

ADMINISTRATIVE DECENTRALISATION AND EDUCATION SERVICE DELIVERY IN UGANDA: A CASE STUDY OF RUKUNGIRI DISTRICT

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ABSTRACT : The study investigated administrative decentralization and education service delivery. Rukungiri District was used as a case study. The purpose of this study was to examine the effect of administrative decentralization on education service delivery in Rukungiri District. Administrative decentralization was conceived as independent variable and education service delivery as dependent variable. The objectives of the study were: to examine the relationship between decision making and education service delivery, to establish the relationship between monitoring and inspection and education service and to establish the relationship between staff recruitment and education service delivery. Data was collected using questionnaire and interview guide. Both descriptive and inferential statistical techniques of analyses were used. The study revealed a moderate significant relationship between decision making and adequate classroom blocks and adequate teachers. The study also revealed a significant relationship between decision making and adequate facilities in schools. The study further revealed weak relationship between staff recruitment and adequate facilities. The study further revealed a weak relationship between staff recruitment and adequate classroom blocks. The study findings also revealed a significant moderate relationship between monitoring and inspection and adequate teachers. The study further revealed a significant moderate relationship between monitoring and inspection and adequate facilities at school. The study concluded that decision making has a moderate relationship with the quality of classroom blocks as well as adequate teachers. This analysis shows that if decision making is enhanced, performance of pupils is likely to improve. The study concluded that enhancing monitoring and inspection in schools significantly improves education service delivery in terms of quality teaching and facilities at schools. The study recommends that monitoring and inspection by the stakeholders in the district that includes district officials, parent teachers associations, teachers as well as Ministry of education officials should be enhanced.

Keywords-administrative decentralization, education service delivery, Uganda.

I. INTRODUCTION

In Uganda, decentralization of schools started in 1924, during the missionary era when supervisory duties and responsibilities were entrusted to religious leaders (Nambassa, 2003). This was because most schools belonged to missionaries and their Arab counterparts. Decades later, an education department was established with the main objective of inspecting schools countrywide. At present, the Ministry of Education (MOE) in Uganda still maintains its supervisory roles through Education Standard Agency (ESA) and supervisors are required to exhibit their competence, tactfulness, sincerity and integrity in their work (Nambassa, 2003). Decentralization in education is traced from the earlier American comparative Education Systems. In America a statute was adapted in 1954 that empowered selected men of towns to be responsible for appointing teachers of sound faith and morals Okumbe (2007). Nambassa (2003) has it that decentralization of education was manifested in the pre-colonial education. The 1952 – 53 DeBunsen education commission recommended that district councils take over the controls of primary schools and the prime factor being to improve the quality of education.

The 1927 education ordinance further delegated powers to School Inspectors, District Education Officers without any warning to find out whether the teachers were doing their work. Ssekemwa, (2001) argued that the 1970 education act led to decentralization of education taking a different direction of helping teachers (support) to solve teaching learning problems and involving them in curriculum change.

Uganda's initial experimentation with decentralization was associated with the colonial Government, and did not survive independence from Great Britain. During British rule, elected local officials were permitted by the colonial administration as a measure to contain pressures for a full independence. By the time of independence in 1962, Uganda had a system of local governments, responsible for significant expenditure functions, although effective administrative control was retained by the center through the district commissioners. This effectively deconcentrated system was, however, dismantled shortly after independence, and replaced by a centralized administration in which the sub national authorities played only minor implementation roles. (Steffensen, et al., 2004 as cited in Ahamad and Brosio, (2006).

The end of the civil war in 1986 reopened the door to decentralization. This goal which the new government of the National Resistance Movement (NRM) quickly adopted through a radical reform—facilitated the reconciliation of political ambitions for all previously warring factions, becoming a cornerstone of a new governance model. Thus, as early as 1987, the government introduced political decentralization by establishing "Resistance Councils" (1993 Resistance Council Statute) at all sub national government levels, with the objective of increasing local participation in the decision-making processes and strengthening democracy. The program was formalized in 1993 through the issuance of the Local Government Statute. In 1994, as the major legislative initiatives were being formulated and expenditure functions delegated, the central government employees working in the local governments officially became local employees, and hence accountable to them. These legislative processes were enshrined in the 1995 Constitution and later in the Local Government Act of 1997. Subsequently, the size of the central government was reassessed in light of the shift of many functions from the center to the local authorities.

Uganda's administrative decentralization followed the political decentralization. The main goal of administrative decentralization was to build managerial capacity at the local level, to increase transparency, efficiency and accountability in service delivery (Ahamad and Brosio, 2006). The program devolved responsibility for a large number of key public services to the local level, including primary education and health services, and only with few exceptions such as security and defense. While the staff were transferred from central to local control, the center retained important financing controls, as well as an ability to determine and require spending, resulting in unfunded mandates (Ahamad and Brosio, 2006).

The most important services which were transferred to the districts in 1993 were primary education, primary health care, feeder roads and agricultural extension. Those local authorities, which were given additional responsibilities for services such as hospitals and secondary schools, were given additional funding. Only the recurrent budget has been decentralized while the development one, which is funded mostly from external sources, remains with the central government (Cotton, 2011). Even with decentralization, services with education sector such as monitoring, recruitment, participation of all education sector stakeholders remain wanting.

Context

Following the introduction of Universal Primary Education (UPE) in 1997, pupils and teacher numbers have risen considerably. Central government has been faced with mounting education costs, above all the rising teachers' wage bill, which it does not have the financial resources to meet (World Bank, 2002; Nakabugo, et al 2008). Local governments have been charged with the responsibility of delivering UPE services like staffing, school inspection, logistics management, yet receive insufficient grants from the centre to do so, and lack the power to raise funds themselves, due to the lack of fiscal decentralization, political interference (Saito, 2000).

At Independence in 1962, Rukungiri District was part of the Kigezi District. In 1974, Rukungiri District was created under the auspices of taking services nearer to the people. By then it was called North Kigezi District until 1980 when the name was changed to Rukungiri District. It is one of the 14 districts that were selected in 1993 for the second phase of decentralization. Since its creation and particularly after decentralization, the district has gone through significant successes to establish itself on a firm ground especially with regard to improved management and planning capacity and participation of communities in the development process. In 2001, the greater Rukungiri gave birth to Kanungu district thus reducing the district to only 2 counties; Rujumbura and Rubabo.

