

**QUALITY MANAGEMENT AND EDUCATION SERVICE DELIVERY IN
PRIMARY SCHOOLS IN BUKEDEA DISTRICT UGANDA**

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RJ21/ MUC/MED/004

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF
EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY**

November, 2024


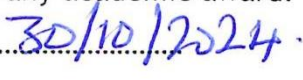


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Declaration

I, Enokokin Emmanuel do declare that this dissertation is my original work and has not been submitted to any university for any academic award.

Sign..........Date..........

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Approval

This is to confirm that the research report carried under the topic “Quality management and education service delivery in primary schools in Bukedea District” was approved and it’s under my supervision.

Signature..... Date.....

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Acknowledgement

I would like to acknowledge the support of the following persons to the successful completion of this academic research report. Dr. Mulyanyuma Aaron Ayeta, my supervisor, thank you for your academic guidance and patience while on this struggle. You have been more of a parent than a supervisor. This research report work would have not been possible without your support. May God reward you abundantly?

Special thanks go to my dear wife Aguti Getrude for the financial assistance and patience you accorded to me during the development of this research report.

Special acknowledgement goes to my course mates, Mr. Saka Oceen Martin and Mr. Onyait Paul Mark for giving me encouragement during the study, and for the academic support, especially the proof reading of the drafts of this report, may God reward you accordingly.

Finally, I hereby appreciate my work mates in the Department of Education and Sports of Bukedea District, for the support they offered to me during my struggle.

All those whose names are not mentioned here, but contributed to the success of this report, May God reward you all abundantly.

Acronyms

AGM	-	Annual General Meeting.
CAO	-	Chief Administrative Officer
CAPE	-	Creative Arts and Physical Education.
CBA	-	Collective Bargaining Agreement.
CCT	-	Center Coordinating Tutor.
DEO	-	District Education Officer.
EFA	-	Education for All.
MOES	-	Ministry of Education and Sports
NAPE	-	National Assessment on Progress in Education.
NGO	-	Non-Government Organization
PE	-	Physical Education.
PEAP	-	Poverty Eradication Action Plan
PLE	-	Primary Leaving Examination.
QM	-	Quality Management.
SIP	-	School Improvement Plan
SPSS	-	Statistical Package for Social Scientists.
UNATU	-	Uganda National Teachers Union
UNEB	-	Uganda National Examination Board.
UPE	-	Universal Primary Education.

Abstract

The study examined how quality management contributes to education services delivery in the primary schools Bukedea district. The following objectives were used; to examine the contributions of planning in education service delivery in primary schools in Bukedea district, to assess how funding contributes to education service delivery in primary schools in Bukedea district and to establish the contributions of monitoring to education service delivery in primary schools in Bukedea district. The descriptive research design involving both qualitative and quantitative was used. A sample size of 132 respondents was drawn from the population of 197. The instruments used were questionnaires, interview guides, observation guides and document checklist. The SPSS were used to analyze quantitative data whereas content analysis was used to analyze qualitative data. The findings revealed that planning has insignificant effect on the quality management of education service delivery in Bukedea district as reflected by the regression analysis with the R Square of 10.6% and with a P Value of 0.229. It was revealed that funding has a significant effect on the quality management of education service delivery as reflected by the regression analysis with the R Square of 50.6% and with a P Value of 0.000. Finally, monitoring was found to significantly affect education service delivery as reflected by the regression analysis of the R square of 48.1% and with a P value of 0.000. The study recommends that school administrators should generate the SIP with clear priorities which target the achievement of school goals, The MOES should increase the UPE capitation grants given to schools for the purpose of improving education service delivery and the Local Governments should strengthen school inspection and monitoring. A similar study should be carried out on secondary schools in other districts.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background of the study

The background presents historical perspectives, theoretical perspective, conceptual perspective and contextual perspectives

1.1.1 Historical perspective

The problem of poor service delivery in education sector has been a major concern to policy makers and implementers all over the world (Cullen, 2006). Most developing countries' school systems have persistently failed to deliver quality primary education to children, which have resulted into approximately 100 million primary age children have either failed to enter or complete primary school (Cullen, 2006). In the 1970s and 1980s, the majority of policy makers became concerned with education service delivery in developing countries. While there was impressive increase in enrolments in several parts across the world, the Sub Saharan African region inclusive, poor education service delivery led to the awareness that several children completed school without the expected benefits. Increasing concern with the quality of education was intensely echoed in the protocols of World Conference on Education for All (EFA) in Jomtien, Thailand in 1990 as well as the World Education Forum which took place in Dakar, Senegal in 2000. In South Africa, a durable legacy from the past has been low education quality (Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011). This poor quality of services has become a source of widespread dissatisfaction.

In Africa, one of the reforms which gained momentum is the decentralization of governments (Winkler Gershberg, (2003). With the purpose of enhancing more efficiency and accountability in education service delivery, several African countries have embraced election of local governments and empowered them with more responsibilities and resources (Hanson, 2007). The education sector has not

been excluded from being touched by the same winds of change. Because of the increasing reduction in education service delivery that has resulted into declining access to schooling. Countries in Africa are empowering schools and communities to manage education service delivery themselves. Public participation through decentralization of education in Africa spans across arrangement of limited decentralization of systems from the central offices of Ministry of Education to regional offices and communities, managing and financing their own schools (Welsh & McGinn, 2008). A few countries in Africa have decentralized the delivery of education to regional and local governments as well as community boards. However, the most successful and common devolution has resulted from the communities where local community members manage and finance their own schools, but not from government policy (Winkler Gershberg, 2003). This was as a result of the community response to inadequate access to schooling for children arising from the failure of government to provide the most basic services. However, this form of public participation in education activities is usually associated with inequitable access to education services and weaker in the poorest people but also an indicator of the commitment people have to education and an indicator that poor illiterate citizens can also manage schools (Winkler, 2003).

In Uganda, Education is taken as a strategic means towards poverty eradication and ultimate societal development, and has been incorporated in the Poverty Eradication Action Plan (The Republic of Uganda, 2004).

To ensure that the quality of education is kept high, the Inspectorate Department of the Ministry of Education and Sports was restructured and the Directorate of Education Standards (DES) was created. Through decentralization, the local governments are mandated to monitor performance of the teachers, using the District Inspectors, Coordinating Centre Tutors (CCTs), Headteachers, School Management Committees (SMCs), and community leaders as their quality management structures (MoES, 2005).

According to Adolf (2014), decentralization does not only empower people but also improves service delivery and the quality of their lives. Furthermore decentralization enhances transparency and accountability in local governments to promote good governance and participatory democracy. The responsibility of

planning, budgeting, administration, justice, allocating of resources have been transferred to local governments to enable people take part in decisions which affect their lives and communities. (Ministry of Local Governement,2014)

Bukedea District Local Government is among districts in Uganda that have undergone the administrative decentralization reforms to increase quality management in the district local government activities to enhance education service delivery. The parish chiefs have been given to monitor the schools which are in their parishes and make the reports to the senior administrative secretary who then compile those reports and make submissions to CAOs office on weekly basis. All these are done in order to improve service delivery in primary schools in Bukedea District local Government.

