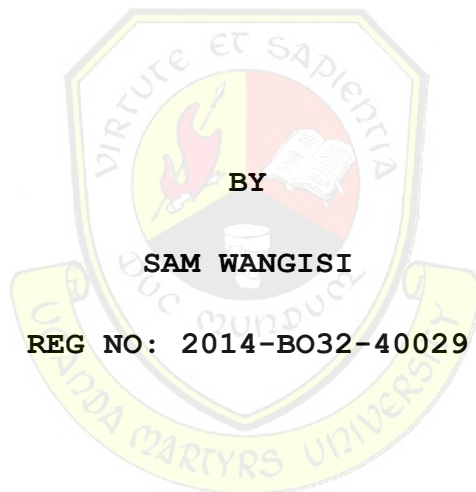


**DECENTRALIZATION AND EDUCATION SERVICE DELIVERY IN GOVERNMENT  
AIDED PRIMARY SCHOOLS IN MBALE DISTRICT:  
A CASE STUDY: NYONDO SUB-COUNTY**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF SOCIAL ART  
AND SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE AWARD OF A BACHELOR OF ETHICS AND DEVELOPMENT  
STUDIES OF UGANDA MARTYRS' UNIVERSITY**



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**Dedication**

I dedicate this piece of work to my beloved mother Namasaba Juliet and Mutonyi , my father Woniaye John, my favorite auntie Mutonyi Veronica young brothers and sisters; Emma Makombe, Buyi Tony, Khabuya peace, Khasitsi faith, my cousins; Namurema Ruth and Khabuya Stellah who contributed tiresomely both morally and financially towards my education without forgetting the entire members of Wosso family for the spiritual support and all who were influential and guided me throughout the writing of this report.

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I would like to acknowledge my dear auntie Mutonyi Veronica, my sisters and brothers, my lovely mother Namasaba Juliet and my father Woniaye John without forgetting all my friends and relatives for moral, academic, spiritual and financial assistance they offered me in my endeavor to accomplish this work.

May the almighty God reward them abundantly!

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**List of abbreviation**

S.M.Cs	- School Management Committees
P.T.A	- Parent Teacher's Association
A.G.M	- Annual General Meeting
U.P.E.G (UPEG)	- Universal Primary Education Grant
N.G.Os	- Non - Government Organization
S.F.G	- School Facility Grant
T.P.C	- Technical Planning Committee
P/S	- Primary School

## **Abstract**

This study assessed decentralized governance on primary education service delivery in Government Aided Primary Schools using Nyondo Sub-county as a case study. The focus of the study was that in-spite of massive resources allocated to the education sector, output indicators remain appalling. The research employed a cross sectional study design utilizing both quantitative and qualitative methods of data collection. The study findings revealed that there is a significant relationship between political decentralization and primary education service delivery; fiscal decentralization has a weak explanatory power to account for variability in primary education service delivery in Nyondo sub-county and a further weaker relationship between administrative decentralization and primary education service delivery. Resulting from the study findings, it was realized that decentralization has a limited influence on education service delivery in government aided primary schools in Nyondo Sub-county given that there is still over dependency on the district and central government transfers to finance service delivery. It is therefore, highly recommended that local governments need to take advantage of positive elements of decentralization through policy shifts and innovative means of resource management so as to place themselves aptly in the arena of current millennium agenda.

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.1 Introduction**

This chapter contained the background of the study, the problem statement, the purpose, objectives, research questions, scope as well as the significance of the study.

#### **1.2 Background to the study**

According to Nickson (1995), decentralization is defined in terms of devolution of powers to elected municipalities as a wider process of political liberalization as opposed to the Chilean approach that favoured administrative deconcentration to municipalities under the control of non-elected administrators appointed by the military under the Pinochet regime. However, the accountability model for service delivery recognizes that a thorough assessment and approach to service delivery is effectively achieved through consideration of three groups of stakeholders namely; citizens (clients), policy makers and service providers who interface and interact basically for improvement of welfare through socio-economic development, (World Development Report, 2004).

Decentralization has become a very important concept in development administration, particularly in the less Developed Countries (LDCs) in recent decades. Mixed results of the impact of decentralization in the different sectors have been recorded in the development literature. Today, the need for decentralization is too great to leave it to chance. This is because the global trend has created a compelling need for governments to respond to new governance challenges. This tremendous need for decentralization has also come with challenges in service delivery especially with issues of integrity, accountability, honesty, commitment and sincerity that are inherent. Several governments in Africa have embraced

decentralized governance in the last two decades as an administrative-potential reform strategy believed to accelerate effective public service delivery and therefore salvage state's credibility (Kiwauka, 2010). This statement is also supported by Ashaba (2009), who asserts that theoretically, decentralization is believed to facilitate greater participation of communities in problem analysis, project/programme identification, planning, implementing and oversight, which will in turn increase ownership and therefore salvage the state's credibility. The argument is based on the premise that genuine human development is supposed to be a joint venture partnership strategy between the state dominated by the people and non state agencies. Evidence from Africa also demonstrate that weak commitment to decentralization opens up the possibility of elite capture, the absence of participation and effective outcomes (Winkler et al, 2007).

Essential to the well-being of all people is the effective delivery of basic services such as; education, health, water and sanitation, among others. This explains why popular mechanisms of service delivery are; co-production, commercialization and Public- Private Partnership. Importantly, Commins (2007), suggests that there is undisputable evidence that services are eluding poor people in a large number of countries with negative impacts on human development out comes. He however, points out that in addressing the failure of service delivery; focus should not only be put on the technical failure but also on the accountability of public, private and non-profit organizations (governance) to poor people. Therefore, this research intends to treat decentralization as a way of addressing local people's needs in the conditions of resource scarcity as suggested by Prawda (1995).

Over the past two decades the nations of Tanzania, Rwanda, Burundi, Uganda, and Kenya have implemented a wide range of decentralization and local government reforms in order to better meet national development goals. By transferring authority and responsibility for public functions from the center to the local level, governments in East Africa assume that small, local institutions can better provide public services, ensure transparency, respond to local needs, and increase public participation than can large national organizations. However, despite the progress, little evidence exists on how these reforms have impacted these good governance goals (Soyeon Kim et al 2015).

Additionally, On August 27, 2010, Kenya adopted a new Constitution based on the principles of devolution to address the problems caused by the previous highly centralized system of government. Kenya's centralized system of government, in place since the colonial era, had resulted in widespread inequality, ethnic divisions and animosity, and the monopolization of power by a small elite group. In contrast, Chapter 11 of the 2010 Constitution states that the objectives and principles of devolved government in Kenya include promoting the democratic and accountable exercise of power, fostering national unity by recognizing diversity, ensuring equitable sharing of national and local resources, and enhancing checks and balances and the separation of powers.

For the case of Uganda, Onyach (2003) reveals that whereas decentralized governance had been introduced in the early 1980s, it was practically concretized with the enactment of the 1995 constitution. This is further supported by Muriisa (2008) who notes that decentralization in Uganda was emphasized from 1986 with the coming into power of the National Resistance Movement, which aimed at promoting democracy and enhancing local participation in development

decisions. The author observes that political decentralization developed along with financial decentralization that aimed at promoting people's participation in the democratic process and assigning responsibilities and taxes between the centre and local governments to enable the transfer of grants and other resources to different parts of the country and to improve service delivery.

Consequently, Uganda embarked on implementing an ambitious devolution form of decentralization since 1993 through which planning and decision making power, administrative authority, and a sizable amount of resources were devolved to local governments. The main purpose of the policy was to devolve responsibility to plan and render services at all levels, and to establish sources of revenue and financial accountability in local governments (The Local Governments Act, 1997). It was hoped that the local population would get value for money and subsequently regain trust and confidence in government.

Generally, there is a notable commitment by the central government to provide infrastructure, scholastic materials, and recruitment of more teachers and improvement of the curriculum. The ultimate authority to determine placement of these inputs in education sector has been fully left to the local authorities. It was established that within the sector, unnecessary squabbles over location of schools sites are common under School Facilities Grant programme implementation in spite of the guidance by technical staff. As a result this authority has often been misused especially in areas of project allocation and implementation. The study is intended to establish the level of divergence from the set goals of decentralization in the delivery of education services in Nyondo sub-county with emphasis on transparency, stakeholders' involvement in decision making, monitoring and ensuring value for money.

In the final analysis people are starting to question the whole essence of decentralization, losing interest in participation, accountability and faith. This is already culminating into negative perceptions of the local services, scandals associated with decentralized services, and increasing public concern about local officials' public in-fighting and hence declining public trust in local government. Whether the implementation of decentralized governance has had any positive impact on the delivery of and communities' access to social services (education) is not yet known in Nyondo Sub-county. Hence the researcher aimed at establishing the extent of decentralization on education service delivery in government aided schools in Nyondo Sub-County.

### **1.3 Statement of the problem**

The government of Uganda introduced decentralization with the view of improving service delivery to the local people. To this effect, the central government has been channeling a lot of financial and technical resources to local governments. However, the situation in Nyondo Sub-county is different. A case in point is that resources have been consistently extended to the education sector but the output indicators remain among the poorest in the District. For instance, the pass rates calculated on grades one and two that puts Nyondo Sub-county at 2.4% and 31.2 respectively including 17.6% failure of the 4,843 candidates who sat for these exams in 2014 (UNEB, 2015). Secondly, the classroom to pupil ratio is as high as 1:80 just as desk to pupil ratio is 1:7 including the latrine stance to pupil ratio which is estimated at 1:40 (Sub-county development plan, 2015). Whereas the UWEZO report (2011) reveals that mastery of literacy and numeracy skills in Mbale stood at 37.4 and 47.9 respectively. This status portrays challenges regarding human resource management that relate to working conditions, inadequacies in community



participation, training and leaderships. They may also be indicators of corruption and limited technical capabilities to effectively monitor and supervise service delivery thus bringing to question decentralization efforts in enhancing service delivery in the education sector in Government aided Primary schools in Nyondo Sub-county. This is probably attributed to weak education systems put in place to measure the impact of the services offered within the sub-county.