The district has 1162 Government aided Primary Schools and 61 private schools with an enrolment of 62585 girls and 31144 boys. The girls constitute 57% of the total enrolment. There are 1846 primary school teachers. Of these 947 male and 715 are female. Female teachers constitute 43% of the teaching force. The teacher pupil ratio is 1:39 while the textbook pupil ratio is 2:1. The primary completion rate is 48% and the percentage of girls in P.7 is 55%. There are 906 permanent school classrooms and 478 Semi-permanent. There are 34 permanent houses of teachers and 173 Semi-permanent houses (Rukungiri District Development Plan, 2011). This creates a big problem of accommodation for teachers and hence an impending challenge.

The district is faced with many challenges that include acute shortage of teachers' accommodation at schools. Most of the teachers travel long distances from their homes to the Schools and this has created high levels of late coming especially when it rains in the morning before the schools open.

II. PROBLEM STATEMENT

Administrative decentralisation in education Service delivery was mainly to improve on the access and quality of education services in lower local level governments (Bashaasha, et. al. 2008). Administrative decentralisation practices in Uganda are reflected in the decision making in the department of education in Local Governments. All the three functions in the districts are top down whereby the major decisions affecting education are made by the district full council made up of politicians and technical staff. Other decision making structures at the top level are the executive committee (*The Local Government Act 1997*). Inspection and monitoring and staff recruitment are also mostly done at the districts, with lower officials only left to implement what has been put in place at the top level. The top level administration has put in place an administrative hierarchy which has developed channels of communication between local levels of institutions on one hand and higher top government leaders on the other with the intention of improving services.

Despite of the above, in Rukungiri District the quality of education services is still wanting. This is reflected in reduced PLE performance grade ones, inadequate sanitation facilities for the girl child in schools, increased dropouts, inadequate teaching and Learning facilities. Furthermore, the 2010/11 financial year education outputs indicate few monitoring visits (2 out of actual 4), few SMC meetings held (80 out of actual 486), inadequate furniture delivered to planned schools (800/1000), and inadequate utilization of instructional materials at 70% (Rukungiri District Development Plan 2007-2011). This could be attributed to prevailing challenges in respect to decision making, monitoring and supervision and staff recruitment structures in the district. If this situation persists, half baked students, increased school dropouts, poor grades, deteriorating quality of teaching staff and consequently poor quality education service delivery will be in the district. This situation has prompted the researcher to investigate the effectiveness of administrative decentralization on education service delivery in Rukungiri.

III. LITERATURE REVIEW

Decision making and Education Service Delivery

Within the last two decades there has been a big push by international development agencies to make decentralised governance a key part of reforms to improve education service delivery in developing countries (Naidoo 2002; De Grauwe et al., 2005). This increasing policy shift is usually based on the assumption that decentralised systems are leaner and therefore better at responding to local needs. Within the local community context, shared educational concerns, such as persistent dropout, high pupil absenteeism, and utilisation of school fees are expected to galvanize community and local government action (Chapman, 2000). Decentralisation of education service delivery, as is argued, can produce greater community pressure for transparency and accountability in school management (Chapman, 2000). In Ghana, for example, education decentralisation has been presented as the vehicle for strengthening management efficiency and accountability by locating critical decision-making of education matters at the district level. Decision making that characterizes decentralized education is expected to improve service delivery by providing real education needs and solving basic education problems at school and community level (Government of Ghana, 2000:35).

In Malawi, the government hoped to improve the management of education through greater decentralisation of educational decision-making: "Given that improved planning and management thrive better in situations characterized by reduced centralisation of decision-making; the Government will support efforts aimed at promoting decentralised administrative structures and the participation of stakeholder groups in educational decision-making". This implied that presence of decentralized decision making structures such as school management committees, parents teachers association on various education issues affecting education would lead to improved service delivery through improved planning and management of education at localized levels up to school and household/family level on issues such as teachers, classroom facilities and classroom blocks, parents attitudes towards educating their children especially girl children among others (MoESC, 2000:6 cited in Davies et. al., 2003).

Decentralization places more demands on local institutions, schools and in particular head teachers (Chapman, 2000). Local government systems lacking in human resource capacity, usually have restrictions placed on their responsibilities under decentralised regimes (e.g. Malawi). But, instead of seeing local governments as inefficient and lacking capacity for responsive decision-making, we would argue that it is better to look for potential and opportunities within these systems that can boost their institutional capacity and sensitize them into adapting their operations to meet the challenges of improving access and quality in schooling. This meant the current decentralized education system has placed more responsibilities to the local

community owned education structures to make decisions on issues affecting education service in their respective schools. This has to some extent promoted service delivery since the local decision making structures make appropriate decisions basing on the education problems affecting their areas of jurisdiction with the intention of having education services improved to the required standards (Akyeampong, 2004).

Decentralization moves decision-making closer to the people and may give them greater say in primary schooling decisions as well as greater ability to hold service providers accountable. Whether it leads to improved education is more debatable. In principle, schools are empowered to determine their own priorities and to develop their own school reforms to improve teaching and learning. Hendry asserts that “In practice, weak management capacity, insufficient funding, inadequately trained teachers, and weak system support make it difficult to realize the positive potential of decentralization”. The empirical research evidence on education decentralization is mixed but frequently shows that increasing parental participation in school governance, giving teachers the right to select their own textbooks, and granting school directors the authority to recruit teachers contribute positively to education quality hence improved education service delivery. The above assertion however is generalized, leaving one wondering whether schools in Rukungiri district local government have been adequately empowered to make their own localised decisions involving all relevant stakeholder – teachers, head teachers, SMCs. Therefore the study was intended to establish the level of decision making that has been accorded to the schools in Rukungiri district and how this had led to improved service delivery in the education sector (Hendry, 1995).

Administrative decentralization has been intended to foster better management through effective service delivery for the intended local beneficiaries-the local community. The importance of administrative decentralization on education service delivery has been to improve service delivery to the local people (Conveyors, 2006). The devolution of functions and powers to the decentralized local government units seems to have been done on paper other than facilitating such powers with the needed resources and capacity to make autonomous decisions. It is no wonder that the state of service delivery of education still leaves a lot to be desired as far as decision making, monitoring and inspection and staff recruitment functions are concerned (Steffen et al, 2004). This implied that for autonomous decision making by local community on education issues to take place, there must full devolution of powers and functions facilitated by adequate and relevant resources and capacity to monitor, make decisions and recruit better staff to run the school. This as given by Steffen et al, 2004 has not been possible, one of the reasons being inadequate facilitation of the local community and partial devolution of functions and powers to act independently which negatively impacted on service delivery in most schools in most of the affected districts. On whether this was prevalent and common in Rukungiri district was a subject of debate which the study was intended to address in order to find out how it had impacted on service delivery in education.