1.1.2 Theoretical perspective

SERVPERF (Service performance) theory was be used to support this study. It enables the researcher and readers to understand the basics of quality service delivery in public institutions. The SERVPERF theory, argues that customer preferences are more relevant to a long-term service quality than impending differences in expectations and performance (Cronin and Taylor 1992). Perceived service quality is said to be a reflection of the firm's performance. On using the firm's service, customers are said to form an attitude towards service quality performance. This satisfaction level with regard to the products services indicates how the firm performs. The SERVPERF model claims that to find the performance of a firm in service quality, all which is required is to collect data by directly asking the customers through a simple survey and a questionnaire. (McDougall and Levesque, 1994) have claimed that knowing the relative importance of each dimension of service quality can help service providers to prioritize their efforts and resources and deploy them more effectively to improve each dimension of service quality. Furthermore, this knowledge allows institutional leaders to concentrate on those dimensions that offer the greatest opportunity to enhance customer satisfaction and their loyalty. SERVPERF measures actual performance based on customer satisfaction. Institutions should ensure that they are able to establish what the learners and employees who are the backbone of institution value and should work towards continuous improvement to ensure that they meet

and surpass their stakeholder's expectations. SERVPERF theory clearly elaborates and clearly outlines how public institutions should device ways to ensure the goals of the institution are met and hence the Mission and broader vision of the institution by offering quality services.

1.1.3 Conceptual perspective

Quality management is the process of ensuring compliance with the set standards, in order to maintain and enhance quality performance, in education sector (Karungi, 2000).

Quality Management (QM) presents a strategic option and an integrated management philosophy for organizations, which allows them to reach their objectives effectively and efficiently, and to achieve sustainable competitive advantage (Goldberg and Cole, 2002). Quality management ensures that all the activities necessary for an educational institution are planned, funded and monitored in order to realize effectiveness and efficiency in education system. (Deming,1986). Quality management (QM), is also called total quality management, evolved from many different management practices and improvement processes.

Education Service delivery according to Barney (2011), refers to capability; organizations capability to deliver on the promises that were made and being able to stand over any key performance indicator or service agreements. Service delivery is all about people, process and procedures and the right infrastructure to deliver those services correctly. He identified five steps to improve service delivery as: understanding customer's needs; turning the customer needs into service criteria (i.e. turning the customer needs into an auditable standards or an audit frame work) auditing; reporting and certification and finally continuous improvement.

According to Barakat & Urdal (2015) education service delivery is a tool which describes programming options for students in institutions who meet the criteria for exceptionality as defined by the department of education.

1.1.4 Contextual perspective

Despite of all the government efforts to uplift education standards in primary schools, throughout the local communities in Uganda by decentralizing the planning for schools to local governments, funding the schools, monitoring schools, recruiting teachers to ensure quality management of the UPE schools, there are still challenges in the education service delivery in local governments.

Bukedea district is blessed with 98 UPE schools placed at least in every parish. Most of these UPE schools have P.7 classes which present candidates for PLE every year. The performance of the candidates presented by these UPE schools has always been poor based on the UNEB results released in 2019. Out of 3550 candidates registered for Bukedea only 98 scored first grade compared to 138 first grades in 2018 more over most of these were from private schools. The above decline in performance made Education department to organize for the inspection of all the UPE schools.

The inspection report Bukedea DEOs (2019) came up with the following findings. Inadequate teaching, Poor infrastructure in the schools, poor furniture, poor time management by the teachers, Poor attendance of meetings by SMC members, conflicts in the staff, indiscipline of both pupils and staff, stealing of the school and staff property, poor turn up of parents for meetings, communities locked up some headteachers offices, some headteachers did not have approved budgets hence no proper accountability of UPE funds, no mid-day meals for both pupils and teachers, lack of teachers accommodation, most SMC members were P.7 graduates, school land wrangles are the findings recorded by the inspection team. The inspection report points crucial problems which are mainly related to poor service delivery in primary schools.

Basing on the real situation in Bukedea district as evidenced by their inspection report of 2019, there is urgent need for stakeholders to come up with collaborated strategies which will strengthen the quality of management in primary schools so that education service delivery becomes effective and efficient. This helps to boost the teaching and learning conditions to benefit all the learners.

1.2 Statement of the Problem

All the education institutions are expected to provide quality education services to citizens in terms of teaching, assessment, guidance and counseling and co-curricular activities. As it's clearly stated by the Education Act 13 (2008) and Universal Primary Education guidelines (1998) which are being followed by the decentralized education system in the local governments (MoES,2016).

However, in most government primary schools in Bukedea District the education service delivery is still poor, teaching and learning is inadequate, assessment is not adequately done, guidance and counseling is poorly done, school inspection is not done and co-curricular activities are not fully facilitated. Hence all these have caused poor education service delivery in primary schools (Bukedea Education sector report, 2018). The report also adds that the education sector in Bukedea continues to face challenges which include dilapidated structures, high pupil teacher ratio, inadequate text books, shortage of pit latrines and inadequate teachers' accommodation which in turn impact on pupil's performance. For instance in 2019, out of 3550 candidates registered for PLE, only 98 scored first grade which are just 2.8% indicating low performance.

Although many studies have been done globally, regionally and nationally on education services delivery, most of them concentrated on stakeholders participation, public private partnership, factors influencing quality of services,(Akena, 2015, Wairimu,2016 and Aminah 2018,) this confirm that there is limited literature on quality management and education service delivery. The study therefore, seeks to examine how quality management contributes to education services delivery in the primary schools Bukedea district.

1.3 Main objective of the study

The purpose of this study was to examine how quality management contributes to education services delivery in the primary schools Bukedea district.

1.4 Specific objectives of the study

The study was guided by the following objectives;

- i. To examine the contributions of planning in education service delivery in primary schools in Bukedea district.

- ii. To assess how funding contributes to education service delivery in primary schools in Bukedea district.
- iii. To establish the contributions of monitoring to education service delivery in primary schools in Bukedea district.

1.5 Research Questions

- i. How does planning contribute to the education service delivery in primary schools in Bukedea district?
- ii. How has funding contributed to education service delivery in primary schools in Bukedea district?
- iii. What is the contribution of monitoring in education service delivery in primary schools in Bukedea district?

1.6 Scope of the Study

This section focused on content scope, time scope and geographical scope.

1.6.1 Content scope

The study specifically examined how quality management contributes to education service delivery in primary schools. The study looked at how planning, funding and monitoring contribute to education services delivery in terms of teaching, assessment, co-curricular activities and infrastructure development.

1.6.2 Time scope

The study utilized data for 5 years from 2019-2023. This was because complaints about quality management and poor education service delivery in primary schools had been registered in this period. This period was enough to be able to give empirical evidence of the effects of quality management on primary education service delivery.

1.6.3 Geographical scope

This study was done in Bukedea District which is located in Eastern region of Uganda. It is bordered by Kumi district in the North and West, Nakapiripirit district in the Northeast, Bulambuli in the East, Sironko and Mbale District to the Southeast, and Pallisa District in the South. It lies between latitudes $01^{\circ} 21'$ North and longitude $34^{\circ} 03'$ East, with an average altitude of 1080m (3540ft). The study

was carried in Bukedea because relevant data about the study could be accessed more easily. For example the local records about education institutions could be accessed from education office. The researcher also considered the availability of fund to facilitate the research process.

1.7. Justification of the study

Education service delivery leads to improved performance and change in quality of life of the people in the society. This was characterized by regular monitoring, adequate infrastructural and financial allocation plus improved staffing. To realize that, the government has put in place Education Act and universal primary education guidelines, financial support to education institutions and offices at the district charged with policy reviews and implementation of programs and activities to achieve the targets on education services delivery.