The above scenario if not addressed will leave Nyondo Sub-county lagging in areas of human resource development and diminishing trust of stakeholders in government aided primary educational institutions in the Sub-county. Consequently, the sub-county will have a shortage of skilled and qualified manpower to render services in various sectors, especially the education sector to compete for the national cake and enhance economic development. To overcome this, the parents may resort to shift their children to schools in other sub-counties that are relatively performing better hence incurring higher costs. Therefore, there will be out flow of limited resources that would otherwise be used to develop educational institutions in the sub-county. This research therefore, raises the question of the role of decentralization and education service delivery in Government aided Primary in Nyondo sub-county.

#### **1.4 Research Objectives**

##### **1.4.1 General Objective**

To establish the effect of Decentralization on service delivery in Government aided Primary Schools in Nyondo Sub-County.

#### **1.4.2 Specific Objectives**

1. To establish the effect of political decentralization on service delivery in Government aided Primary in Nyondo sub-county
2. To explore the effect of administrative decentralization on service delivery in Government aided Primary in Nyondo sub-county
3. To examine how fiscal decentralization affects service delivery in Government aided Primary in Nyondo sub-county

#### **1.5 Research Questions**

1. What is the effect of political decentralization on service delivery in Government aided Primary in Nyondo sub-county?
2. What is the effect administrative decentralization affect service delivery in Government aided Primary in Nyondo sub-county?
3. How does fiscal decentralization affect service delivery in Government aided Primary in Nyondo sub-county?

#### **1.6 Scope of the Study**

This research was carried out in Nyondo Sub-County as one of the local governments operating under the system of decentralized governance in Uganda.

##### **1.6.1 Conceptual scope**

The content focused on the effect of decentralization policy (to explore the effect of political, administrative and fiscal decentralization) on education service delivery and also to suggest possible solutions to improve on education service delivery in government aided primary schools in Nyondo Sub-county.

### **1.6.2 Time scope**

This study was started in 2016 and concluded in 2017. However, the period under consideration was of 3 years beginning from 2013-2015. This was the time that Nyondo sub-county was founded being separated from Busoba sub-county. Since the introduction of Universal Primary Education in 1997, this was sufficient time within which appropriate assessment of the systems outcomes was made in the sub-county.

### **1.6.3 Geographical scope**

Geographically, the study was conducted in 4 parishes. These include; Bubetsye, Nyondo, Bufukhula, and Nabumali. Nyondo sub-county is one of the newly created sub-counties in Mbale District which was cut off from Busoba Sub-county. The sub-county is bordered by Busoba sub-county to the west, Bumbobi sub-county to the north, Busano Sub-county to the east and Bukiende sub-county to the south.

### **1.7 Significance of the Study**

Studies before dealt with issues of poor performance in education in Nyondo sub-county but without addressing the relationships between decentralization and service delivery in the education sector. Therefore, this study draws the attention of policy makers as well as implementers about the importance of strong supervision and dialogue between different levels of governance. It established that lack of effective supervision particularly under construction compromises quality of the output and long term sustainability under government aided primary schools in sub-county. Nyondo sub-county to avoid wastage of resources, collaborated and sustained mechanisms should be instituted. This research finally places inspiring insights to scholars to engage in further research to generate more evidence in regard to whether decentralized governance is a one-off solution for effective service delivery especially in government aided

primary schools. Findings too, have established that other than political, fiscal and administrative dimensions of decentralization, there exist other factors such as household income status, cultural practices and human resource competencies that profoundly impact on education service delivery in government aided primary schools that ought to be studied.

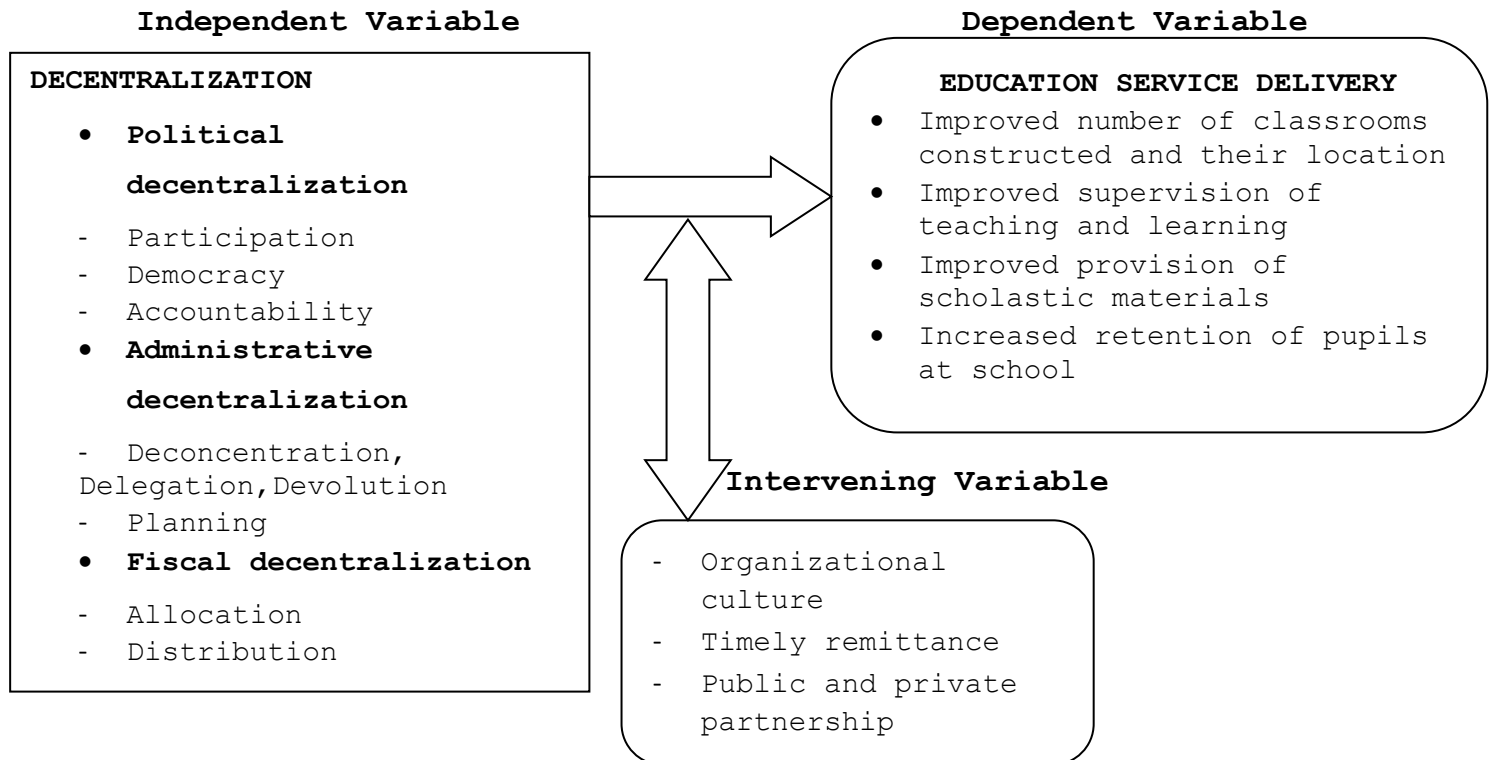
### **1.8 Justification for the Study**

The necessity of this study lies in its attempt to establish the truism or inaccuracy of overriding belief world over and eminently represented in an Issues paper of the European Commission (2008) that decentralization processes are of fundamental importance in making public institutions more effective through empowerment of citizens and elaborate involvement of the local populace in the management of their own affairs. Additionally, while large sums of donor funds are annually sent to support UPE as one of the Sustainable Development Goals in Uganda and indeed in Nyondo sub-county it is still debatable whether these funds have been put to the rightful cause. So since a number of studies have dealt with decentralization and service delivery in Uganda and elsewhere, (Muriisa, 2008; Tidemand et al, 2007; Bobekova, 2007; the World Bank, 2001) and no focus has been made on decentralization and primary education service delivery in Nyondo sub-county, this study was inevitable to underscore the level of people participation, transparency and accountability in this development effort.

### **1.9 Conceptual framework**

The conceptual framework that guided this research is provided in figure 1 that explains the relationship between decentralization (independent variable) and education service delivery (dependent variable).

**Figure 1 showing conceptual frame work on Decentralization and Education service delivery in Government Aided Primary schools in Nyondo Sub-County.**



The frame work portrays Decentralization as an independent variable (IV) and Education Service delivery in government aided schools as a dependent variable (DV) respectively. The independent variable contains political, fiscal and administrative decentralization processes. It was also observed that with decentralization, opportunities for greater people participation in identifying and securing necessary social services such as education is enhanced. Wider stakeholders' involvement in activities like supervision of classroom construction as well as supervision of teaching-learning induces some degree of transparency and holds those in positions of responsibility accountable. It is also notable that effective service delivery in primary education calls for competent implementers supported by steady flow of central government grants, local revenue and donor funding where applicable. Short of this, provision of scholastic materials for example, constrains performance in primary education

service delivery. Throughout the study, intervening variable as a moderator was held as a constant since it did not form part of the core areas of study. Falletti (2004) however notes that although there is no consensus on the good or vice of decentralization, the approach assumes an increase of sub national officials' power as the intervening variable between decentralization and outcomes.