Investment decisions and Service Delivery

In some West African systems the aspect of devolution practiced sees elected local authorities being given a number of responsibilities such as the construction, equipment and maintenance of basic schools (World Bank 2004; De Gauwe et al., 2005). What is mostly lacking is the authority and capacity of local authorities to restructure their systems so that they can provide more efficient delivery of services (Chapman 2000). Initiatives to decentralise school governance, for example, often leave out crucial decision-making responsibilities, for example, the power to allocate resources for context-specific needs. A good example is the introduction of capitation grants for schools to manage their own affairs. Its provision is mostly based on a uniform allocative formula usually determined at national level. According to this assertion, decision making on issues of investment at school level is almost not decentralized in most Ugandan schools and in other developing countries, yet the local authorities have different education investment needs in different localities and schools which should be addressed differently. The failure to fully empower local authorities to make investment decisions has seen education service delivery being adversely affected through uneven distribution of resources, failure to address priorities of different schools and the set up investments not fully supported by the local authorities – the beneficiaries inclusive. This challenge seems to cut across all local governments in the area of education services although the magnitude differed from one district to another. The study thus sought to find out whether this challenge is much felt in Rukungiri district schools and how it has affected education service delivery.

The literature presents education decentralisation in developing countries as burdened by bureaucratic bottlenecks reflecting a reluctance to allow lower levels of government complete autonomy over administrative and resource management (De Grauwe et al., 2005). But, it also explains why decentralisation falters in many of these countries. Reluctance to devolve key decision-making is sometimes explained as the cause of weak human resource capacity and poor accountability procedures. The work of Davies et al., (2003:150) in Malawi clearly illustrates this problem, where a pilot district that was receiving donor funding faced the problem of having a ‘minimum baseline numbers of staff in a decentralised office which enable joint decision-making, functional

meetings and delegation of routine duties.” More often bureaucratic procedures have affected or delayed service delivery in local governments characterized by delayed decision making and approvals on which areas need investments. This kind of administration is contrary to the policy intentions of decentralizing education services, being to extend services nearer to the people and in a timely manner. The study found out whether this tendency of following the bureaucratic procedures in decision making in the area of investment is still prevalent in Uganda and Rukungiri district in particular how it affects education service delivery in the long run.

Decision-making challenges can also derive from difficulties in altering traditional lines of authority. In Ethiopia, for example, a hierarchical institutional arrangement in decentralisation ‘prevented lower level government agencies from making legitimate allocative choices’ that would have seen schools enjoying substantial share of public expenditure allocated to primary schools (World Bank, 2001). This means that complete autonomous decision making on issues of investment from the centre is still difficult to achieve and this sometimes negatively affects education service delivery in local governments. Yet leaving autonomous decision making on investment issues at local level would best yield better results in terms of better education outputs at school level given that each locality and school has its own different education investment needs. The study aimed at assessing the level at which decision making function has been allowed by the central government to the local governments on issues of investment at school level and how it has affected education service delivery in Rukungiri district schools.

With new constitutional mandates giving local education authority fiscal power to manage schools (i.e. build, maintain and manage schools), as has happened in places like Uganda and Ghana (Naidoo 2002; Akyeampong, 2004) the opportunity to redistribute authority to the local level has increased, but so have the expectations. This kind of arrangement to a greater extent has led to creation of awareness and increase in local concern and action to address problems of education at the local level by community members that are affected. However it remains uncertain on whether allocation of fiscal authority to the local authorities has been fully done especially in the area of decision making on investment concerns of their respective schools in Rukungiri district and whether it has led to tangible results in education service delivery at output level.

In a case study of four countries (Zimbabwe, Chile, India & Tanzania) Tikly (1996:22) revealed that ‘decentralisation of decision-making power ... often proved more rhetorical than real’ because there was ‘a tendency for bureaucratic establishments to protect their power and not to cede power to ... groups they do not trust’. The literature points out that in many instances education decentralisation occurs without changes to the incentive structure to motivate accountability and transparency (World Bank, 2001). In effect, decentralisation policy hardly creates new ways of working that balances responsibility with accountability. The reluctance to devolve critical decision-making to local agencies and actors reflects to an extent, the deep-seated hierarchical relationship between central and local government that resists change to shift power and control away from the centre. The above assertion proves that it is still difficult for most governments in developing countries to fully devolve decision making powers to the local authorities on various services education inclusive. Given that decentralization in Uganda like any other country has been intended to devolve and cede decision making powers to the lower local governments for improved service delivery, left one wondering whether education service delivery has actually been improved in the aspect of fiscal policies, taking Rukungiri district as a case study.

In general, the literature reveals very little celebration of the positive impact of decentralisation policy in terms of shifting responsibility for critical decision-making to lower levels of government, institutions and local people. The most optimistic outcome of decentralisation policy in developing countries appears to be in terms of increased quantity rather than quality services. This could be attributed to limited powers and capacity given to the local authorities to manage their own affairs based on their prioritized needs. In most cases, the local governments have been given powers and capacity in theory rather than in practical/real terms. As a result, education service delivery has not improved to the expected standards due to poor planning as a result of poor and delayed decision making, failure to work according to priority education needs among others. The study was intended to establish whether such issues have been felt in Rukungiri district and how the given decision making powers have affected education service delivery (De Grauwe et al., 2005).

Monitoring and Inspection and Education Service Delivery

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 pupils’ academic performance (World Bank, 2004). Monitoring and inspection of education staff performance is very crucial as it keeps the 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 studies have raised and discussed the issue of the systematic monitoring of school attendance and participation by the

teachers, hence the need for further investigation into the extent to which comprehensive monitoring and inspection has been done to cause better education service delivery in Rukungiri district.