Despite all the above support and provisions, Bukedea District is still underscoring in the Education service delivery, an issue which the study intends to confirm.

1.8 Significance of the Study

The study on quality management and education service delivery in Ugandan primary schools can contribute significantly to the existing body of knowledge in several ways:

Examining the relationship between quality management practices and educational outcomes, the study can reveal specific management practices that are effective in improving service delivery in primary schools. This is particularly valuable in contexts with limited resources, like Uganda, and could provide insights into practices that are practical, affordable, and scalable.

Most research in educational quality management is based on high-income countries, and these practices may not directly apply to low-income settings. This study can provide context-specific findings that are more relevant to Uganda and similar regions, addressing unique challenges such as limited funding, high student-teacher ratios, and infrastructure gaps.

The study may help identify key indicators of quality service delivery in primary education, including factors such as teacher motivation, infrastructure, curriculum delivery, and student engagement. These indicators can inform policymakers and educational leaders about where to focus resources to maximize impact.

The findings can guide policymakers in Uganda and potentially in other developing nations. For instance, it could influence the Ministry of Education's quality improvement strategies, or serve as evidence for the allocation of resources to specific quality-enhancing measures, such as teacher training or learning material provision.

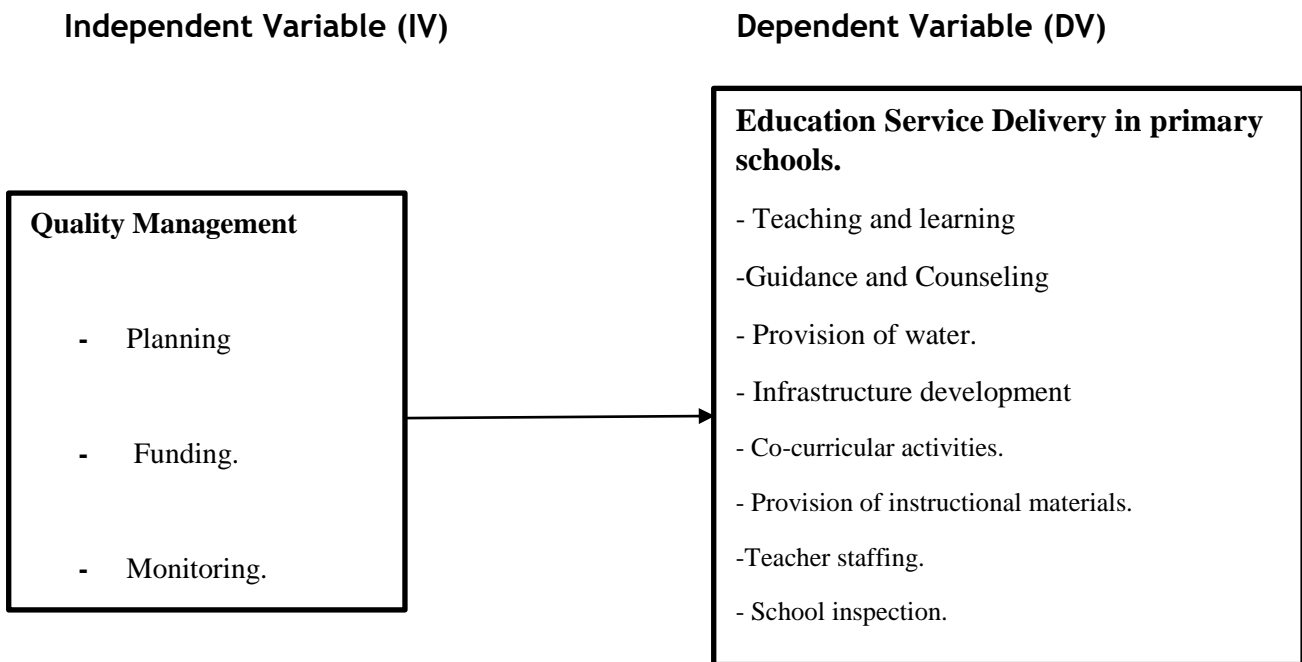
The study may uncover barriers to implementing effective quality management practices in Uganda, such as policy limitations, cultural attitudes, and resource constraints. Understanding these obstacles can inform future interventions, helping to create more tailored, feasible strategies for enhancing education quality.

By focusing on primary education—a foundational stage that impacts further educational attainment and life outcomes—the study adds empirical evidence on the impact of quality management at a crucial level of the education system, which may have long-term benefits for Uganda's human capital development.

Overall, the study will contribute to a more comprehensive understanding of quality management in low-income educational settings, creating a foundation for better strategies to improve primary education and influencing broader educational development in similar contexts.

1.9 Conceptual frame work

Figure 1.1: Relationship between quality management and Education Service Delivery



Source: Adopted from Juran Deming model and modified by the researcher (2023)

Figure 1; is the conceptual frame work showing the relationship between the Independent Variable (IV) and Dependent Variable (DV). The Independent Variable was measured in terms of planning, funding and monitoring while the Dependent Variable was be measured in terms of teaching and learning, Guidance and Counseling, Provision of water, Infrastructure development, Co-curricular activities, Provision of instructional materials, Teacher staffing, School inspection.

In Uganda, the focus on quality management in primary schools can help address challenges such as inadequate resources, teacher shortages, and uneven student performance across regions. By implementing Juran’s and Deming’s quality management frameworks, Ugandan education officials can focus on structured planning, continuous monitoring, and adapting methods to local needs, ultimately working towards consistent improvements in educational quality and access. These models support not only the achievement of educational goals but also alignment

with broader national objectives, such as the Sustainable Development Goals (SDGs)

Thus, Juran and Deming's approaches provide a strong foundation for Uganda to address current educational challenges systematically and effectively.

By applying Juran's trilogy, Ugandan primary schools can move towards a more structured, data-driven approach to improving educational quality. This structured approach supports goals like increasing student retention, improving performance in literacy and numeracy, and ensuring that resources are well-distributed across regions. This framework aligns with the government's objectives under Vision 2040, which aims for a high-quality, inclusive education system that meets both local and global standards

1.10 Operational Definition of Key Concepts

Quality refers to meeting set standards or meeting students expectations.

Management is the process of planning, organizing, controlling, evaluating and directing activities in the school with the aim of effectively utilizing human and material resources in order to achieve the schools objectives.

Services: These are functions or roles performed by education department in the area of teaching and learning and research.

Service delivery is the ability or capacity of education department to perform its roles effectively and efficiently in order to achieve their goals and objectives.

Planning: Referred to the process of stating how to complete school activities within a certain timeframe, usually with defined stages, and with designated resources.

Monitoring: Referred to the continuous tracking of major elements of program success by way of record keeping, regular surveillance and reporting systems as well as surveys and observation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the available literature on how quality management influences the delivery of education services from the global perspective, African perspective and the local perspective. The literature was presented objective by objective after looking at many documents.