#### **1.10 Definition of Key Terms and Concepts**

**Decentralization** is defined by UNDP (1999) as the process by which people and their institutions are empowered throughout an entire societal system whether at the global, national, local or household level.

**Transparency** according to UNDP (1999) is equated to the right and the means to examine the process of decision making is known as well as a means of holding public officials accountable and fighting corruption.

**Central Government Grants** refers to financial resources provided by the central governments to Sub National administrative organs to Local Revenue that denotes funds mobilized and realized from within the area of jurisdiction out of economic enterprises engaged in by the residents (Kiwauka, 2010)

**Service Delivery/Service Provision** many times may be interchangeably used in this research. This will be referring to mechanisms by which community needs such as utilities, goods, school infrastructures and actual teaching shall be fulfilled by the local authorities mandated to execute these development programmes. Such means may entail routine responsibilities by civil servants, political leadership or in other instances contractual undertakings. This will further apply to all those project interventions equally provided by development partners in the line areas.

**Principal** in this context was used to refer to that body that assigns resources, authority and policies to lower layers of administrative hierarchies in respect of implementation of programmes that yield services and goods for the public while maintaining regulatory and control powers. In this study Principal will be central government versus district and/or sub county governance units to which grants resources are devolved to serve the community and report back (Jenson & Meckling, 1976)

Hari (2000) defines **An Agent** as that organ of administration at lower ladders which receives resources on behalf of the community and is charged with the responsibilities of providing services to the people and accounting back to the providing body as a manifestation that the programs have been duly implemented. They include local councils, primary schools contractors and NGOs operating within Nyondo.

**Stakeholders** are those direct/indirect beneficiaries of programmes and/services in the communities of Mbale in this case.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is to explore literature reviews handled by various researchers about decentralization and service delivery. Emphasis will be on the dimensions of decentralization and how they relate to service delivery mechanisms in local governments provided in conceptual framework. An analysis based on multiple literature reviews identifying key gaps will be made and main lessons learnt according to the study objectives will be highlighted. The information will be obtained through internet mainly using Google search engine or access diverse and relevant scholarly and academic works such as journals.

##### **2.1.1 The effect of political decentralization on service delivery Government aided primary schools.**

Political decentralization is fundamentally treated as a way of involving more people in the decision-making and planning processes to respond to local needs. Kauzya (2004) argues that while the general tendency has been that political decentralization/devolution is taken to be empowering local people to address their electoral practices in various legislatures, the concept actually stretches to cover a process of transferring decision-making power from central government to citizens and their elected representatives to make plans regarding aspects beyond politics but which include general socio-economic development. Munyonyo (2007) more or less agrees in totality as also regards it to be a process where a local government has an established local assembly with usually elected members having corporate status, autonomy and mandate of functions.



However, recent studies outlined by Falleti (2004) and Manor (1999) portrays political decentralization as a set of constitutional amendments and electoral reforms designed to open new or activate existing but ineffective spaces for the representation of sub national politics alongside devolving electoral capacities to actors at lower local levels. To him, political decentralization is a domain of popular elections that produce sub national legislative assemblies or constitutional reforms that strengthen the political autonomy of sub national government.

The treasury publication of Newzealand (Feb, 2002) however, underscores the level and mechanisms for effective public involvement in decision-making, resource allocation and service delivery to strengthen the meaning of political decentralization. From a societal perspective, it was argued that social welfare is most certainly enhanced through community participation and empowerment in choosing their leaders and representatives. Luong (2006) referring to efforts in Vietnam to strengthen political accountability of the governance system at the grassroots, recognizes strengthened legislative functions and grass root democratization as key issues in political decentralization. But he hastily negates this achievement by observing that aside from somewhat greater activism noted in the National Assembly, few reports are available regarding the changing role of local People's Councils in practice. Current thinking does not disregard these theories but rather builds on them to include strengthened mechanisms of accountability and transparency.

Generally ultimate decisions on issues of developments nature need greater involvement of the local communities and their elected representatives. Through participatory planning and budgeting, efficient resource allocation for service delivery is presumed. Unfortunately the LGs predominantly depend on

central government funding that is often blotched with frequent delays and sometimes unforeseen budget cuts. As a result, it is not unusual for some schools to lack basic inputs thus affecting service delivery. Kempe (2000) drawing from the case of Botswana, argues that decentralization has boosted the relevant awareness of the importance of good local governance and indeed considerably improved local accountability. However, a number of incidences of service delivery under decentralized governance in Uganda portray a different picture. The communities seem to be involved in the monitoring and supervision of some of these development projects but how much their opinion influences the eventual outputs remains debatable. In Nyondo Sub-County, both privately owned and government grant aided schools exist side by side. Whereas in both cases, School Management Committees (SMCs) are constituted as per the law, key issues pertaining schools development especially in the private category is mainly done by a few members thus eroding the opportunity decentralization bestows upon the stakeholders.

### **2.1.2 The effect of administrative decentralization on service delivery Government aided Primary in Nyondo Sub-county**

Administrative decentralization is a form of decentralization that consists of three types namely; de-concentration, delegation and devolution. Anderson J (2003) indicates that administrative decentralization greatly focuses on transferring decision making authority, resources and responsibilities for the delivery of a select number of public services from the central government to other lower local levels of government agencies, field offices of central government line agencies. For de-concentration, it entails delegating certain decision making powers to lower local levels of the central government as the latter retains the financial and management responsibilities thus making the lower local governments dependent on the Centre. Indeed in the

case of Mbale District, much of the services delivered under education at lower local level, Nyondo inclusive depend on the central government fund transfers in form of School Facilities Grant (SFG), Universal Primary Education grant (UPE) and a grant for scholastic materials (Nyondo sub-county development plan, 2015).

De-concentration denotes delegating certain decision making powers to lower local levels of the central government as the latter retains the financial and management responsibilities thus, making the lower local governments dependant on the centre. Cohen et-al (1996) noted that this is the least extensive type of administrative decentralization and the most common found in transitional and developing countries. Indeed in the case of Uganda, Nyondo Sub-county in particular, much of the Central Government Fund transfers in form of School Facilities Grant (SFG), Universal Primary Education Grant (UPE) and a grant for scholastic materials. Devolution on the other hand occurs when authority is transferred by central governments to local-level governmental units holding corporate status granted under the legislation. Rondinelli D.A (1990) describes delegation as the transfer of government decision making and administrative authority and or responsibility for carefully spelled out tasks to institutions and organizations that are either under its indirect control or independent.

In Mbale, it was established that UPE grants once released from the centre to the District, Education Officer draws schedules of disbursement to schools where the fund is expended on recurrent operations. In turn, the schools make accountabilities to the chief Administrative Officer through the District Education Officer. This form of delegation allows for planning at school level but guided by the authorities above in conformity with administrative decentralization.

### **2.1.3 Fiscal decentralization and service delivery Government aided Primary in Nyondo Sub-county**

According to Robertson W (2002), Fiscal decentralization refers to the resource reallocation to sub-national levels of government often negotiated between the central and local authorities based on several factors such as district equity, availability of resources at all levels of government and local fiscal management capacity.

Of the basic ingredients of fiscal decentralization as advanced by the Musgrave Model (1959), namely; stabilization, distribution and allocation, Smoke (2001) argues that it is only the allocation function that is substantial since demand for many public services is not likely to be uniform across space and that welfare gains would thus be enhanced through decentralization because residents in different jurisdictions could choose the mix of public goods and taxes that best conforms to their preferences. Wiesner (1994) using cases of Brazil, Chile and Columbia argues that fiscal decentralization is considered most appropriate for improving public participation, efficiency and equity of public service provision and accountability.

In Uganda, fiscal empowerment has accompanied the decentralization of responsibilities too. Funds flow from the central government to local authorities continues unabated. Sub-counties are allocated to mobilize, collect and may retain about the two-thirds of the locally collected revenue. However, over all resources remain meagre and transfers from the central government/district are low and increasingly tied to conditions, leaving little room for local discretion. Additionally, broader reforms are necessary to achieve effective participation by villagers. Local elites still exercise much influence in determining how funds are used and

many local leaders are held back illiteracy, lack of knowledge of government procedure and low awareness of their rights.

Smoke (2001) argued that if parents mobilized supplementary local funding for school activities, the level of concern and involvement would increase thus enhancing accountability to the citizens by those responsible, whereas local revenue generation is a mandate of local governments, most local councils have no extra allocations made to augment central government funding for education Services in government aided primary schools in Nyondo Sub-County. This makes stakeholders less attached to the sort of services rendered in primary schools thus leaving the elite to take the leading on how and what should be done in primary education service delivery under the decentralized governance. Therefore, greater dependence of Mbale District on the central government has significantly limited education service delivery in government aided primary schools in Nyondo Sub-County. Hence this study sought to examine how dependency of local government funding, for example Mbale district on the central government has affected education service delivery in government aided primary schools in Nyondo Sub-County.

## **2.2 Conclusion**

Throughout the literature review exercise, crucial relationships emerged. public sector undertaking to provide social services to the grass root people has been highlighted as an obligation which was originally the duty of authorities at the centre but found to be more effective if passed on to lower levels of governance. Literature confirms that decentralized governance is ideal for effective service delivery but again raises unending debate as to whether it has achieved much in this context. It is also revealed that

political, administrative and fiscal decentralization significantly affect primary education service delivery in Nyondo sub-county and it is at this juncture that the synergistic impressions between democracy, transparency, accountability regarding primary service delivery are revealed. The gap however, that the literature does not ably articulate surrounds how well these efforts under decentralization have failed to assist in the improvement of primary education and consequently general performance. This study will therefore refer to these aspects and embark on investigating how they relate in the Nyondo Sub-county context.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design that was used to guide the study, target population, sampling strategy/method, sample size, data collection method, validity and reliability measurement, procedure of data collection as well as data processing and analysis.