In Ghana, for example, circuit supervisors who visited schools rarely went beyond checking staffing numbers and enrolments for the purpose of addressing problems of teacher absenteeism or low enrolment (World Bank, 2004). Similarly, rarely do district education offices respond to information from monitoring and evaluation reports on problems of teacher absenteeism and poor enrolments (Akyeampong & Asante 2006). The fact is, in many developing countries, supervision or inspection practices fail to inculcate any sense of accountability in teachers or those doing the supervision or inspection (Ahmed and Nath, 2005). Sometimes the reason has been the sheer number of schools inspectors have to inspect or supervise. A case in point is where in one Senegalese district, four inspectors were responsible for supervising nearly 800 teachers (De Grauwe et al., 2005). This is an indication that monitoring and inspection procedures and capacity may not have been well streamlined for the relevant stakeholders to effectively perform this function, a factor that negatively affected education service delivery in most developing countries. This ironically implies that either the school monitors and inspectors have no monitoring or inspection checklist or have no clear objectives for which school inspection is done. All these have combined to water down the relevance of school inspection visits since no change has been realized after such monitoring visits. Rukungiri district is one of the areas where education services have been decentralized to include local authorities in the inspection of schools education standards. Thus the study found out the monitoring and inspection procedures followed in the district and how their implementation has affected education service delivery in the long run.

Coupled with inadequate resources for regular school visits, it is easy to see why local education offices are unable to plan strategically and focus their efforts where they are most needed (Davies et al., 2003). This may also explain why in the case of Ghana, external school supervisors (circuit supervisors), have not been able to provide effective support to schools that go beyond mere inspection of school records (Fobih, Akyeampong & Koomson, 1999). The above observation is a true reflection of the bigger challenge of limited resources dedicated to the education sector and in particular to school inspection and monitoring which has led to delayed and poor implementation of school inspection programmes and work plans. Yet the practice of school inspection should be done more regularly to keep checking on education indicators and whether they are being followed to keep education service delivery improved. This implied that even amidst decentralisation of education to local governments, there have limited efforts to fund and give capacity to the concerned stakeholders to effectively monitor for improved education service delivery. The study was to assess the level of facilitation accorded to the department of inspection and how this has affected education service delivery in the inspected schools.

Sayed and Soudien (2005) have described practices in South African schools where although the policy says all children have a right to be admitted in school, in reality schools had interpreted the policy to suit their interest and ended up excluding certain children from particular ethnic backgrounds. This is evidence of how devolution of decision-making to the school level is no guarantee that democratic principles will be applied to ensure equity and fairness in school management affairs. What is interesting about the South African case is the apparent lack of a system of local authority inspection that could have dealt with some of the 'hidden' practices of exclusion. This implied that the current decentralization has failed to clearly link up with the local authorities and make up strong inspection structures and committees that would be more effective in identify some of the inherent and salient issues affecting education especially at local and school levels. On whether the school inspection in Rukungiri district has had mechanism of tackling more internal problems was among the issues of concern as these had a great impact on education service delivery if not effectively identified and addressed.

Monitoring Budgets and Service Delivery

In Uganda, budget tracking efforts have focused on child-led monitoring projects and anti- corruption efforts in the education sector. Corrupt district education officials, head teachers and building contractors have been exposed for misappropriating public funds. In Ghana, community scorecards have been used to track school budgets and to assess education service delivery. This has established a dialogue between service providers and users, enabling PTA and school management committees to participate in the education system (Idasa, 2002). Despite this forged dialogue and working relation, the issues of corruption and misappropriation of public education funds have continued to surface and affect education service delivery. This could mean that there could be some implementation gaps in the process of monitoring the budgets which need to be ironed out to achieve better results. Hence the study was intended to establish whether monitoring budgets is part of the school inspection duties and the extent to which it has effectively been done to cause improved education service delivery in Rukungiri district local government.

In Malawi, Education budget monitoring in the Zomba District found that the World Bank-funded Direct Support to Schools Project had implementation problems. Major problems included a lack of community involvement in the procurement process and the late arrival of textbooks. The Zomba District education network

shared its findings with the Ministry of Education and the World Bank who agreed to support the network's recommendations for change. The network members recommended that the district education office ensure community participation in the district budget process. This was agreed by the district education office which invited members of the network to contribute to the education budget process and to become involved in textbook procurement (Chimombo, (Ed.) (2007). This testimony is a good example of the importance of school inspection in that efforts should be made to access, adopt and integrate the school inspection report recommendation in the education programmes for ensuring improvements in the education sector. However in most local governments, the recommendations from the school inspection reports have rarely been followed in the consequent years and this has meant that education quality has remained poor despite being decentralized to lower local government levels, an indicator of poor education service delivery. The study was to assess whether the school inspection reports have been accessed and some of their recommendations integrated in the education plans for education service improvement in Rukungiri district.

In Kenya, budget work has been used to ensure that the government's policy of free primary education provides adequate financial and human resources to facilitate children's access to a quality primary education. The government devolved funds to the local level in order to speed up service delivery and increase community participation in decision-making. This meant that there was a greater need for communities to understand budget processes, and to have the skills to plan and make decisions about education expenditure. This has been achieved by training communities to monitor education policy and budget implementation, and by working to establish good governance structures in schools. Lobbying activities led to a change in the Education Act, to outline the role and function of SMCs and PTAs in school and financial management. This is the ideal and desired effective budget monitoring strategy that will in most cases lead to positive tangible results in terms of education service delivery. In Uganda, school inspection has been devolved to local authorities at sub county, parish up to village level but limited results have been realized in terms of budget monitoring. This could be attributed to the fact that the concerned community inspectors have not been equipped with relevant knowledge and skills of monitoring the school budget and their expected roles and duties in the budget monitoring process. Hence the study would assess how the local community stakeholders have been integrated into the earlier district monitoring team and the extent to which they have been given capacity to monitor the school budgets for improved education service delivery in Rukungiri district (Elimu Yetu Coalition, 2004).

Staff recruitment and Education Service Delivery

According to Maicibi (2007), the role of selection in organizations effectiveness is crucial because work performance depends on individuals. The best way to improve performance is to hire people who have the competence and the willingness to work. Arguing from the employees view point, poor or inappropriate choice can be demoralizing to the individual concerned (who finds himself or herself in the wrong job) and demotivating to the rest of the work force. Effective selection, therefore, assumes greater relevance as a panacea for better productivity of the employees, the organizations and the nation at large. Relating the above assertion to the local government education context, it can rightly be argued that decentralized education system without competent and willing workforce may not necessarily improve education service delivery. It is thus crucial that the right staff with relevant competencies and well-motivated to perform are selected if education service delivery is to improve. The local governments in Uganda currently have the district education commission that is responsible for the selection and appointment of education staff that they deem better qualified to perform. However, was not sure whether the education commission in Rukungiri district follows the competence and other important aspects that are pertinent to staff performance in their selection process and how this had affected education service delivery hence the need for the study.