2.1 Theoretical Framework

SERVPERF (Service performance) theory was used to support this study. It enables the researcher and readers to understand the basics of quality service delivery in public institutions. The SERVPERF theory, argues that customer preferences are more relevant to a long-term service quality than impending differences in expectations and performance (Cronin and Taylor 1992). Perceived service quality is said to be a reflection of the firm's performance. On using the firm's service, customers are said to form an attitude towards service quality performance. This satisfaction level with regard to the products / services indicates how the firm performs. The SERVPERF model claims that to find the performance of a firm in service quality. All that is required is to collect data by directly asking the customer through a simple survey and a questionnaire. (McDougall and Levesque, 1994) have claimed that knowing the relative importance of each dimension of service quality can help service providers to prioritize their efforts and resources and deploy them more effectively to improve each dimension of service quality. Furthermore, this knowledge allows institutional leaders to concentrate on those dimensions that offer the greatest opportunity to enhance customer satisfaction and their loyalty. SERVPERF measures actual performance based on customer satisfaction. Institutions should ensure that they are able to establish what the learners and employees who are the backbone of institution value and should work towards continuous improvement to ensure they meet and surpass their stakeholder's expectations. SEVPERF theory clearly elaborates and clearly outlines how public institutions should device ways to ensure the goals of the institution are met and hence the Mission and broader vision of the institution by offering quality services

2.2. The contributions of planning in education service delivery in schools

The Annual School Census is a comprehensive collection of basic (i.e. enrolment, learner characteristics, teacher details, infrastructure, etc.) educational data for all levels of the education system (i.e. pre-primary, primary, secondary, post primary, BTVET, and Tertiary) by the MoES. The purpose of the Annual School Census exercise is to generate basic data required for planning (incl. budgeting), policy analysis, development and decision making. Current data is usually required for budgeting since the government is implementing a cash budget. It is an efficiency measure intended to ensure that the scarce resources are not unduly wasted (MoES, 2016). The ASC data is processed and stored in the Education Management Information System (EMIS)—an ICT management tool that “integrates people, technology and practices in the process of collecting, capturing and processing data from different sources to generate information to aid informed decision making for operation and managerial functions of the education and sports sector” (MoES, 2016). EMIS was introduced to improve the management and planning procedures of the education sector by providing accurate information and building staff capacity in the education sector through trainings.

Key insights demonstrate that structured planning significantly contributes to achieving Sustainable Development Goals (SDGs) by improving educational quality, accessibility, and inclusivity. Studies indicate that well-formulated plans improve the allocation of resources, allowing education systems to address local demands effectively and prioritize underserved populations, including refugee communities and rural areas. (World Bank, 2020)

National education strategies in Uganda have incorporated elements like community involvement and decentralized decision-making, which ensure that educational programs meet local needs more accurately. These planning efforts have led to better tracking and usage of resources, supporting infrastructural development in primary schools and enhancing teacher training programs, which are critical to improving literacy and numeracy rates. (ELECU, 2024)

Furthermore, integrating data-driven assessments and continuous evaluations within educational planning frameworks has proven vital. Such approaches help identify gaps in student achievement and resource deficiencies, which inform

policy adjustments for improved learning outcomes. This shift aligns with broader global trends, emphasizing the necessity of adaptable and evidence-based planning to meet the evolving needs of education service delivery, especially in rapidly growing regions like Sub-Saharan Africa. (World Bank, 2020).

Horelli (2002) gives a thoroughly synthesized definition of participatory planning as a social, ethical, and political practice in which individuals or groups, assisted by a set of tools, take part in varying degrees at the overlapping phases of the planning and decision-making cycle that may bring forth outcomes congruent with the Participants' needs and interests. The planning aspect is very important in every organization like the school for it to run effectively.

Reddick,(2010), identifies five benefits of citizen participation to the planning process: Information and ideas on public issues; Public Support for planning decisions; Avoidance of protracted conflicts and costly delays; reservoir of good will which can carry over to future decisions; and Spirit of cooperation and trust between the agency and the public. All of these benefits are important to the education Service delivery, in its planning efforts, particularly the last three. Democratic decision-making, in contrast to bureaucratic or technocratic decision making, is based on the assumption that all who are affected by a given decision have the right to participate in the making of that decision. Participation can be direct in the classical democratic sense, or can be through representatives for their point of view in a pluralist-republican model (Reddick, 2010).The criteria for evaluating policies in a democratic process are the accessibility of the process and/or the responsiveness of the policy to those who are affected by it, rather than the efficiency or rationality of the decision. This brings in context conventional planning, which tends to be dominated by a technical/analytic style with emphasis on data collection and analysis as the means for finding the best solutions to problems and developing a technically sound plan. The implicit assumption is that better information leads to better decisions. Success in conventional planning is measured by the extent to which the objectives of the plan are achieved. This denies interactive planning through participative processes that lead to better decisions.

Bain (2004) cautions that, “Teacher preparation, knowledge of subject matter and organization play an instrumental role in pupils’ success and well prepared and organized instructions produce higher achieving pupils in learning process.”

Participation offers a variety of rewards to citizens (Robbins et al, 2008). These can be intrinsic to the involvement (through the very act of participation) or instrumental (resulting from the opportunity to contribute to public policy). The planner's expectations are also important in that an effective public participation program can lead to a better planning process and product as well as personal satisfaction.

According to Zukin et al, (2006), Political participation and involvement in community organizations are the hallmark features of civic engagement in a democratic society. Public involvement plays an important role in ensuring that political institutions and leaders take the voices of residents into account when making decisions affecting their communities. While scholars have concerned themselves about overall declines in political and civic participation (Putnam 2000), it is also important to pay attention to inequalities in participation across different racial and ethnic groups. This is especially true for political outcomes, where absolute levels of participation are less important than relative differences in participation, with the latter playing a significant role in determining which groups have more say than others in the formulation and implementation of policy decisions. They further point that, Participation in community organizations connects people to politics in several ways: it helps individuals develop skills that are relevant to politics (such as writing to public officials and mobilizing groups towards a common cause); it provides them with greater knowledge of politics by facilitating interactions among people who share common interests and concerns; and it provides them with opportunities to be mobilized by political campaigns for common course.

The essential component of the mobilization model according to (Strieter et al, 2006), is to provide insights for any extension professional to work effectively with collaborations with stakeholders. Here stakeholders engage in community partnerships in seeking solutions that address problems in their community. This community collaboration involved four critical steps, including: building

partnerships; developing a community plan; implementing community action plans; and evaluating their effectiveness. Identifying core community partners is the first step in implementing the community mobilization model, because the key to building successful collaborations is the relationship between and among people for the empowerment of all individuals (Rebori, 2000; Walker, 2003).

According to (Harvard, 2013), budgets are financial blueprints that quantify a firm's plans for a future period. That budget requires management to specify expected sales cash inflows and outflows, and costs; and they provide a mechanism for effective planning and control in organizations. Is the budget to a standard against which the actual performance can be compared and measured?

Issues of Quality of Education, rather than mass production, needs to move to the forefront of the educational agenda of policy makers at ever education level. Considering the huge public and private investment in education, there is an urgent need to evaluate how effectively the investment is being utilized by examining the quality of the educational infrastructure, the cadre of qualified teachers and other resources in place, and the quality of teaching and learning (UNESCO, 2003).

A report by UNESCO emphasizes and states that, issues of Quality of Education, rather than mass production, needs to move to the forefront of the educational agenda of policy makers at higher education level. Considering the huge public and private investment in university education of between US\$588 to US\$627 million per fiscal year , there is an urgent need to evaluate how infrastructure, the cadre of qualified tutors and other resources in place ,and the quality of teaching and learning(UNESCO, 2003).

Human Resource Management deals with organizing and planning, it as well deals with staffing. Staffing in this case depends on various environmental issues like fluctuating economic conditions and global completion, choice and availability within the local job market and finally completion for scarce skills (Price, A. 2011). Human resource is a key driver in any organization, if employees are not satisfied it's unlikely that the organization as a whole will be productive and offer quality service, hence it is important to set attainable employee performance indicators that are aligned with the organization goals and objectives (Huselid, Becker and

Beatty,2005).Performance indicators are valid and effective when applied in a consistent and comprehensive manner.(Bean and Gerathy 2003).