#### **3.2 Research Design**

The research utilized a cross-sectional study design in which the effect of decentralization on primary education service delivery was examined. According to Amin (2005) this design is preferred because it takes a shorter time compared to other designs like longitudinal and helps to capture attitudes of a sample in a specific time frame. By use of this design one is also able to collect both qualitative and quantitative data concurrently.

The use of qualitative method provided the researcher with detailed information about the aspects of the study thus facilitating a quicker establishment of incisive patterns and relationships among variables under study. On the other hand, quantitative data enabled the researcher to generate meaningful conclusions. Thus the shorter timeliness at gleaning relevant results (Amin, 2008), its cost effectiveness and simplicity to estimate outcomes of service delivery (Levin, 2006) was the motivation for its selection.

#### **3.3 Area of Study**

Nyondo Sub-County is among the new sub-counties which were created in Mbale district, broken off from Busoba Sub-county in 2012. It is found in Bungokho County, and about 30kms on

Mbale to Lwakhakha road. The subcounty has seven (7) government aided primary schools which included; Nyondo Demonstration P/S, Nabumali Day P/S, Nabumali Boarding P/S, Bukhakosi P/S, Nabeili Day P/S, Masola P/S and Zaioni Day P/S. those schools are found in four (4) Parishes namely; Bubetsye, Bufukhula, Nabumali and Nyondo.

### **3.4 Population of the Study**

The study population of 55 elements consisting of 12 sub-county Technical Planning Committee (TPC) members, 8 sub-county councilors, 6 head quarter education staff, 10 parish technical staff . 7 primary head teachers, 7 chairpersons of School Management Committees (SMC) and 5 community opinion leaders will constitute the target group. The study group above was chosen because they are directly involved in the actual implementation of the programs in the sector.

### **3.5 Sample Size and Sampling Techniques**

#### **3.5.1 Sample Size**

For this research, the sample size was drawn from the sub-county technical planning committee (TPC), sub-county councilors, head quarter education staff, parish technical staff primary head teachers, chairpersons of school management committees as well as community opinion leaders. The researcher will employ Yamane's (1967) formula as below;

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

Where;

n= ample size

N= population size

e= level of precision (at 95% confidence level)

From the above formula  $n = \frac{55}{1 + 55(0.05)^2} = 45$



### Sampling Technique

Given the fact that the population is heterogeneous, stratified proportionate sampling was used to determine the elements that will constitute the sample size within each group. This allowed elements within each sub population to proportionately represent respective group. Simple random sampling will be applied to select the elements from each sub population.

**Table 1 shows sample selection method**

<b>Category</b>	<b>Population</b>	<b>Sample size</b>	<b>Technique</b>
Sub county TPC	12	10	Purposive
Sub county councilors	8	6	Purposive
Head quarter education staff	6	5	Purposive
Parish technical staff	10	8	Purposive
Primary head teachers	7	6	Stratified
Chair persons of SMCs	7	6	Stratified
Community opinion leaders	5	4	Random sampling
<b>Total</b>	<b>55</b>	<b>45</b>	

### 3.6 Data Collection Methods and Instruments

#### Data collection methods

The study will employ multiple methods of data collection which included Focus Group Discussions (FDG). The rationale for

triangulation according to Creswell (2004) is that neither the quantitative nor the qualitative method of data collection is sufficient to exhaust details needed for a thorough understanding of the situation under study. Thus, questionnaires with open ended and close ended questions, unstructured interviews as well as Focus Group Discussions were used to get primary data while documentary reviews (council minutes, Sub-county development plan, sub-county budgets, etc) will be carried out to generate secondary data.

### **Focus Group Discussion**

The study also made use of focus group discussion as a method of data collection. The motivation for employing this method is because of its ability to generate a large volume of data and identify a greater variety of views, opinions and experiences than the same in individual interviews (Hennink, 2007). It comprised of ten (10) items, administered to Community Opinion Leaders, Sub-County Councilors, Parish Technical Staff and Chairperson of SMCs.

### **Questionnaire**

A questionnaire was the main instrument of data collection because it was easier, less costly, took less time to capture responses and covers a wider geographical area (Amin 2005). This was arranged according to themes derived from the research objectives. This questionnaire will comprise majorly open ended questions to allow the respondents space to freely express themselves in relation to the topic under study. It contains sixteen (16) items which were self administered to Primary Head Teachers, Sub-county Technical Team, Headquarter Education Staff and Parish Technical Team because of their ability to read and write.

## **Interview Guide**

The researcher also developed an unstructured interview guide bearing twelve (12) items and was administered to politicians, primary Head teachers, SMCs and technical staff both at sub-county and selected parishes. This guide captured relevant dimensions of the study variables. The motivation for using unstructured interview guide was to enable the researcher gain greater in-depth (i.e. richer) material about the topic of study. The flexibility enabled clarification of meanings of respondents' opinions and was also an easy means of obtaining personal information, attitudes, perceptions and beliefs about the study (Key, 1997).

## **Documentary Review Guide**

Documentary review guide was developed based on the researcher's information needs. The main documents to be reviewed include; Sub-county development plans, budgets and minutes. Focus was on sources of funding of primary education, funds allocation and utilization. Other areas included council decision making processes and ministry policies relating to primary education service delivery in primary section in the sub-county. The driving force for the choice of this instrument was that the information contained in extant documents was independently verifiable without needing to solicit for extensive input from other sources and was less expensive (WBI Evaluation Group, 2007).

## **3.7 Quality Control Methods**

### **3.7.1 Validity**

The Content Validity Index (CVI) will be applied to measure the accuracy of responses about the concepts under study. Mugenda and Mugenda (1999) suggests that this index is treated by rating questions in the instrument which are relevant to the research questions by about two different knowledgeable

individuals on the subject matter under study. This is done on the scale ranging from very relevant, quite relevant to relevant. It is then calculated using the formula below;

$$CVI = \frac{VR + QR + R}{N}$$

Where CVI is Constant Validity Index

VR is Very Relevant

QR is Quite Relevant and

R is Relevant

N is the total number of items in the questionnaire.

Where CVI is 70%, it implies that the instrument is capable of providing information which can answer about 70% of the research questions because the minimum deterministic value is 50% and that is when the instrument is considered fit and reliable

### **3.7.2 Reliability**

Under reliability, the researcher will pretest the designed questionnaire to establish its consistency over and the different variables in the instrument. This is to help ascertain clarity and logical flow of questions and discover whether the questionnaire can be reliably self-administered and how respondents conceptualize what the questions require. This will be done on 3 selected sub-county head quarter staff of Nyondo sub-county.

### **3.8 Data processing and analysis**

The researcher used descriptive statistics (percentages and frequencies). Rummel (1976) recommends that this statistical technique appropriates in the use of quantifiable data in which numbers are meaningful. The technique is also said to be widely used by survey researchers because its results usually

reflect the real issues of the world and provides precise measurements when working with quantities.

### **3.9 Ethical considerations**

#### **Introductory letter**

The researcher obtained an introductory letter from Uganda Martyrs University explaining the purpose of the study.

#### **Confidentiality**

The researcher personally conducted interviews, document review and observations. This enabled him to build a relationship with the respondents and who later on freely shared vital information that was resourceful to this study.

#### **Anonymity and privacy**

For purposes of privacy and anonymity especially with sensitive information, the respondents were not allowed to disclose their names. This enabled the researcher to obtain information on sensitive topical issues especially that relating to allocation and usage of government funds at the sub-county by the education department officials.

### **3.10 Limitations of the study**

The researcher faced the challenge of heavy rains during the process of collecting data from different respondents since it was a rainy season however this limitation was solved by making early journeys to the field and at times adjusting on the appointments made.

Some respondents were not willing to provide information relevant to the subject matter, most especially the technical staff and administrators in different offices at the sub-county claiming that they are too busy with their job requirements. Although the researcher managed to overcome that by patiently waiting for respondents until they were free from their duties before respondent to the questions.

During data collection, some respondents asked for money before they could release information needed for the study. The researcher however explained to them that the research is an academic research leading to the award of a degree not for financial gain. This convinced them to respond

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 Introduction**

This chapter presents and analyses findings from both qualitative and quantitative data collected. These analyses have been interpreted to show inter-relationships between study objectives and hypotheses that form key study criteria and indeed to answer the general objective that focused on examining how decentralization affects education service delivery in Buwalasi sub-county. Statistical tables, percentages, graphs and narrations have been used to present the data.

#### **Response Rate**

The research targeted 45 respondents falling in 7 groups. The groups ranged from the sub-county technical staff and their counterparts at the parish level and primary school head teachers to sub-county councilors to members of school management committees (SMCs) and community opinion leaders who are decision makers and policy formulators at the sub-county and school levels respectively. Through sampling, a target group of respondents was arrived at from whom responses were elicited for the study.