The human resource question in management has for long been of great importance to scholars of management seeking to improve service delivery. Walker (2002) point out that organisation theorists like Frederick Taylor, Max Weber, Chris Argyris and Abraham Maslow have tried to answer the question of how human activity could best be organised to achieve societal goals in an efficient and effective manner. For decentralised Local Governments in Uganda being corporate public organisations, it is therefore important to know how best their human resource is organised and as such whether they are capable of handling the jobs assigned to them. On whether staff selection and appointments have been followed by staff organization in terms of orientation, training, and appropriate placements was still an issue of concern. The study thus sought to establish the extent to which selected and appointed staff have been organized to perform their duties best for improved education service delivery in Rukungiri district.

On staffing, Smoke and Olowu (2003) argue that, the most important resources of an organisation (like the District) are its human resources - the people (personnel) who supply the organisation with their work, talent, creativity, and drive. Thus the most critical tasks of a manager are the recruitment, placement, training, and development of people who will best help the organisation meet its performance goals handled through the staffing management function. Smoke, and Olowu (2003) conclude that the staffing process includes human

resource planning, recruitment, selection, induction and orientation, training and development, performance appraisal, transfer, promotion, and demotion, and separation. Idasa (2002) observed that much as staff recruitment has been going on in many districts with the intention of matching with the required staff pupil ratio and a big portion of the district budget allocated on the recruitment and placement of staff in many schools, pupils, academic performance has not increased substantially. This proves that there could be in the staffing process that has been persistently unaddressed by the education service commissions in the local governments. The study assessed the extent to which the district education service commission has streamlined the staffing process and how this had contributed to the improved education service delivery in Rukungiri district.

According to the 1995 Constitution, the power to appoint persons to hold or act in any office in the service of a district, including the power to confirm appointments, to exercise disciplinary control over persons holding or acting in any such office and to remove those persons from office is vested in the District Service Commission. This implied that the District Service Commission was responsible for most of the staffing needs in the education sector in the decentralized system of education. The study attempted to establish the extent to which education service commission had promoted issues of selection and appointments and whether there had been a correlation with improved education service delivery in Rukungiri district.

The District Education Office (DEO) plays a strategic role in the successful implementation of decentralization policies and the improvement of education quality. It is the link between Ministry and schools: as it is the administrative unit closest to schools, it is responsible for implementing national policies and monitoring school quality while at the same time informing the Ministry of what goes on in schools. It also links the district administration (the municipality, other district offices, etc.) to the Ministry and to the schools' quality. By performing this intermediary role, the district education office is aiming at identifying and sorting the would be implementation gaps in the education from the lower local levels to the district levels. The human resource problems are among the common problems affecting effective implementation of decentralized education. Hence it the duty of the DEO to establish the underlying staffing needs that are hindering education success such that he or she can link up with the education service commission and ministry of education to address them. The study was to establish whether the DEO has streamlined the staff selection and appointments in the education department and whether this had contributed to improved education service delivery (UNESCO, 2009).

Districts have full responsibility for teacher recruitment, but salaries are determined and paid by the central government; further, the central government provides conditional grants that can be used for other nonwage school needs. Second, districts are permitted to devolve the primary education mandate to lower government tiers at their discretion, which further blurs the assignment of responsibilities. In effect, the central government has little control over the numbers or quality of teachers hired, and the Local Governments hiring the teachers do face the financial consequences of their actions. This implied that staff selection and appointments must be followed by adequate funding and resource allocation if improved education service delivery is to be realized. The study was to establish whether this has been achieved in Rukungiri district and the extent to which it has been done (Ahamad and Brosio, 2006).

Summary of Literature Review

The above literature gives a thorough account of what transpires in the administrative decentralization in the aspects of decision making, monitoring and inspection and staff recruitment in relation to education service delivery. The literature depicts how administrative decentralization has been implemented vis avis what has been planned. This has given one a picture of the missing gaps. Under decision making there is limited mention of the mandate given to education stakeholders at different levels to make decisions on issues affecting primary education. Under inspection and monitoring, there is limited linkage of how the presence or absence of monitoring and inspection affects education service delivery and the different roles of different stakeholders in carrying out monitoring and inspection are not brought forward. On the staff recruitment issue, neither the recruitment body nor its responsibilities and mandate have been exhaustively examined. The study thus sought to address these research gaps, taking Rukungiri district as a case study.

IV. METHODOLOGY

Research design

A case study research design was adopted for this study because this design is considered ideal as it allows studying a particular phenomenon in detail (Amin, 2005). Both qualitative and quantitative approaches in data collection and analysis were used to allow the researcher arrive at empirical evidence and help to understand the study in depth and in its natural setting, recognizing its complexity and content. The quantitative research technique was basically used because of the desire to solicit and present data numerically in order to explain, describe, understand, predict or control the phenomenon of interest. This enabled the researcher to

quantify the views of respondents towards certain variables and draw statistical conclusions. Qualitative design was used to capture feelings, opinions and other subjective variables (Sekaran, 2003).

Study Population

Study population included pupils, head teachers, teachers, parents selected randomly from eight primary schools and Executive committee, District Technical planning committee of Rukungiri District and the total number was 200 respondents.

Sample Size and Selection

The sample size was determined by the use of the Taro Yamane's formula (Miaoulis and Michener, 1976). The acceptable sampling error is usually 0.01 to 0.05 and a sampling error of 0.05 was adopted with confidence level of 95%.

Sampling Techniques

Techniques employed by this study were purposive, stratified and simple random sampling to obtain a representative sample. Purposive sampling was used to select Chief Administrative Officer, Chief Education officer and Head teachers. This method was preferred because it enabled the researcher access the targeted respondents as the category of the respondents were taken to be having the vital information and thus could not miss in the study. More to that purposive sampling was used because it facilitated the collection of data from specific types of respondents who were able to provide desired information (Sekaran, 2003).

Simple random sampling was used to collect data from teachers, executive committee, pupils, technical planning committee and parents. The technique was preferred because it is non-biased as each respondent has an equal chance of being selected. Therefore the technique helped the researcher collect balanced data for her study.

