 Disagree, 1 Strongly Disagree) .

S/no.	Section A: POLITICAL DECISION MAKING	5	4	3	2	1
9	My political leaders mainly consider schools that are doing badly as far as school infrastructures are concerned while allocating the infrastructural development funds					
10	Iam always involved in taking decisions which affect our Education Sector					
11	Iam normally consulted by our politicians before any decision is made					
12	Iam always informed of what is taking place in the Education Sector					
13	Iam always involved in formulating byelaws that promote Education service delivery in my area					
	Section B: POLITICAL PARTICIPATION					
13	I always participate in voting for my political leaders					
14	Iam involved in setting priorities for goods and services in Education sector					
15	Iam always given chance to air out concerns about the Education sector in my area					

16	Iam directly involved in the selection of the members of the School Management Committees in my area					
17	Iam directly involved in disciplining teachers whose attendance to duty is irregular					
	Section C: POLITICAL ACCOUNTABILITY					
18	My local leaders are always making spot visits to schools to ensure regular teacher and pupil attendance					
19	Financial releases to schools in my area are always displayed on school noticeboards					
20	Iam always consulted on how best the UPE programme can be implemented					
21	I always get feedback information on the implementation of Education programmes during parish meetings in my area					
22	Iam always invited in Budget Conferences to know the Education Sector performance and to participate in deciding which areas need to be prioritized for the sector grants					
23	Iam involved in monitoring schools in my area					
	Section D: EDUCATION SERVICE DELIVERY					
24	Most of the schools in my area have accommodation for teachers					
25	Teachers' attendance to duty in schools in my area is regular					
26	The School Management Committees in my area hold atleast two meetings in a term					
27	Majority of the pupils who sit for PLE in schools in my area pass in first grade					

28	All schools in my area have enough classrooms to accommodate the available number of pupils					
29	All teachers in my area are qualified					

Appendix 2: Interview Guide

Topic of interview: the Effect of Political Decentralization on Education Service Delivery in

Bulambuli district

Time of interview:

Date:

Interviewer:

Interviewee:

Brief description of the research project:

Questions:

1. How are resources allocated in ensuring education service delivery in Bulambuli district?

2. What has been put in place in your local government to ensure proper management of schools?

3. How are school management committees put in place in your local government?

4. What has been your role in the delivery of education services in your local government?

5. How is information concerning education services availed to the people of Bulambuli district.

6. What category of people is involved in the planning and budgeting for education services in your district?

7. How do you as a leader account to your people as far as education service delivery is concerned?

8. What has been done in your district to increase and improve school infrastructures?

9. How are policies concerning education service delivery formulated in Bulambuli district?

10. What strategies have been put in place to ensure good academic performance in Bulambuli district?

Appendix 3: Documentary Review Checklist

Source	What to look for
Law books	Mandate for Education Service Delivery
National Development Plan	Strategies set to promote Education Service Delivery
District Development Plan	Whether school infrastructures have been planed for
Reports from the Education Department	State of Education Service Delivery
Teachers' Arrival &Attendence books	Teachers' attendance to duty
School Management Committees' Records	Minutes to ascertain the frequence of meetings

Appendix 4:Sample size(s) required for the given population sizes(N)

N	S	N	S	N	S
10	10	100	80	280	162
15	14	110	86	290	165
20	19	120	92	300	169
25	24	130	97	320	175
30	28	140	103	340	181
35	32	150	108	360	186
40	36	160	113	380	191
45	40	170	118	400	196
50	44	180	123	420	201
55	48	190	127	440	205
60	52	200	132	460	210
65	56	210	136	480	214
70	59	220	140	500	217
75	63	230	144	550	226
80	66	240	148	600	234
85	70	250	152	650	242
90	73	260	155	700	248
95	76	270	159	750	254

Source: Krejcie and Morgan, 1970 as cited by Martin Amin.

APPENDIX 5: INTRODUCTION LETTER

UGANDA MANAGEMENT INSTITUTE

Telephones:	256-41-4259722 /4223748 /4346620	Plot 44-52, Jinja Road
	256-31-2265138 /39 /40	P.O. Box 20131
	256-75-2259722	Kampala, Uganda
Telefax:	256-41-4259581 /314	Website: http://www.umi.ac.ug
E-mail:	admin@umi.ac.ug	

Your Ref:

Our Ref:

G/35

01 April 2014

BULAMBULI DISTRICT
LOCAL GOV'T
1 0 APR 2014
RECEIVED
P. O. Box 2298, Mbale

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Ms. Desilanta Lunyolo Wasike is a student of the Masters in Management studies of Uganda Management Institute 30th Intake 2013/2014, **Reg. Number 13/MMSPAM/30/040**.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organization, which is relevant to her research.

Her research Topic is: "**The Effect of Political Decentralization on Education Service Delivery" A Case Study of Bulambula District.**

Stella Kyohairwe (PhD)
AG.HEAD, POLITICAL AND ADMINISTRATIVE SCIENCE

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APPENDIX 6: RECOMMENDATION FOR FIELD WORK

UGANDA MANAGEMENT INSTITUTE

Telephones:	256-41-4259722 /4223748 /4346620	Plot 44-52, Jinja Road
	256-31-2265138 /39 /40	P.O. Box 20131
	256-75-2259722	Kampala, Uganda
Telefax:	256-41-4259581 /314	Website: http://www.umi.ac.ug
E-mail:	admin@umi.ac.ug	

Your Ref:

Our Ref: **G/35**

01 April 2014

Ms. Desilanta Lunyolo Wasike
13/MMSPAM/30/040

Dear Ms. Lunyolo,

FIELD RESEARCH

Following a successful defense of your proposal before a panel of Masters Defense Committee and the inclusion of suggested comments, I wish to recommend you to proceed for fieldwork.

Please note that the previous chapters 1, 2 and 3 will need to be continuously improved and updated as you progress in your research work.

Wishing you the best in the field.

Yours sincerely,

Stella Kyohairwe (PhD)
AG.HEAD, POLITICAL AND ADMINISTRATIVE SCIENCE