In many African institutions of learning leaders are not recruited and awarded for their leadership potential but for their academic qualifications, research, teaching and community service are rarely taken critically, training in strategic planning, budgeting, human resource development and faculty management (Sifuna ,2012).Further observation was that many senior managers/ institution heads take themselves as academics and not as leaders. They feel that they are not responsible for leadership and management of the activities in their institutions and departments. This in most cases has led to problems in how work/ activities of institutions are coordinated. Poor coordination of activities could result in poor service delivery (Bryman, 2007).

The increase in the numbers of children in school invariably implies an increase in the need for teachers. To deal with this and as part of the wider reform under the Primary Education and Teacher Development Project, there have been deliberate efforts to restructure primary teacher education and to increase the number of teachers trained, retrained, upgraded. As a result, between 1995 and 1999 “7,800 in-service teachers have been trained or upgraded. In addition 3,023 candidates in pre-service courses for teachers have completed their training. In addition another 2,118 were expected to complete their training (Ministry of Education and Sports1999: 12). So while the number of teachers has grown, the number is still too low compared to the massive number of children in school now (Aguti, 2002).

According to Matovu et al (2006), increased community participation in public decision-making at both the national and local levels has the potential to improve on service delivery because local governments can understand better the complex demands of their communities.

Matovu (2006) further identifies the benefits African governments have achieved as a result of adopting participatory planning. In Mutoko Rural District Council in Zimbabwe benefits include, greater understanding of civic issues by ordinary citizens, a signed social impact for participatory planning and budgeting, increased capacity to articulate needs and enhanced negotiation skills by ordinary citizens thereby realizing community needs. In Singida District Council in Tanzania,

achievements include, increased number of projects suggested by ordinary citizens, high sense of ownership for projects, good rapport between the Council and stakeholders through increased dialogue that used not to exist, grass root community involvement in identification of projects and services are more responsive to citizen needs.

Many professional development activities are arranged without the intended audience's input. In the case of a school, the audience is often comprised of classroom teachers. Administrators, on the other hand, frequently determine on their own what is "best" for their teachers and are perplexed when the results are less than gratifying. Teachers are more likely to identify what is needed to increase student accomplishment if they are allowed to "focus in" on crucial material and instructional concerns based on their own experiences. If they are involved in professional development decisions, they are considerably more likely to attend sessions with excitement and to put what they learn into practice (Andrade, 2018).

School leaders can utilize a variety of ways to obtain feedback from teachers on their professional development requirements. One quick and simple solution is to invite teachers to engage in a brainstorming session during a staff meeting so that they are aware of the discussion topic and may plan accordingly. A brainstorming session allows teachers to hear what other people are thinking and to contribute their own thoughts. The school's improvement plan can be used to stimulate debate (Betsy, 2017).

Without a professional development plan in place, a school risks holding haphazard events that do little to increase instructional skills or raise student achievement. School leaders can design a coordinated plan that handles school problems as a continuous process rather than a sequence of unrelated events by taking teachers' needs and the school's overall improvement goal into account. Unsuccessful plan defines the actions to be carried out, the target group for each activity (for example, mathematics instructors, interdisciplinary teams, or all teachers), and a procedure for following up. To handle this job, the school will need a professional development team directed by the administrator or another instructional leader. Representatives from all academic disciplines and career/technical fields, as well

as counselors and other key faculty, should be included on the team (Aguitar, 2014).

Stronge (2017) did a study about planning and teacher effectiveness using this same knowledge of lesson planning, and he discovered that planning and structuring instruction for at-risk kids helps to boost teacher effectiveness. The findings found that instructional preparation, which includes meaningful lessons that communicate high expectations to students, was a strong signal for pupils who were at danger of failing or dropping out of school. It is the adults' expectations that surround them.

Furthermore, McGuiness (2010) observes that good teachers do not focus solely on basic abilities during lesson preparation, even if pupils are lacking in these skills; rather, they plan for mastery of the basics while infusing higher-level, meta-cognitive thinking into the class. This contradicts the assumption that "academically hard work and literacy should be delayed for poorest children until they have attained full mastery of basic abilities." As a result, competent teachers arrange and structure instruction in such a way that students are exposed to the content and abilities required to attain their goals (McGuiness, 2010). Teachers decide how to provide content and skills in the classroom (Ambius, 2014).

According to Hill et al. (2015), because students learn at different rates, effective teachers plan academic enrichment and remediation opportunities for them so that, based on the teachers' knowledge of the students, alternatives can be offered to a student or a small group of students who have mastered the material faster than the rest of the class to allow them to study the concept at a deeper level. Students who lack the necessary information or abilities must be given time by the teacher to study the fundamental content on which to create the new piece. A goal of planning is to provide relevant learning experiences for all pupils.

According to Cooney (2010), the head teacher's responsibilities include preparing initial proposals for school development, receiving and administering funds collected for or granted to the school, providing advice to the District Education Board and the local authority education committee, providing physical facilities required by the school, and ensuring school discipline. Plans to allocate and

appropriate funding for infrastructure improvements, as well as maintaining school discipline, improve teacher effectiveness.

(Kchoska,2018). The world over, teacher-effectiveness is reflected in the teachers' ability to develop trusting and compassionate relationships with students; being a patient, caring, and kind personality; and professionally dedicating oneself to subject matter knowledge and the knowledge of learners Effectiveness is seen through the teachers' ability to plan; scheming and lesson planning; teaching regularly while mindful of the methods and instructional materials; and taking a keen interest in the learners' ability to achieve.

Besides, Mayer et al., (2000) reported that the school quality is relatively high if teachers have high academic skills, teach in the field they are trained, have at least several years of teaching experience, and participate in professional development programs. Educators agree that experienced teachers and teachers getting high quality professional development increase student achievement. Teachers with strong academic skills are very successful to teach students.

According to Gedikoğlu (2005), deficiencies in Turkish education system, especially in rural areas, are financial difficulties, shortage of teachers, and lack of school buildings, laboratory equipment's, computers, and libraries. The regional infrastructures of education system eliminate equal opportunity in education (Adaman & Keyder, 2006; Gedikoğlu 2005).

2.3 The contributions of funding to education service delivery in school

World Bank has noted that financial monitoring through mechanisms like Public Expenditure Tracking and Quantitative Service Delivery Studies has led to better allocation of resources in primary schools, which is vital for increasing enrollment and learning outcomes in underserved communities. This tracking has been instrumental in ensuring that educational funds reach targeted schools and improve the quality of educational materials, thus aiding both teacher preparedness and student engagement (UNICEF,2020).

UNICEF's annual reports further emphasize that funding for educational projects contributes to system resilience and quality improvement, especially following the COVID-19 pandemic. Investment in education infrastructure, teacher development,

and learning materials is essential for recovering from learning disruptions. UNICEF initiatives also illustrate that increased funding in early education and remedial programs enhances equity and accessibility for children affected by the pandemic. This funding has helped countries develop and implement frameworks that ensure educational continuity and the adaptation of teaching methods to accommodate both in-person and remote learning environments (UNICEF,2020).