Data Collection Methods

Questionnaire Survey

This method was used to collect data from teachers, executive committee, parents and pupils. The method was used because the target population was largely literate and was unlikely to have difficulties responding to questionnaire items (Oso and Onen, 2008) and also the method was considered efficient in terms of research time, cost and energy. The method was further preferred because it enabled the researcher collect accurate data since the respondents filled the questionnaires in their own time and moods and besides it enabled the researcher to get answers to questions that needed to check in the records.

Interview

This method was administered to Chief Administrative Officer, Chief Education Officer and head teachers. The method was preferred because it facilitated the collection of qualitative data with an advantage of collecting information that cannot be collected by other methods. It was flexible method in terms of changing questions as the research proceeds especially where probing was used to get more detailed information. The method was also preferred because it enabled the researcher obtain accurate information (Mugenda and Mugenda, 1999).

Documentary Review

Documentary review is the critical examination of public or private recorded information related to the issue under investigation. The researcher accessed documents like magazines, journals, News study, District Development plans, district assessment reports, minutes, school inspection reports to provide qualitative data in the district. Secondary data was collected from scholarly journals, government documents, conference papers, research papers, published books and recognized Websites.

Data Collection Instruments

Questionnaire

The questionnaire presented 5 preceded response-rating using likert scale to ease respondents' effort in answering, and minimize the subjectivity. Also likert scale was easy to construct (Kumar, 2011). Responses from teachers were obtained by use of close ended questionnaires. The instrument was standardized and rigid allowing no flexibility and answers limited to questions set in the instrument (Sarantakos, 2005).

Interview guide

An interview guide with set of questions that the interviewer used when interviewing was utilized (Mugenda and Mugenda, 2005). The interview guide with open ended questions was used to give detailed information to supplement that obtained from the questionnaire.

Documentary Review Guide

The researcher developed a checklist to guide the reading. It contained magazines, journals, News study, District Development plans, district assessment reports, minutes, school inspection reports, scholarly journals, government documents, conference papers, research papers, published books and recognized Websites. Sociologists point out that documentary evidence does not only mean words but can also include audio and visual evidence (Amin 2005).

Data Analysis

Quantitative Analysis

Quantitative analysis of data collected from the questionnaire was done using Statistical Package for Social Scientists (SPSS). Descriptive statistics, correlation and regression analyses were used in this study. Descriptive analysis of frequencies and percentages were conducted to describe the characteristics of respondents. Pearson correlation co-efficient and regression analyses were used to determine the relationship between administrative decentralization and education service delivery in Rukungiri district.

Qualitative Analysis

Data collected using face to face interviews was analyzed qualitatively using descriptive method based on themes to be able to distinguish the responses by the use of codes and then establish the relationship among these themes and come up with in-depth explanation and interpretation.

V. PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

Empirical Analysis as per the objectives of the study

There was a need to find out the composition of administrative decentralization and trying to find out whether all the components were significant in influencing education performance. The components of decentralization were found to include: decision making, staff recruitment, monitoring and inspection. To provide further analysis of the administrative decentralization, the researcher sought responses on how important these components of decentralization could be perceived by the respondents using the five point likert scale questionnaire. Respondents had to indicate whether they strongly agree, agree, undecided, disagree and strongly disagree. Findings were analyzed using means and standard deviation. A mean of above 3 means that respondents agree on the statement and a mean of less than 3 means that the respondents disagreed with the statement. Standard deviation of close to 1 means respondents agreed with the statement and a standard deviation of close to zero means respondents disagreed with the statement. The elicited responses were presented in table 4.6.

Table showing Chi square Test for the administrative decentralization

Administrative Decentralization	N	Mean	Df	p-value	Standard deviation
Decision making	141	3.878	3	0.002	1.101
Staff recruitment	141	2.523	3	0.2344	0.981
Monitoring and inspection	141	3.575	3	0.006	1.031
Valid N (listwise)	141				

Above table shows significant differences in the perceptions of the respondents on the administrative decentralization. Respondents had a significant positive perception of the importance of decision making (Mean=3.878, p-value <0.05). This means that decision making under administrative decentralization influences academic performance. Staff recruitment was found not to be significant (Mean=2.523; p-value > 0.05). This could be that decision making at the district in as far as education performance is concerned involves staff recruitment and placement. The analysis further shows that monitoring and inspection were found to be significant in influencing pupils performance (Mean=3.575; p-value <0.05). This analysis shows that if monitoring and inspection are enhanced, education performance is likely to improve.

Education Service Delivery in Rukungiri District

Education service delivery is measured in terms of adequate classroom blocks, adequate facilities and adequate teachers in schools. Respondents had to indicate whether they strongly agree, agree, undecided, disagree and strongly disagree. Findings were analyzed using means and standard deviation. A mean of above 3 means that respondents agree on the statement and a mean of less than 3 means that they respondents disagreed with the statement. Standard deviation of close to 1 means respondents agreed with the statement and a standard deviation of close to zero means respondents disagreed with the statement. The elicited responses were presented in table above

Table showing: Education Service Delivery Attributes

Service delivery attributes	N	Mean	Standard deviation	p-value
Adequate classroom blocks	141	4.77	1.003	0.007
Adequate chairs and tables	141	4.68	1.040	0.003
Adequate teachers in all schools	141	4.79	1.031	0.006
Valid N (listwise)	141			

Source: Primary data

Table above shows that all the attributes for measuring education service delivery were significant. Adequate classroom blocks were perceived to be important (Mean=4.77; p-value <0.05), adequate facilities like chairs and tables (Mean =4.68; p-value <0.05) and adequate teachers in schools (Mean = 4.79; p-value <0.05). This analysis shows that education service delivery is influenced by adequate classroom blocks, adequate facilities like chairs and tables and adequate teachers in schools.

Relationship Among variables

This section tried to find out the relationship between independent variable and dependent variable. In trying to establish the real correlation, each component of independent variable was correlated with each component of dependent variable. The relationship was done using correlation matrix. The results are presented in table

Table showing Correlation matrix among variables

	1	2	3	4	5	6
Decision making (1)	1.000					
Staff recruitment (2)	.93245	1.000				
Monitoring and inspection (3)	.2344**	.4200	1.000			
Adequate classroom blocks (4)	.2134	.2934**	.2133	1.000		
Adequate facilities in schools (5)	.4123**	.2421**	.5510**	.0122	1.000	
Adequate teachers (6)	.4343**	.1222	.4344**	.1222	.2.111	1.000
** Correlation is significant at the 0.01 level (2-tailed)						
** Correlation is significant at the 0.05 level (1-tailed)						

Source: Primary data

Table above shows a differing correlation between administrative decentralization measured in terms of decision making, staff recruitment, monitoring and inspection and education service delivery measured in terms of adequate classroom blocks, adequate facilities and adequate teachers in schools. The results showed a moderate significant relationship between decision making and adequate facilities like chairs, tables ($r=0.4123$; $p < 0.05$). The study also revealed a significant relationship between decision making and adequate teachers in schools ($r=0.4343$; $p < 0.05$). The study further revealed a significant but weak relationship between staff recruitment and adequate classroom blocks ($r=0.2934$; $p < 0.05$) and also a weak significant relationship between staff recruitment and adequate facilities ($r=0.2421$; $p < 0.05$).