**Table 4.1: Category of respondents**

<b>Category of respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Sub-county Technical Team	10	25
Sub-county councilors	6	15
Head quarter education staff	3	7.5
Parish Technical staff	8	20
Primary Head teachers	6	15
Chair persons of SMCs	4	10
Community Opinion Leaders	3	7.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

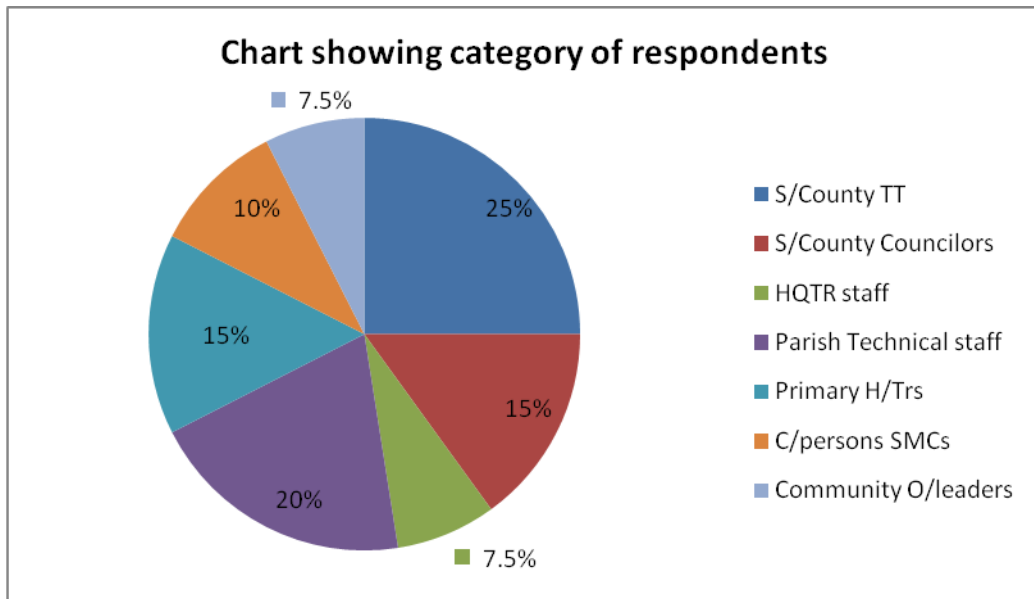
**Source: Primary Data (2017)**

Table 2 presents actual number of respondents realized per category (40) out of the targeted 45 respondents. This gives the response rate of 89% of the study population which is regarded as reliable. According to Denison (1996), at least 50% response rate is regarded as reliable. The highest percentage of respondents was that of the sub-county technical team TPC (25%) followed by Parish technical team (20%) and the least were head quarter education staff and community opinion leaders (7.5%) each.

The above information was further interpreted and translated into the figure below,



**Figure 4.1 showing the category of the respondents**

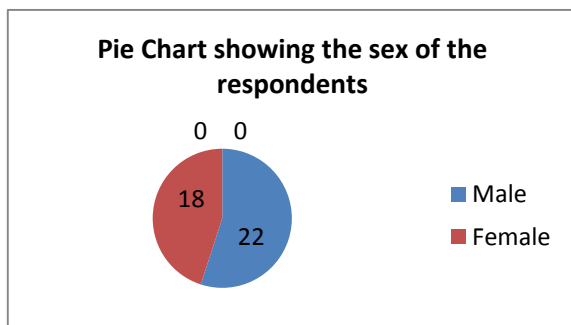


**Source: Primary Data 2017**

#### **4.2 Demographic Characteristics of the respondents**

This data describes demographic variables of the sample and assisted to establish any influence on the research findings. For each questionnaire respondents were required to provide their background information on their educational levels and their ages.

**Figure 4.2.1 showing the sex of the respondents**



**Source: Primary Data- 2017**

**Table 4.2.1: showing the sex of the respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
<b>M</b>	22	55
<b>F</b>	18	45
<b>T</b>	<b>40</b>	<b>100</b>

*Source: Primary Data 2017*

Figure 4.2 and table 4.2 presents the sex of the respondents captured out of the targeted respondents. Accordingly, the findings show that there is a fair representation of results among males and females represented by 55% and 45% respectively. Therefore, the results presented in this research are not biased based on sex since both groups were fairly represented. Besides that, the results also imply that the male respondents were more than the female respondents.

**Table 4.2.2: Educational Levels of respondents**

<b>Education Level</b>	<b>Frequency</b>	<b>Percent</b>
<b>Primary</b>	3	7.5
<b>Secondary</b>	12	30
<b>Diploma</b>	20	50
<b>Degree</b>	5	12.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

*Source: Primary Data 2017*

Findings in table 4.2.2 reveal that 20 (50%) of the respondents possess diplomas while 3% had primary level qualification. All those with diplomas were head teachers whose minimum qualification is a diploma while those with primary education were mainly members of SMC where no basic qualification is required. Additionally, respondents with diplomas and above exhibited a deeper understanding of the affairs of the education service delivery more than their

counterparts with primary education. Thus, this facilitated the research process and responsible for high response rate.

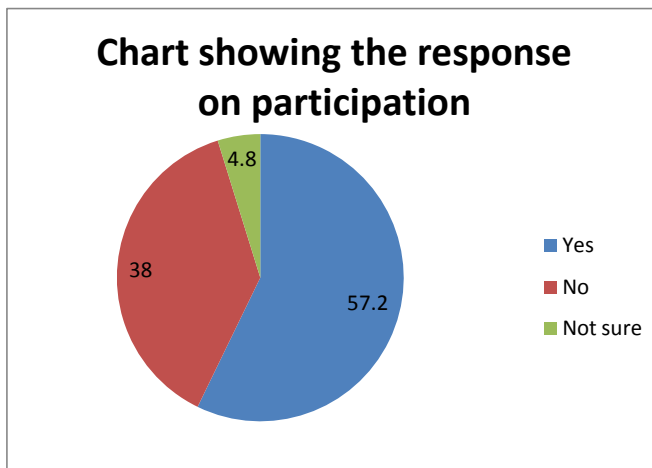
#### **4.3 The effect of Decentralization on Education service delivery**

This sub-section presents the research findings according to the main variables studied and the hypotheses outlined in chapter one. The presentation has provided both descriptive and inferential results.

##### **4.3.1 Objective one: The Effect of Political Decentralization on Education Service Delivery in Government aided primary schools in Nyondo Sub-County.**

To measure the relationship between Political Decentralization and education service delivery, the researcher had hypothesized the interaction to be statistically significant. The starting point was to explore the descriptive findings on questions which gauged aspects of political decentralization under the Local government context as shown below.

**Figure 4.3.1 showing the responses on participation**



**Source: Primary Data 2017**

The researcher explored elements of participatory planning as a means of ensuring transparency in the activities that pertain to education service delivery in the sub-county. Observably, the respondents revealed that needs identification is often done in an involving manner as evidently represented by 57.2% response rate as compared to the 38% of the respondents who said no. There were also a remarkable number of respondents who had mixed opinions on the identification of development needs in education at a response rate of 4.8%. This implied that most respondents seemed to agree that there is transparency in primary education service delivery. The findings from interviews were in agreement with this opinion and the common view established was that plans for delivering educational services are arrived at in an involving manner thus; qualifying transparency that they agreed was based on policy regulations. one of the respondents among the opinion leaders responded to the interview that there were always meetings like; Annual General Meetings of the schools (AGM), SMCs and Parent Teachers' Association (PTA) which allowed parents, education staff, community opinion leaders and other

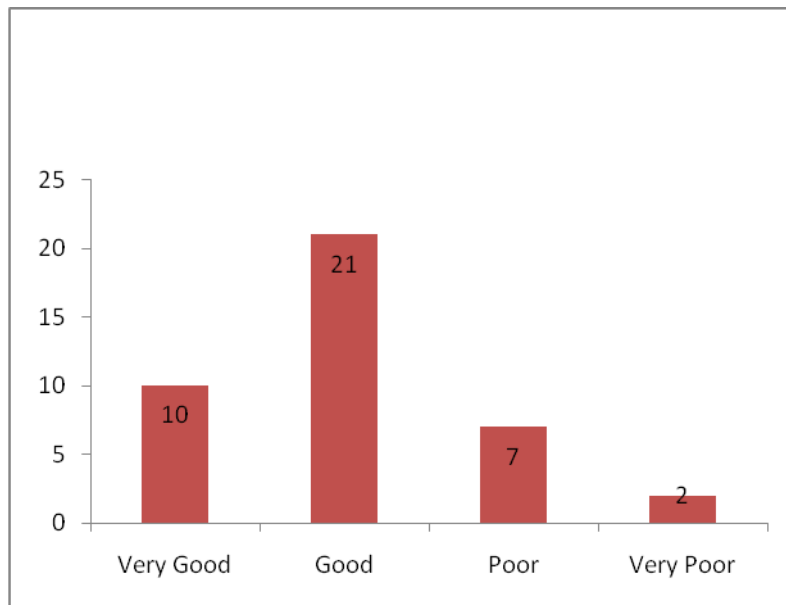
stakeholders to take part in identifying of the needed in education sector more so in primary government aided schools in Nyondo Sub-county. This was in line with what Kauzya(2004) argued while the general tendency has been that political decentralization/devolution is taken to be empowering local people to address their electoral practices in various legislatures, the concept actually stretches to cover a process of transferring decision making power from central government to citizens and their elected representatives to make plans regarding aspects beyond politics but which include general socio-economic development.

**The ways in which elected members give accountability to their electorates as far as delivery of education services in primary government aided schools in Nyondo Sub-county is concerned**

In response to this question, the respondents especially from the questionnaire and interviews conducted affirmed that while the community members are consulted by the elected members on what projects need to be implemented, the decision on where these projects are located is in most cases taken by them (elected leaders) in pursuit of strengthening their hold on the political mantle in preparation of the next election. For instance, projects such as classroom construction under SFG and PRDP were advanced by interviewees as examples where the need is usually expressed by community members but the elected leaders decide on the priority schools to benefit each financial year. During the FGD, one of the respondents also commented that even though elected leaders wrote reports after the accomplishment of most projects in different primary schools in Nyondo Sub-county and submitted them at the sub-county for accountability, what they always report is different from what is always on ground. He gave an example of substandard work which was common in construction of class

rooms and latrines in the existing schools yet the reports indicated that perfect work was done.