Additionally, the “Better Education Service Delivery for All” (BESDA) project, funded by various stakeholders, including the World Bank, has aimed to improve educational access and quality through financial transparency and accountability. This project underscores that rigorous financial oversight is necessary to improve service delivery and meet educational targets effectively (World Bank 2020).

Funding is perhaps the most powerful and pervasive policy steering change instruments available to any government or organization. In fact, the resource dependency perspective of organizations explains that organizations and universities must actively re-organize their activities and structures in order to ensure a continuous flow of various resources that are critical to their survival and to the change process (Oliver, 2001).

One of the ways in which extra funding has been raised locally to meet the cutbacks in public funds, has been through securing increased student enrolment at relatively lower costs and changes from grants to student loans. These developments have led to competition for students as well as revenue. However, many of the ways to generate more funds have been clearly market-like behaviors, some of which are for profit and others not for profit. But the manner in which many universities have been implementing these programmes has raised serious doubts on their impact and sustainability (Mwiria, 2007).

Private institutions generate money from fees and external aid, while public institutions get government grants as well as generating funds from fees and donors. As the demand for higher education increases, it presents educational entrepreneurs and managers with a challenge of making investment decisions by which they can attain desired financial goals without setting fees structures that are so exorbitant as to scare away potential customers (Kayongo, 2010).

Attractive remuneration packages are one of the very important factors of retention because it fulfills the financial and material desires (Shoaib, 2009). The staff in Kenyan public institutions have functioned under conditions of extreme individual sacrifice over the last twenty years, the rapid increase in student numbers has not been commensurate with staff numbers, the staff take on additional load each successive year (Report of the public universities inspection board, 2006).

Salary retirement and job security have been shown to be important personal issues that may affect the satisfaction of faculty members in colleges and universities. (International Journal of Humanities and Social Science Vol. 2 No. 13; July 2012) Rosser observed that although much of the overall research on faculty members suggests that salary, in and of itself, is not the most important aspect of their work life and satisfaction, salary is one of the primary reasons why Public university employees leave their institution.

According to (Tettey, 2006) dissatisfaction with salaries is one of the key factors undermining the commitment of academics to their institutions and careers, and consequently their decision or intent to leave.

On 22nd June 2018, UNATU and other Public Service Unions signed a Collective Bargaining Agreement with Government that clearly highlighted the plans for salary enhancement across all categories of civil servants for FYs 2018/2019 and 2019/20. Further, more it was agreed that negotiations for FYs 2020/2021, 2021/2022 and 2022/2023 would go on as agreed in the Collective Bargaining Agreement aiming at removing disparities in salary scales. Government was represented by Head of Public Service/ Secretary to Cabinet as the lead person. The CBA would have been a great step towards the teacher's salary enhancement if it had been implemented as signed. This CBA also put into consideration the provisions of Public Service Standing Orders concerning supervision and appraisal to clear any discrepancies between supervisors and supervisee yet the haphazard salary increments that Government is proposing instead create distortions in the structures (UNATU, 2022).

Fringe benefit is another important aspect in remuneration. Fringe benefits refer to non-wage compensation provided to employees in addition to their normal

wages/salaries. They may include housing, paid leave, paid vacation, group insurance (health, dental, life), tuition reimbursement and funding for education. Fringe benefits are given to employees in order to increase their economic security, enhance their satisfaction, corporate loyalty and retention. (Tirmizi & Bashir, 2009) while studying the determinants of employee retention in telecom sector of Pakistan posit that attractive remuneration packages fulfill financial and material desires and thus enhance staff retention.

While, (Comm and Mathaisel, 2003) cited in (Kipkebut, 2010) on a study on faculty workload and compensation of Australian academics, revealed that 51 percent of the faculty did not believe that they were compensated fairly, relative to other comparable institutions. Staff retention in African universities is highly influenced by dissatisfaction with salaries undermining the commitment of academics to their institutions and careers and consequently their decision or intent to leave (Tettey, 2006).

In Mexico, it was noted by Arredondo (2005) that decentralizing the Health service delivery increased the federal co-responsibility in funding to 1-2% which has made it possible for the state to implement programs like the “Seguro Popular”. It has also allowed progress in financial and accountability indicators for higher transparency in the allocation and use of resources for health.

Namaganda (2005), in her study on financial management and accountability of UPE funds, noted that the UPE programme was a positive development in the Ugandan education system and a positive contributor to development. She observed the need for government to improve on various aspects which included funding, expansion of physical facilities, scholastic materials and ensuring continuous management audit. These would enhance the success of the programme. Her study identified the insufficient funds and resources as a major hindrance to the success of the education.

Namaganda’s (2005) finding stresses the need for financial management and accountability of UPE funds, this study adds that even the funds allocated to UPE at present are insufficient and insignificant compared with the demands of the physical facilities that are required. Therefore, the increase in UPE funding is proportionate to the demands of the physical facilities that are required. It is also

noted here that without proper remuneration of teachers, the teaching and learning environment will continue to remain elusive. It has also come out clear in this research that most of the people teaching are perceived not to have qualification to do so. There is need for government to verify documents of those who are in charge of this noble activity. Moreover, UPE was designed to help the poor people massively access education.

Mayer et al., (2000) adds that the delivery of quality primary education depends on qualitative variables such as characteristics of schools, teachers and classrooms, as well as quantitative variables such as achievement scores.

The Working Committee of European Report of May 2000 identified sixteen indicators for school quality (European Report, 2000). The commission's indicators were used as criteria for determining school quality indicators in their study. Teacher qualifications, curriculum implementation, school climate, parental involvement, availability of educational technology and instructional materials were acknowledged as important indicators of school quality. Educators, researchers, and the public believe that there are some differences between rural and urban education quality. Namely, the education in smaller and rural schools was found to be less qualified and less effective than the education in larger urban or suburban schools (Young & Fisher, 1996).

In fact Fredriksson (2004) asserts that to create quality education it is necessary to establish a good practice and to meet demands at all levels (the classroom, the school/institution and the educational system in which classrooms and schools/institutions exist). In the principles of teaching, one can only establish good teaching in the classroom if schools and the educational system as a whole are functioning properly. Even if individual teachers are able to establish good classroom practice in spite of badly functioning schools/institutions and non-supportive educational authorities, this can only last for short periods. In Uganda, professional teachers at this primary level try to do their best despite the poor remuneration from government. Countries are increasingly opting for decentralized decision making and balancing this with greater centralization of accountability regimes such as standardized testing. The aspect of decision-making by head-

teachers plays a significant role, especially considering whether decisions are made after consulting other members or not (Grauwe, 2017).

2.4 The contribution of monitoring to education service delivery in schools

The UNESCO Global Education Monitoring (GEM) Report highlights how consistent monitoring frameworks contribute significantly to advancing Sustainable Development Goal (SDG) 4, which aims to achieve quality education worldwide. The GEM report emphasizes that comprehensive monitoring, including national assessments and data collection on student progress, enables countries to identify disparities and areas needing improvement, from classroom resources to teacher availability. This, in turn, informs evidence-based policy and helps ensure equitable education access, especially for underserved populations (GEM Report 2020).

In Uganda and similar contexts, the World Bank's Public Expenditure Tracking (PET) surveys and Service Delivery Indicators (SDI) are instrumental in analyzing how education funds are allocated and utilized. These tools have shown that effective monitoring of expenditure and teacher resources can directly address educational bottlenecks, enabling the implementation of interventions targeting marginalized areas. Post-COVID-19, such frameworks are also crucial for tracking recovery efforts and addressing learning losses, ensuring both quality and accessibility in education are maintained as schools reopen (UNESCO.2020.)