On the issue of decision making in education sector, one of the respondents had this to say 'we know that decision making in the education sector is healthy because through these decisions that enough resources are allocated to schools, facilities are availed to schools with the intention of improving education service delivery but we do not know who makes the decision of recruitment, deployment and resources allocated to these schools that is why they do not operate efficiently' Another respondent had this to say 'the district has tried to recruit staff in many schools but the academic performance has remained low. So recruitment of staff without increasing their remuneration and supervision has not helped to improve the education performance in the district'

The study further revealed a significant moderate relationship between monitoring and inspection and adequate facilities at schools ($r=0.5510$; $p < 0.05$). The study also revealed a significant moderate relationship between monitoring and inspection and adequate teachers at schools ($r=0.4344$; $p < 0.05$). This analysis shows that if monitoring and inspection in schools are emphasized and enforced, education service delivery is likely to improve. This analysis was confirmed by the key informants who had this to say, "Schools in the district have died because head teachers and teachers are never at schools because the district education officer together with parents and teachers association don't monitor and supervise the schools. As a result, pupils' performance in PLE has remained low'.

Hypothesis testing

The study tested hypotheses as a way of accepting or rejecting them. This was the basis on which the analysis was based from where the conclusions were drawn.

Hypothesis One

This hypothesis predicted that "there is a significant positive relationship between decision making and education service".

Null hypothesis:

H_0 : there is a significant positive relationship between decision making and education service

Alternative hypothesis:

H_1 : there is no significant relationship between them

α level: $\alpha = .05$

The hypothesis was tested using Spearman’s coefficient of rank correlation and the results are summarized in the table below

Table showing Correlation between decision making and education service delivery (N=141)

	Decision making	Education service delivery
Spearman’s rho Decision making Correlation Coefficient	1.000	.493**
Sig. (2-tailed)	.	.006
N	141	141
Education Service deliveryCorrelation Coefficient	.493**	1.000
Sig. (2-tailed)	.006	.
N	141	141
** Correlation is Significant at the 0.01 (2-tailed)		

Table 4.9 shows that there is a moderate significant positive relationship between decision making and education service delivery (r=0.493; p<0.05). Since the correlation was found to be statistically significant, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) which does not recognize the existence of significant relationship between decision making and education service delivery was rejected.

Hypothesis Two

This hypothesis predicted that “there is a significant positive relationship between monitoring and inspection and education service delivery”.

Null hypothesis

$$H_0: \mu_{\text{Monitoring and Inspection}} = \mu_{\text{Education Service Delivery}}$$

Where μ represents the mean of monitoring and inspection and education service delivery

Alternative hypothesis:

$$H_1 : \text{not } H_0$$

$$\alpha \text{ level: } \alpha = .05$$

One –way ANOVA was used to analyze the variances in means of monitoring and inspection and education service delivery using the levene statistic and f-test

Table showing Levene statistic test for Homogeneity of variances between Monitoring and Inspection and Education Service Delivery

Levene statistic	Df1	Df2	Sig.
1.001	1	140	.087

The levene statistic tested for homogeneity of variances of monitoring and inspection and education service delivery. Since the significance value is greater than 0.05 level of significance, the assertion that variances are equal was accepted. However, further analysis is done using the F-test to find out whether to reject or accept the null hypothesis. The elicited response is shown in table

Table showing F-test Results for Differences in means of Monitoring and Inspection and Education Service Delivery

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	335.961	1	11.987	5.529	.069
Within Groups	48.102	140	2.163		
Total	384.063	141			

Table shows the values of F-ratio, degrees of freedom and significance (F (1, 46) =5.529; p>0.05). Since p-value is greater than the level of significant (0.05), we accept (H_0) and reject

(H_1). This means that monitoring and inspection has a significant relationship with education service delivery.

Hypothesis Three

This hypothesis predicted that “there is a strong significant positive relationship between staff recruitment and education service delivery”.

Null hypothesis:

H_0 : there is a strong significant positive relationship between staff recruitment and education service delivery

H_1 : there is no strong relationship between them

α level: $\alpha = .05$

The hypothesis was tested using Spearman’s rank coefficient of correlation and the results are summarized in the table

Table showing Correlation between Staff recruitment and education service delivery

	Staff recruitment	Education service delivery
Spearman’s rho	1.000	.284**
Sig. (2-tailed)	.	.005
N	141	141
Education Service delivery	.284**	1.000
Correlation Coefficient	.005	.
Sig. (2-tailed)		
N	141	141
** Correlation is Significant at the 0.01 (2-tailed)		

Table shows that there is a weak significant positive relationship between staff recruitment and education service delivery ($r=0.284$; $p < 0.05$). Since results show a weak relationship between staff recruitment and education service delivery, the null hypothesis is rejected.

VI. SUMMERY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary of findings

The study investigated administrative decentralization and education service delivery. Rukungiri District was used as a case study. Administrative decentralization was conceived as independent variable and education service delivery as dependent variable. The purpose of the study was to assess the effect of administrative decentralization on education service delivery. Objective of the study was to examine the relationship between decision making and education service delivery, to establish the relationship between monitoring and inspection and education service delivery and to establish the relationship between staff recruitment and education service delivery. The study took a case study design where both qualitative and quantitative methods of data collection and analysis were used. Data was collected using questionnaire and interview guide. Both descriptive and inferential statistical techniques of analyses were used. The analysis was made objective by objective.

Relationship between Decision making and Education Service Delivery

The results show a moderate significant relationship between decision making and adequate facilities at schools like chairs, tables, laboratories. The study also revealed a significant relationship between decision making and adequate teachers in schools.

Relationship between Staff recruitment and Education Service Delivery.

The study revealed a significant but weak relationship between staff recruitment and adequate classroom blocks. The study further revealed a weak relationship between staff recruitment and adequate facilities.