**Figure 4.3.2 showing the response on the transparency**

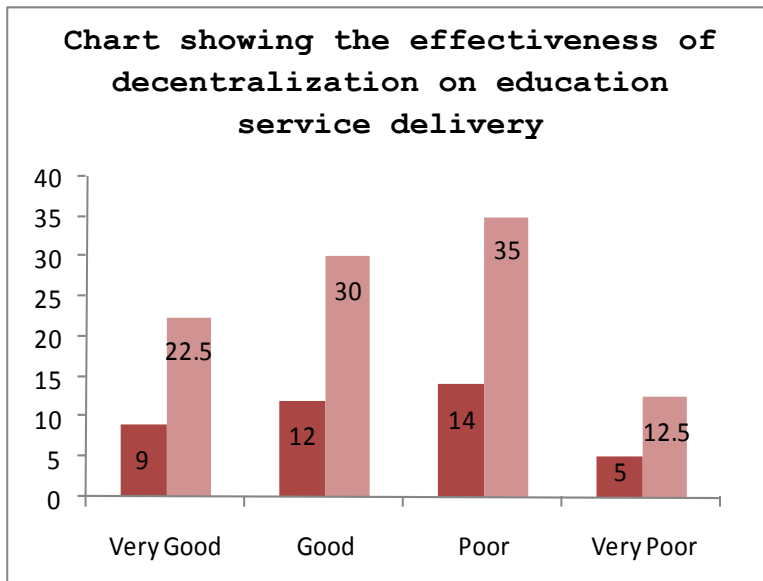


**Source: Primary Data**

From the figure above, the research clearly indicates that there were high variations in the responses regarding transparency in education service provision in the sub-county. This is showed by the response rate of 25%(10) agreeing that transparency is very good, 52.5% (21) rated it as very good whereas 17.5% (7) and 5% (2) of the respondents confirmed that it is poor and very poor respectively. This implied that most of the respondents seemed to agree that there is transparency in primary education service delivery in Nyondo Sub-county. The findings from focus group discussion were in agreement with this opinion. The common view established was that plans for delivering educational services are arrived at in an involving manner thus qualifying transparency that they agreed was based on policy regulations.

**The effectiveness of political decentralization in delivering education services in government aided primary schools in Nyondo Sub-County.**

**Figure 4.3.3 showing the effectiveness of decentralization on education service delivery**



*Source: Primary Data 2017*

Regarding how effective political decentralization is in delivering the education services in the government aided primary schools, responses

were as diverse as the respondents. There were mixed opinions as indicated in the figure above whereby different responses held different perceptions about the effectiveness of political decentralization in relation to education service delivery. This was showed by the highest percentage rate (35%) saying it was poor with 12.5% of them confirming that it was very poor. On the other hand, the response of those who agreed that political decentralization was effective stood at 22.5% and 30% saying very good and good respectively. Further investigation was carried out through FGD with sub-county staff. The responses were similar to those advanced by the political leaders who were unlikely to express an honest contrary opinion to the sub topic under study.

The reflections above on the opinions in the questionnaire correspond with the findings obtained through interviews where

it was affirmed that while community members are consulted on what projects need to be implemented based on the annual budgets the decision on where these projects are located is in most cases taken by elected leaders in pursuit of strengthening their hold on the political mantle in preparation for the next election. Projects such as class room construction under SFG and PRDP were advanced by interviews as examples where the need is usually expressed by community members but the elected leaders decide on priority schools to benefit each financial year.

#### **4.3.2 Objective two: The effect of administrative decentralization on education service delivery in government aided primary school in Nyondo Sub-County.**

Under this investigation, 4 questions were administered to the respondents to ascertain the effect of administrative decentralization on education service delivery in Nyondo Sub-county as explained below;

1. The ordinances passed by local councils at Nyondo Sub-County that support education service delivery in government aided primary schools and their effectiveness?

a) All parents should pay for their children to have meals at school during lunch time.

Across all categories of respondents, there was unanimity in response that this was passed as a bylaw at Nyondo Sub-county, however they added that due to the high amount of money that was required per every child to have meals in a single term failed them from observing that law, One of the community opinion leader during the FGD also said that the amount for every child to have meals at different primary schools in Nyondo Sub-County ranged from 35000/- to 45000/- shillings per term which made it hard for parents to afford more so, if one had more than one child in primary. They concluded that even if



this bylaw is in place, most children stay at school without any meal which affected their concentration and participation in class and even led to school dropouts.

b) All children who study in government aided primary schools in Nyondo Sub-county must dress in school uniform.

The respondents revealed this was the policy which was passed at Mbale district and also passed in Nyondo Sub-county as a bylaw; most Sub-County councilors responding to the questionnaire confessed that the law was passed to allow easy identification of students with their schools which could ease monitoring of these students both inside schools and outside school compounds. Also during the FGD, one of the community opinion leader in Nyondo Sub-County on 4<sup>th</sup>, April, 2017 responded that *"baluwa abana bawee khururatsika isomelo nga basomesa bashisomesa, nibatsa khubona tsifilimu ni mubutaale inga ibaali mu inifomu taa"* meaning that they were tired of their children escaping from schools to the nearby markets and video shows yet no one could identify whether they were students or not, this enabled them to dodge lessons which in return affected their performance and so he appreciated so much the introduction of this law. However some respondents pointed out the challenge that some parents still failed to afford uniforms for their children since they are poor and it limited the effectiveness of this law.

c) That every parent should provide his/her child of school going age with scholastic materials in Nyondo Sub-County

The respondents confirmed during the interview that ever since this law was passed at the Sub-County as a bylaw, it has had continued to be less effective due to the attitudes of some parents that since the primary schools are aided by the government, then the government could go ahead to fulfill every requirement for these children at schools. One head

teacher during the interview responded that, when they could send children home to collect the scholastic materials needed, the parents could take them back and accuse the school administration for corrupting government funds meant to provide those very materials. Yet through doing this, parents were encouraged to generate some funds in order to supplement on what the government provided as it was argued in literature review by Smoke et al (2001) that if parents mobilized supplementary local funding for school activities, the level of concern and involvement would increase thus enhancing accountability to the citizens by those responsible.

**The recruitment of teachers and head teachers and how it affected the quality of goods and services delivered in government aided primary schools in Nyondo Sub-County.**

On this question, the research findings indicate that the respondents had diverse opinions which reflect their varying experiences. In this regard, FGD results confirmed that the powers and authority to recruit teachers and head teachers is held at the District level whereby the District Education Officer determines which teacher or head teacher is posted where which is in agreement with Anderson J (2003) argument that administrative decentralization greatly focuses on transferring decision making authority, resource and responsibilities for the delivery of a selected number of public services from the central government to other lower local levels.. However, findings from interviews revealed that there are a lot of bureaucracy especially at the head quarter level (District) in getting services. In the long run prolonged bureaucracies coupled with inefficient schools staff undermine the quality of education services provided at various schools in the sub-county. This also explains Nyondo sub-county is among the worst performing sub-counties within the district in PLE. Additional to the above, one respondent

in Nyondo Sub-County on 3<sup>rd</sup>, April at 2:00pm said that "gavumenti iyewasi ikaba kimilimu khubasomesa bamanyihile ni bakhulu mu office wade nga ibandiahile khuwewa taa", meaning that the local government at times recruits teachers and head teachers not basing on merit but rather on their relationship with the high ranking workers in public services and this has affected the quality of goods and services delivered in government aided primary schools.

**Table 4.3.2: Showing the Rate of the nature of goods and Services and the effectiveness of Administrative decentralization in education service delivery in Nyondo sub-county**

Variables	Very good	Good	Poor	Very poor
The nature of goods and services	2 (5%)	30 (75%)	6 (15%)	2 (5%)
Effectiveness of administrative decentralization	5 (12.5%)	28 (70%)	5 (12.5%)	2 (5%)

**Source: Primary Data 2017**

The respondents' ratings of the nature of goods and services in government aided primary schools in Nyondo Sub-County. Showed that 5% agreed that they were very good, 75% agreed that they were good, 15% agreed that they were poor while 5% agreed that they were very poor. The ratings therefore implied that goods and services provided are generally good.

The other variable which was the effectiveness of administrative decentralization on education service delivery in primary was rated as follows; 12.5% said it was very effective, 70% said it was effective, 12.5% said it was ineffective while 5% said it was very ineffective. Therefore, most respondents in the questionnaire agreed that administrative decentralization was effective in education service delivery.

The study also investigated on whether goods and services offered in the services are based on local needs and also examining the effectiveness of administrative powers under decentralization. In this regard, 80% (Q1) and 82.5% (Q2) of the respondents agreed qualifying the idea that delegated or devolved powers to take decisions enables resource allocation based on actual needs of the consumers. Local leaders interviewed concurred that they have been able to supplement school furniture under the LGDP grant simply because they have the mandate to allocate resources according to the local priority list. In a way, service provision is aligned to local priority needs which enables service delivery in the education department.

#### **4.3.3 Objective Three: How fiscal decentralization affected education service delivery in government aided primary schools in Nyondo Sub-County.**

A total of 7 questions were administered to establish the effect of fiscal decentralization on education service delivery in Nyondo Sub-county. This tested how fiscal decentralization negatively affects primary service delivery in Nyondo Sub-county with a corresponding null hypothesis that there is no effect of fiscal decentralization on education service delivery.