Monitoring is carried out in order to track progress and performance during the process of project implementation as a basis for decisions for subsequent steps in the project process and to contribute to accountability for the use of resources. Evaluation, on the other hand, is a more generalized assessment of data or experience to establish how far research has achieved its immediate objectives (including implementation, outputs and outcomes). The term impact assessment is used broadly, often embracing evaluation and assessment of outputs and outcomes as well as long term impact ends (Pasteur, etal 2006).

Davies, et al, (2005), points that monitoring and evaluation helps in shaping changes in policy, practice, changing people's knowledge, attitudes or understanding of an issue. A large proportion of the literature relating to monitoring and evaluation of educational project addresses itself principally

towards the issue of impact assessment, often immediately coming up with a number of reasons why this is a difficult undertaking.

Holvoet, et al,(2014), in their research suggested that Monitoring and evaluation in Uganda are fragmented, with multiple government and donor planning and progress reporting formats. Policy formulation, work planning and budgeting are undertaken as separate exercises at the sector and district levels. With a proliferation of different funding arrangements, officials are burdened with a large volume of reporting but have little systematic information about effectiveness of actual public service delivery.

The quality of services delivered is an important determinant of people's well-being for a given bundle of resources. Resources are critical to the delivery of services to clients. But resources are just only one, and sometimes a small component, of the performance factors that impact on the quality of service provision. Recent evidence shows that even when resources are allocated for provision of services, a large portion of the resources might not reach the intended clients. In some cases, services may not even being provided because frontline providers do not show up to work, resulting in poor delivery of services. The implication is that availability of resources does not guarantee that intended beneficiaries do receive the benefits from the resources allocated (Okwakol, 2009).

The Government of Uganda has recognized the importance of improving results orientation and has defined the effectiveness of public service delivery as its highest priority. Ongoing initiatives to introduce "output oriented budgeting", "results oriented management" and pay reform deal with improving the quality of government. However, these initiatives have often been approached from the perspective of narrow departmental responsibilities rather than comprehensive goals and government-wide ownership (Hauge, 2001).

In Uganda, the National Council for Higher Education in Uganda, sets standards in Higher Educational Institutions (MoES, 2004), through Directorate of Education Standards (DES),provides a rational system of setting, defining and reviewing standards and quality of Education in Uganda as a whole (ESA,2005).

Armstrong (2001). Standards are set to ensure performance of employees or organizations meet the objective requirements of the organization (Leslie, 2000). Megranahan (1995) slightly differs, in that, to attain quality control at the workplace, both employees and managers should design the set standard for effective control of quality. However, both Leslie and Megranahan concur that standard setting is vital in quality control, to enhance performance of employees. Leslie and Megranahan conducted their studies on standard setting and impact on employees of manufacturing industries, but not in-service provider firms like education or health. Standards setting process for teachers' performance takes a broad-based approach: Teachers, Pupils, Community and the other key stakeholders in Education are party to it. This process inspires a sense of community ownership and an immediate classroom response in terms of teachers performing their duties effectively as other stakeholders provide the necessary resources and support to education.

According to (Hauge, 2001), Uganda has implemented an impressive set of economic and budgetary management reforms. The immediate challenge for national development management, as a whole, is to translate success in the macro-economic arena into greater success in poverty reduction. Value for money in expenditures, quality of budget execution or effectiveness of public service delivery, are serious concerns.

From an M&E perspective the major problem is that both information management and decision making is focused on the administrative process of expenditures and activities rather than on the poverty outcomes, impacts and goals that are being pursued. Planning, budgeting and incentives are geared towards tracking inputs, activities and, recently, immediate outputs. Recurrent and development expenditures are reviewed separately, rather than for their combined impact in achieving overall goals. Monitoring and evaluation remain overly centered on compliance with government requirements and regulations rather than end-results of policy, program and project efforts. Civil servants get rewarded for doing paperwork well rather than making a difference in people's lives.

Lau (2004) explains that, monitoring of the employees at the work place improves on performance outcome, if the employers are using Performance Related Pay

(PRP) system; otherwise the monitoring won't have any meaning towards improving performance. This view was arrived at after the duo conducted a study in 1998, on workplace employee relations survey, to explore contextual influences on the relationship between Performance Related pay (PRP) and Organizational performance. While strong evidence that the use of PRP can enhance performance outcomes was important, it also determined that this relationship is supported by monitoring at the workplace.

Musana (2008) conducted a study on monitoring and employees performance, and found that proper monitoring lead to improvement in employees' performance, but only when monitoring is done in a clearly defined manner that it can achieve good results. He stressed that occasionally, monitoring on employees' work is done haphazardly. Kafeero (2008) concurred with Musana, and asserts that school activities should be monitored regularly and feedback given to the teachers, in order to yield good results.

DES (2009), noted that the monitoring conducted in schools in Uganda had limited impact on improving performance of teachers in the schools, simply because, the monitors are inadequate for the job, hence, advised on use of Associate Assessors, to beef up the personnel for monitoring. All the above stated findings tend to indicate that monitoring is vital for ascertaining conformity to set standards, hence better educational performance in schools. The findings emphasized that monitoring helps in detecting deviations and allow for correction. The findings, however, failed to show that monitors visit schools to monitor various aspects in a school, probably paying minimal attention to teachers.

Emuron (2000) in his study on ensuring quality education in secondary schools in Uganda found that support supervision plays a very vital role on regulating and ensuring that teachers performed to the desired level. Rwampembu (2010) concurred with Emuron, and elaborated that frequent and regular support supervision of teachers, encourages the teachers to work harder. However, Musana (2008) cautioned that, unless support supervisors discuss findings with the teachers and feedback given, there is no relationship between support supervision and employees' performance.

In Uganda, performance in schools is generally poor, despite the established support supervision mechanism in place (The World Bank, 2003); teachers come to schools drunk and fail to teach (Turygyenda, 2006). DES are more of Inspectors than support supervisors in schools, because, DES sets standards, gather evidences against performance in schools, evaluates and sends recommendations to the Ministry of Education and Sports, with very minimal support supervision (MoES,2006).The findings above confer that, if support supervision is not done properly, it can't improve performance.

There has been growing attention to the effects of organizational work practices lately, especially on employee job performance , the level of job demands placed on employees poor job design, increase in work load ,time pressure and the degree of job autonomy or control afforded to employees are significantly related to low job performance. These practices have been argued to be detrimental to individual job outcome that is quality service and productivity. (Griffin et al, 2007).

Offering quality services to customers its key, but we should not forget that staff retention is also an important aspect. According to (Buche, 2012) academic staff retention refers to the process or the ability of an institution to not only employ qualified academic staff, but also retain competent staff through the establishment of a quality work-life, motivated staff climate, best place of work, and being an employer of choice, depending upon dedicated formulation and execution of best practices in human resource and talent management. Staff retention involves influencing academic employees" decisions to be committed and remain with the institution, even when job opportunities do not exist within the organization, by reducing structural change, and reducing change in administrative demands and the demands of quality reviews, while maintaining high academic standards. This is because universities, by their unique nature, serve as a storehouse for knowledge and very few institutions can afford to employ, train and permit their most valued and talented employees to leave when it is difficult to find better replacements (Netswera, 2005).