Relationship between Monitoring and Inspection and Education Service Delivery

The study revealed a significant moderate relationship between monitoring and inspection and adequate facilities at school. The study further revealed a significant moderate relationship between monitoring and inspection and adequate teachers in schools.

Discussion of findings

The discussion of the findings for the study was done according to the objectives.

Relationship between Decision making and Education Service Delivery

The study revealed a moderate significant relationship between decision making and adequate facilities at schools like chairs, tables, laboratories ($r=0.4123$; $p < 0.05$). The study further revealed a significant moderate relationship between decision making and adequate teachers in schools ($r=0.4343$; $p < 0.05$). This analysis shows that if decision making is enhanced, classroom blocks are likely to increase by 41.23% and teachers in schools are likely to increase by 43.34%. The finding was in conformity with that of (Hendry, 1995) who found out that decentralization moves decision-making closer to the people and may give them greater say in primary schooling decisions as well as greater ability to hold service providers accountable. In principle, schools are empowered to determine their own priorities and to develop their own school reforms to improve teaching and learning. The finding is also in agreement with that of (Conveyors, 2006) who found out that administrative decentralization has been intended to foster better management through effective service delivery for the intended local beneficiaries-the local community. The importance of administrative decentralization on education service delivery has been to improve service delivery to the local people. However, (Steffen et al, 2004) observed that the state of service delivery of education still leaves a lot to be desired as far as decision making, monitoring and inspection and staff recruitment functions are concerned. The finding is also in line with that of (Naidoo 2002; Akyeampong, 2004) who found out that new constitutional mandates giving local education authority fiscal power to manage schools (i.e. build, maintain and manage schools), as has happened in places like Uganda and Ghana (Naidoo 2002; Akyeampong, 2004) the opportunity to redistribute authority to the local level has increased, but so have the expectations.

Relationship between Staff recruitment and Education Service Delivery.

The study revealed a weak relationship between staff recruitment and adequate classroom blocks ($r=0.2934$; $p < 0.05$) and also a weak relationship between staff recruitment and adequate facilities at school ($r=0.2421$; $p < 0.05$). This analysis led to the observation that staff recruitment and placement alone may not significantly lead to improvement in quality of teaching and improvement in facilities at school though taken to be important. The finding is in line with that of Idasa (2002) who observed that much as staff recruitment has been going on in many districts with the intention of matching with the required staff- pupil ratio and a big portion of the district budget allocated on the recruitment and placement of staff in many schools, pupils academic performance has not increased substantially. The finding is also in agreement with that of Chimombo (2007) who found out that in some schools where the staff are constantly placed and given more responsibilities that attract allowances, pupils' performance in terms of PLE first grades have remained low and facilities in schools.

Relationship between Monitoring and Inspection and Education Service Delivery

The study revealed a significant moderate relationship between monitoring and inspection and adequate teachers at schools ($r=0.4344$; $p < 0.05$) and adequate facilities at school ($r=0.5510$; $p < 0.05$). This analysis shows that if monitoring and inspection in schools are emphasized and enforced, education service delivery is likely to improve. The finding is in agreement with that of (Sayed & Soudien, 2005) who found out that decentralized management in form of monitoring and inspection of schooling is another popular area of policy emerging in education reforms in some developing countries. The finding is also in conformity with that of (World Bank, 2004) who found out that 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 pupils' academic performance.

The finding is also in agreement with that of (Idasa, 2002) who found out that in Uganda, budget tracking efforts have focused on child-led monitoring projects and anti- corruption efforts in the education sector. Corrupt district education officials, head teachers and building contractors have been exposed for misappropriating public funds. In Ghana, community scorecards have been used to track school budgets and to assess education service delivery. This has established a dialogue between service providers and users, enabling PTA and school management committees to participate in the education system.

The finding is in agreement with that of (Elimu Yetu Coalition, 2004) who found out that in Kenya, budget work has been used to ensure that the government's policy of free primary education provides adequate financial and human resources to facilitate children's access to a quality primary education.

Conclusions

From the analysis that was made accompanied by discussions of findings, the study went ahead to draw conclusions based on the objectives of the study. Specifically the conclusions were based on the following objectives:

Relationship between Decision making and Education Service Delivery

The study concluded that decision making has a moderate relationship with the adequacy of facilities like chairs, tables, laboratories as well as adequate teachers in schools. This analysis shows that if decision making is

enhanced, facilities and teachers are likely to increase which eventually may improve on the performance of schools.

Relationship between Staff recruitment and Education Service Delivery

On the relationship between staff recruitment and education service delivery, the study concluded that staff recruitment has little improvement in increasing the facilities and classroom blocks at schools and this is evidenced by little improvement in facilities at schools in the district.

Relationship between Monitoring and Inspection and Education Service Delivery

The study concluded that enhancing monitoring and inspection in schools significantly improves education service delivery in terms of quality teaching, classrooms and adequate facilities in primary schools.

Recommendations

Basing on the study findings and conclusions, the following recommendations based on the objectives of the study do emerge:

Relationship between Decision making and Education Service Delivery

Since decision making was found to be significant in influencing education service delivery, the study recommends that all stakeholders of education that include; Ministry of education, District officials, head teachers, teachers, and parents should compose the decision making structure. The role of this structure should be making clear decisions on recruitment, remuneration, resource mobilization and on the budget allocation to ensure enough funds are allocated to primary schools. This will improve on the quality of teaching and eventually lead to improved performance of first grades in schools.

Relationship between Staff recruitment and Education Service Delivery

Since the study finding revealed that staff recruitment has little effect on education service delivery in terms of adequate facilities at schools and adequate classroom blocks, the researcher recommends that staff recruitment should be accompanied by increased remuneration, in terms of improved allowances for better performance as well as promotions and recognition. This will motivate staff to work harder and eventually education service delivery will improve in the district.

Relationship between Monitoring and Inspection and Education Service Delivery

Since monitoring and inspection in schools significantly improves education service delivery in terms of adequate facilities at schools and adequate teachers in primary schools, the study recommends that monitoring and inspection by the stakeholders in the district that includes district officials, parent teachers associations, parents, teachers as well as Ministry of education officials should be enhanced. This will ensure that school facilities are in place and used efficiently, teachers make schemes of work and effect them, pupils and teachers attendance monitored as well as supervision of syllabus completion. This will lead to improvement in education service delivery in the district.

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