In response to (item 10), most of the respondents confirmed in the questionnaire that the amount of funds allocated to each school in the Sub-County varied from school to school and depended on the needs a particular school had. One of the Sub-County Technical Team members in Nyondo on 5<sup>th</sup>, April, 2017 noted that every project to be sponsored must have been planned and incorporated in the Sub-County work plan and development plan, implying that the school which had many projects to be worked on received the largest portion of funds.

The respondents were asked in (item 11), whether the budgeting of education services in the Sub-County also reflected the needs of government aided primary schools in Nyondo Sub-County. Most respondents also agreed during the interview that the budgeting was effective towards meeting the needs of schools since it was always done basing on the needs or projects to be carried out.

It was asked in (item 12), about funds released by the centre for primary education service delivery, their timeliness. Findings were that 74% of the respondents agreed that funds from the centre come late, as opposed to 26% who said the funds come in time. Similarly, the inadequacy of the central government grants let alone their un-timeliness implies that funds are hardly available to meet obligations that enhance service delivery in the education sector in Nyondo sub-county. Respondents decried for example, the severe effects caused by delays in UPE grants to primary schools. They noted that schools go without scholastic materials thus making teaching/learning a nightmare. This coupled with the earlier observation made on inadequacy of local revenue confirms that fiscal decentralization has not sufficiently enabled the sub-county to sustainably provide services in the primary sector in the absence of central government releases thus affecting service delivery in Nyondo Sub-county.

When respondent were asked about the conditions attached to the funds received from the central government affected the implementation of education related activities (item 13). Most of the respondents when responding in the questionnaire and to interviews agreed that the conditions attached to funds received from the centre affected implementation of education services. This concurs with Smoke (2001) argued that the governing elite in central government ministries that control substantial resources are often reluctant to devolve and share

fiscal powers to autonomous local authorities for fear of loss of power and wealth inherent in meaningful decentralization. One of the respondents gave an example where some schools needed latrines and it was indicated in the Sub-County Development Plan, however before the government released funds, Politicians intervened and constructed for those schools latrines. So when the funds came later, it could not be diverted to do other needs in these school other than taking it to other schools in the sub-county facing the same problem of latrines because the fund were conditioned to cater for construction of latrines. The above assertions by respondents were contrary to what Musgrave (1959) argued in literature that fiscal decentralization gave full powers to local governments to plan, distribute and allocate funds without interference from the center since in local government and Nyondo Sub-county as an example, some funds were subjected to conditions from the central government.

In response to (item 14), when the respondents were asked about the accountability of funds received by leaders in government aided primary school in Nyondo Sub-County. Most of the response made in a questionnaire and during interview reflected that accountability was always made where the leaders in those schools gave reports during the AGM, PTA and reports of projects done in the schools to the Sub-County.

Regarding to the opinion about efficiency and effectiveness of goods and services provided in education sector at the sub-county (item 15), 26% of the respondents disagreed or strongly disagreed as opposed to 49% who believe that there is value for money in the goods and services provided.

The findings through discussions and interviews also revealed that classrooms constructed as well as the pit latrines are damaged shortly after completion implying that shoddy work is

usually done. However, given that 25% of the respondents were undecided on whether or not value for money is realized out of the goods and services offered in education sector and this overriding feeling expressed during interviews, it was inferred that respondents are apprehensive of the quality of outputs from the sector hence no value for money.

On whether the plans developed at Nyondo Sub-County reflected the needs of people regarding education service delivery (item 16). The respondents in the questionnaire and interview affirmed that plans developed at the Sub-County reflected the needs of the community in regard to education service delivery in government aided primary schools. One of the respondents confirmed that since the identification of community needs more so in the education department was done in the participatory manner before they could incorporate them in the Sub-County Development Plan, then most of the education needs reflected the needs of the community

## **Conclusion**

This chapter has presented the information about the introduction of chapter two, the effect of political decentralization on education service delivery in government aided primary schools, the effect of administrative decentralization on education service delivery in government aided primary schools and finally, the effect of fiscal decentralization on education service delivery in government aided primary schools. Then some measure suggested within those very themes on how to improve on education service delivery in government aided primary schools in Nyondo Sub-County.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains the summary to major research findings, brief discussions with cross referencing, conclusions and recommendations. The recommendations presented are in line with research findings and therefore, the study objectives and hypotheses. The chapter also highlights the contribution to the body of knowledge and the suggested areas which future researchers can undertake to understand the aspects of education service delivery in government aided primary schools in Nyondo Sub-county.

#### **5.2 Summary of findings**

The study findings established that three dimensions of decentralization namely; political, administrative and Fiscal have a weak explanatory power on education service delivery in Nyondo Sub-county.

##### **5.3.1 Political Decentralization and education service delivery in Government Aided Primary schools in Nyondo Sub-county.**

- ❖ In accordance with the field findings of the study, it was asserted that community needs in Nyondo Sub-County regarding education service delivery was done in the participatory manner by involving all stakeholders in government aided primary schools.
  
- ❖ It was further noticed that even if identification of community needs in education sector was participatory, there was incidences of political interferences whenever it came to their allocation and implementation. The



elected councilors made sure that such needs were allocated in their electoral areas in order to strengthen their mandate for the next elections.

### **5.3.2 The effect of administrative decentralization on education service delivery in Government Aided Primary schools in Nyondo sub-county**

- ❖ Administrative decentralization was rated to be good towards improving service delivery in government aided primary schools in Nyondo. However, the major bottlenecks from the findings included; failure by parents to abide by the ordinances passed to support education service delivery due to poverty and negative attitudes towards them, then poor monitoring and implementation of those ordinances.
  
- ❖ What comes out clearly was that of recruitment of teachers and head teachers, the findings asserted that in most cases, this was not based on merit but rather on personal relationship one had with those in high ranking offices in public offices and that this affected service delivery in schools.

### **5.3.3 The effect of Fiscal decentralization and education service delivery in Government Aided Schools in Nyondo sub-county**

- ❖ Results dealt with from the findings indicated that budgeting of education needs represented the needs of government aided primary schools. However, funds always came late to cater for such needs which always interfered with their implementation. In addition to the following, the condition attached to the funds received from the central government also affected the implementation of education services
  
- ❖ Effective service delivery in education as much as in other sectors calls for expanded own source revenue in

the sub-county. This can enhance independence of local authorities and also assist in building local capacities in their fiscal management.

### **5.3 Conclusions**

In conclusion, it was evidenced that identification of community needs in the education sector, was done in an involving manner. However, the problem raised from the way those needs were implemented and the accountability part of it, On this note, it was discovered from the findings that even though elected members consulted community members on what projects to be worked upon in education sector, the decision on where these projects were to be located was always taken by themselves to strengthen their hold on political mandate in preparation of the next elections. Therefore, there was need to eliminate political interference in education service delivery.

Furthermore, it was observed that ordinances passed by local councils that supported education services existed, but it was noticed from findings that parents failed to observe them due to poverty, negative attitude and perceptions. In addition, recruitment of teachers and head teachers was done at the district level as recommended, although the findings indicated that it was in most cases not based on merit but rather on personal relationship ones had with those in higher ranking offices in public service. As regard to the study findings, the nature of goods and services offered in government aided primary schools in Nyondo was rated to be good. However, there was existence of substandard work whenever it came to construction of educational structures. It was suggested that monitoring and supervision by education administrators, local councilor in Nyondo Sub-County and the community opinion leaders be enhanced to solve that issue.

Despite of the various challenges affecting education service delivery in government aided primary schools in Nyondo Sub-County. Nyondo Sub-County operating under decentralized system has made several effects to improve on service delivery in the education sector aspect in the following ways; improved accountability of all stakeholders in the education sector, improved on the service delivery in government aided primary schools were class rooms, boreholes and offices were constructed and increased involvement and participation of the community towards needs identification in the education sector.

#### **5.4 Recommendations**

- ❖ Politically, there is need for Nyondo Sub-county lower local government to strengthen her policy organs so that the legislative structures can draw policy frameworks that should guide effective primary education service delivery in government aided primary schools.
- ❖ It is vital that the sub-county ensures that resources delegated to them generate sufficient value for money. This will sustain a steady flow of resources as inputs for service delivery through a linear relationship with the district.
- ❖ Local communities in the sub-county should be sensitized to appreciate that their contribution towards primary education service delivery is an absolute necessity. It is through these contributions that community members will have serious commitment towards service delivery mechanisms in the education sector of the Nyondo sub-county.
- ❖ The sub-county should regularly and effectively utilize appraisal reports to improve performance levels of staff. This should guide capacity building among staff and where

is observed as not trainable then retrenchment should be employed because human resource competencies are critical in the education sector in the Nyondo sub-county.

- ❖ Policy makers as well as implementers should always allow people participation in addressing their plight since greatly culminates into heightened sense of ownership. This significantly addresses the local needs including the magnanimous education service concerns and Nyondo sub-county should make this a hub of service provision in education within government aided primary schools.
- ❖ The research recommends that improved primary service provision can most effectively be achieved with intensified stakeholder monitoring and supervision. Thus, necessary skills should be imparted in these stakeholders especially members of school management committees to compliment the education inspectorate.
- ❖ In as far as Fiscal Decentralization is concerned, the sub-county authorities should ensure that local capacities exist to plan, absorb and account for resources assigned to them by the District/Central government. This has a luring effect on development partners to operate in the sub-county hence attracting more resources for education service delivery in the sub-county.

### **5.5 Suggestions for further research**

The prospective scholars may consider covering the uncovered factors such as;

1. The effect of skilled manpower on education service delivery

2. The impact of the prevailing political interference on education service provision
3. The contribution of attitudes and levels of motivation of service providers on education service delivery

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**APPENDIX A: QUESTIONNAIRE  
DECENTRALIZATION AND SERVICE DELIVERY IN GOVERNMENT AIDED  
PRIMARY SCHOOLS IN NYONDO SUB-COUNTY**

**QUESTIONNAIRE FOR STAKEHOLDERS IN EDUCATION DEPARTMENT IN THE  
SUB-COUNTY**

Dear Respondents,

Warm greetings.

You have been strategically but randomly selected as a critical participant in the study on "decentralization and education service delivery in government aided primary schools in Nyondo Sub-county". Your responses to this questionnaire have a great effect on the successful completion of this course and contribution on the knowledge base on the subject of the study. All information provided in this instrument is basically for academic use and will be retained as confidential.

Thank you a great deal.

.....

Wangisi Sam

**Bachelors in Ethics and Development Studies (BEDS)**

**Instructions:** Kindly fill in the appropriate answer in the space provided, tick or and write in the space provided

**Section A: RESPONDENTS' BIO- DATA**

**1. Sex of the respondents**



a) Male

b) Female

**2. Age bracket of the respondents in years**

a) 20-29

b) 30-39

c) 40-49

d) 50-59

e) 60 and above

**3. Education level**

a) Primary

b) Secondary

c) Diploma

d) Degree

e) Masters and above

**4. Marital status**

a) Married

b) Single

c) divorced

d) Separated

**5. Religious affiliation**

a) Catholic

b) Muslim

c) Anglican

d) Pentecostal

e) Non

**6. Category of occupation**

a) Sub -County Technical team

b) Sub -County Councilors

c) Headquarter education staff

d) Parish technical staff

e) Primary head teachers

f) Chairperson of SMCS

g) Community opinion leaders

**Section B:** The effect of political decentralization on education service delivery in Government aided primary schools in Nyondo Sub-County.

1. Are the community needs in Nyondo Sub-County especially in government aided primary schools identified through participatory approaches?

Yes

No

c) If yes, which approaches are these?

a. ....

b. ....

2. In what ways do the elected members give accountability to their electorates as far as delivery of education services in primary government aided schools in Nyondo Sub-county is concerned?

.....

.....

3. In your opinion, how do you rate the level of transparency in the delivery of education services in government aided primary schools in Nyondo Sub-County?

a) Very good

b) Good

c) Poor

d) Very poor

4. How effective has political decentralization been in delivering of education services in government aided primary schools in Nyondo Sub-county?

a) Very Good

b) Good

c) Poor

d) Very Poor

**Section C:** The effect of administrative decentralization on education service delivery in government aided primary school in Nyondo Sub-County.

5 a) what are some of the ordinances passed by local councils at Nyondo Sub-County that support education service delivery in government aided primary schools?

- a. ....
- b. ....
- c. ....

b). How effective are the above ordinances in supporting education service delivery in government aided primary schools in Nyondo Sub-County?

..... . .  
..... . .  
..... . .  
..... . .

6. How has the recruitment of teachers and head teachers affected the quality of service delivered in government aided primary schools in Nyondo Sub-County?

.....  
.....  
.....  
..... .

7. How would you rate the nature of goods and services provided to government aided primary schools in Nyondo Sub-County?

- a) Very good
- b) Good
- c) Poor
- d) Very poor

8. How effective has administrative decentralization been in delivering of education services in government aided primary schools in Nyondo Sub-county?

- a) Very Good
- b) Good
- c) Poor
- d) Very Poor

**Section D:** How fiscal decentralization affects education service delivery in government aided primary schools in Nyondo Sub-County.

9. (a) Do the plans developed (Sub County development plan) reflect the needs of people as far as education service delivery in government aided primary schools in Nyondo sub-county concerned?

Yes  No

b) If yes, how effective are they?

.....  
 .....

10. (a) Does the budgeting of education services represent the needs of government aided primary schools in Nyondo Sub-County?

Yes  NO

(b) If yes, how effective is it towards meeting the needs of these schools?

.....  
 .....

11. How long does it take for the sub-county to receive funds for the implementation education activities in government aided primary schools in Nyondo Sub-County?

.....  
 .....

12. How much funds does each government aided primary school in Nyondo Sub-County receive on quarterly basis to support education activities?

.....  
.....  
.....  
.....

13. How do the conditions attached to funds received from the central government affect the implementation of education related activities in government aided primary schools in Nyondo Sub-County?

.....  
.....  
.....

14. What is your opinion about accountability of funds received by leaders in government aided primary schools in Nyondo Sub-County?

.....  
.....

15. In your opinion, how would you rate the efficiency of education services provided in government aided primary schools in Nyondo Sub-County?

- a. Very good
- b. Good
- c. Poor
- d. Very poor

16. How effective has fiscal decentralization been in delivering of education services in government aided primary schools in Nyondo Sub-county?

- a) Very Good
- b) Good
- c) Poor
- d) Very Poor

## **APPENDICES B**

### **Interview Guide**

#### **UGANDA MARTYRS UNIVERSITY**

##### **INTERVIEW GUIDE FOR STAKE HOLDERS IN EDUCATION DEPARTMENT.**

**TOPIC: DECENTRALIZATION AND EDUCATION SERVICE DELIVERY IN GOVERNMENT AIDED PRIMARY SCHOOLS IN NYONDO SUB-COUNTY, MBALE DISTRICT.**

This interview guide will generate information to a study that will lead to the award of a Bachelor of Social Arts and Social Science offered at Uganda Martyrs University and its meant to (establish the effect of political decentralization on education service delivery, explore the effect of administrative decentralization on education service delivery, examine how fiscal decentralization affects education service delivery, identify the challenges faced in effective service delivery of education services and possible recommendations to improve on education service delivery) in government aided primary schools in Nyondo Sub-County, Mbale District.

#### **Instruction**

- Please be very sincere in order to make a research study success
- Please read all question before making your response since they are interrelated

**SECTION A**

- 1.1 Age.....
- 1.2 Marital status.....
- 1.3 Level of education.....
- 1.4 Occupation.....
- 1.5 Sex.....
  
- 5. What are some of the approaches used in indentifying community needs in Nyondo Sub-county specifically in government aided primary schools?
- 6. In what ways do the elected members give accountability to their electorates as far as delivery of education services in primary government aided schools in Nyondo Sub-county is concerned?
- 7. How is the management of staff and its performance been in government aided primary schools in Nyondo Sub-county?
- 8. In your opinion, how do you rate the level of transparency in the delivery of education services in government aided primary schools in Nyondo Sub-County?
- 9. How has the recruitment of teachers and head teachers affected the quality of service delivered in government aided primary schools in Nyondo Sub-County
  
- 10. How would you rate the nature of goods and services provided to government aided primary schools in Nyondo Sub-County?

11. How much funds does each government aided primary school in Nyondo Sub-County receive on quarterly basis to support education activities?
12. How long does it take for the sub-county to receive funds for the implementation education activities in government aided primary schools in Nyondo Sub-County?
13. What is your opinion about accountability of funds received by leaders in government aided primary schools in Nyondo Sub-County?
14. In your opinion, how would you rate the efficiency of education services provided in SA government aided primary schools in Nyondo Sub-County?
15. How effective has decentralization policy been towards delivery of education services in government aided primary schools in Nyondo Sub-county?
16. What other recommendations do you propose to improve education service delivery in government aided primary schools in Nyondo Sub-County?



## APPENDICES C

### FOCUS DISCUSSION GUIDE (FDG)

#### UGANDA MARTYRS UNIVERSITY

#### FOCUS DISCUSSION GUIDE FOR STAKE HOLDERS IN EDUCATION DEPARTMENT.

#### TOPIC: DECENTRALIZATION AND EDUCATION SERVICE DELIVERY IN GOVERNMENT AIDED PRIMARY SCHOOLS IN NYONDO SUB-COUNTY, MBALE DISTRICT.

This Focus Discussion Guide(FDG) will generate information to a study that will lead to the award of a Bachelor of Social Arts and Social Science offered at Uganda Martyrs University and its meant to (establish the effect of political decentralization on education service delivery, explore the effect of administrative decentralization on education service delivery, examine how fiscal decentralization affects education service delivery, identify the challenges faced in effective service delivery of education services and possible recommendations to improve on education service delivery) in government aided primary schools in Nyondo Sub-County, Mbale District. **Instruction**

- Please be very sincere in order to make a research study success

**SECTION A**

1.1

Age.....

1.2 Marital status.....

1.3 Level of education.....

1.4 Occupation.....

1.5 sex.....

1. What are some of the approaches used in indentifying community needs in Nyondo Sub-county specifically in government aided primary schools?
2. In what ways do the elected members give accountability to their electorates as far as delivery of education services in primary government aided schools in Nyondo Sub-county is concerned?
3. How is the management of staff and its performance been in government aided primary schools in Nyondo Sub-county?
4. In your opinion, how do you rate the level of transparency in the delivery of education services in government aided primary schools in Nyondo Sub-County?
5. How has the recruitment of teachers and head teachers affected the quality of service delivered in government aided primary schools in Nyondo Sub-County

6. How would you rate the nature of goods and services provided to government aided primary schools in Nyondo Sub-County?
  
7. How long does it take for the sub-county to receive funds for the implementation education activities in government aided primary schools in Nyondo Sub-County?
8. What is your opinion about accountability of funds received by leaders in government aided primary schools in Nyondo Sub-County?
9. How effective has decentralization policy been towards delivery of education services in government aided primary schools in Nyondo Sub-county?
10. What other recommendations do you propose to improve education service delivery in government aided primary schools in Nyondo Sub-County?

**THANK YOU AND MAY GOD BLESS YOU ABANDANTLY**