Decentralization can help to achieve the goal of improving service delivery in the third world. Whilst available evidence suggests that decentralization has not yet achieved all that was expected of it, significant progress has been made. There is

a firm commitment from central and local government and the framework is in place to enable it to succeed and make a valuable contribution to poverty alleviation. Critical ingredients that need enhancing are financial and human resources, together with building the confidence of the public through fighting corruption. From this study decentralization in Uganda holds out the prospect for improved governance and better service delivery (Richard Scott, 2002).

While focusing on local government development grant on primary health care, primary education, water and sanitation, feeder and access roads, agricultural extensions, street lighting and market infrastructure aimed at promoting service delivery both as a means and an end to decentralization, service delivery greatly improved under the decentralization system, particularly with respect to access to primary education, healthcare and water and sanitation services (Okidi and Guloba, 2006).

The issue of quality is still an unresolved one in UPE for Uganda because a number of trained teachers have been added to the system. However, the enormous increases in primary school enrolments far outstrip these efforts. A lot more therefore needs to be done otherwise the schools will continue to be filled by untrained teachers and this could adversely affect the quality of primary school education. Also, whereas distance education is growing in the country there are still fears that the products are 'not as good' as those trained through the full time residential programmes. The purpose therefore is on the providers of distance education to ensure that the systems puts in place quality teacher training, (Aguti, 2002).

The collection of monitoring information focuses on the gains. The gains can only be achieved if resources are secured and are properly allocated and used in a balanced manner. The maintenance of quality education in higher institutions of learning is mandated to carry out monitoring so as to assess the performance of the school. Availability, accessibility, proper and timely allocation of funds when required are some of the issues to be considered in effective monitoring (MoES report, 2007).

However, an effective monitoring system should be measured against the scientific soundness of its methods and cost benefits or feasibility (Hurst, 2006). The quality

of a given Education service can easily be measured through data obtained from monitoring. This would also enhance accountability at the different of implementation.

However, Hurst (2006) ignores and does not mention the fact that resource and systems both local and international are inadequate and at times inappropriately allocated which hamper timely execution of monitoring programmes and thus negatively affecting the effectiveness of education services. It's important to note that the availability and proper allocation of resources is vital in enhancing the success of a monitoring system.

According to Uganda Debt Network (2004), some latrines are not built to good quality standards exposing children to the danger of falling in and most children may opt to drop out of school. In another study carried out in Nigeria, "inequality, Polarization and poverty; Research Proposal presented to PEP Network" (Awoyemi), says that when there are many competing priorities, resources are allocated to academic activities while sanitation is neglected. But good sanitary facilities such as latrines, safe drinking water supply and hand washing facilities are important for the success of basic education. A study done by the community Participation for Action in social sector projects in Nigeria in 2005 revealed that only 40% of schools in Nigeria had water facilities, while only 48% of these had separate latrines for girls. Therefore in order to enhance proper learning sanitation has to be considered in many school settings.

Kafui (2005) observed that lack of teaching and learning materials which students are able to see and feel during classroom teaching can influence dropout rate. In related issue, most of the schools do not have adequate instructional materials to boost teaching hence making children to develop negative attitudes towards attending classes. In bridging the gap, current study used mixed methodological approach compared to Kafui (2005) study that relied on a qualitative methodological approach.

Mulkeen (2005) observed that, teachers in rural schools teach less than their counterparts in urban areas. In addition to trips away from the rural area to visit a doctor, collect salaries, to engage in service training or visit family may involve

long journey resulting into missed school days. Where teachers live to walk long distances to school, they may start late and finish early.

2.5 Gaps identified in current literature

The literature shows how quality management in planning, institutional funding and monitoring affects service delivery. National Planning Authority (2005) emphasized the role of quality assurance and corrective action. However, all the studies by other researchers focused on effect of public participation on education service delivery in other countries or areas of service delivery such as participation poverty reduction processes, development, learning, strategy, health, democracy, project success to mention some. However, none of the studies specifically focused on examining how quality management contributes to the delivery of education services in the selected primary schools Bukedea district, a gap which this study sought to fill.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents and describes the approaches and techniques the researcher used to collect data and investigate the research problem. They included the research design, study population, sample size, sampling techniques and procedure, procedure for data collection, data collection instruments, data quality control, data processing and analysis and ethical consideration.

3.1 Research Design

This study used descriptive research design. This research design was most suitable for the study, because it aims at providing a systematic description that is as factual and as accurate as possible (Amin, 2005). It employed a triangulation approach of both quantitative and qualitative. Quantitative approach was applied because it yields numbers, frequency tables, percentages, mean and standard deviations that are easy to understand, interpret and apparently more convincing. The quantitative approach collects data using a coded questionnaire that can be statistically manipulated into number while qualitative approach collects data using interview guides such that the data collected was presented in narrative format given that it was not easy to manipulate it statistically. It's argued that when both quantitative and qualitative approaches are triangulated they help in enriching the interpretation of findings of the study.

3.2 Study Population

The targeted population under this study is 197 respondents who were picked from 12 selected primary schools out of the total number of 98 Government aided schools in Bukedea district. It also included key technical staff of local government. The population includes CAO, DEO, 3 Inspectors of schools, 2 CCTs, 12 Headteachers and 178 teachers.

3.3 Sample size determination

A sample size of 132 respondents was drawn from the population of 197 people.

For the purpose of accuracy the researcher was used Slovine’s statistical formula given below to arrive at the sample size.

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

Where n=sample size

N = population of the study

e=0.05 level of the significance of the study.

The sample size and the selection were further presented in table 3.1 below,

Table 3.1: shows the population, sampling size and sampling techniques

Category of respondents	Population	Sample size	Sampling techniques
CAO	1	1	Purposive
DEO	1	1	Purposive
Inspectors of Schools	3	2	Purposive
CCTs	2	1	Purposive
Primary School Headteachers	12	8	Simple random
Primary School Teachers	178	119	Simple random
Total	197	132	

Source: Bukedea District Education sector report (2023)

3.4. Sampling procedures

The researcher mainly used purposive sampling and simple random sampling techniques for picking the respondents who participated in the study.

3.4.1 Purposive sampling

The researcher intended to use purposive sampling for selecting, CAO who is the key decision maker and has comprehensive knowledge about the administration and operational aspects of education within the district.

DEO was primarily responsible for ensuring educational quality and compliance with standard in the district. Their roles include monitoring schools, evaluating teachers and implementing quality assurance measures.

Inspectors of schools are directly responsible for evaluating the standards of education across the district. They conduct regular assessment to ensure that the schools adhere to educational policies, teaching standards and facility requirement making their insights crucial to evaluating quality management.

CCTs are responsible for supporting the professional development of teachers through in-service training, mentorship and classroom support.

3.4.2 Simple random sampling

The head teachers and teachers were randomly selected from the school community in all the twelve sampled schools as they are implementers of education policies at school level.

3.5. Data collection methods

Two methods of data collection were employed during the study. These are questionnaire survey and face-to-face interview, which are briefly explained in the next sub section.

3.5.1 Questionnaire survey method

Questionnaire survey method is a data collection method used to collect data from particular groups of people using questionnaires that have been standardized (Amin, 2005). Therefore, the questionnaire survey was used to collect data from headteachers and teachers in a systematic way. The reason for using the questionnaire survey to collect data from head teachers and teachers was that it saved on time for collecting data since their number was big to be interviewed.

3.5.2 Face to face interview

This method of data collection was used to collect data from CAO, DEO, CCT and Inspectors of schools because it enables the researcher to establish rapport with these categories of respondents (Amin, 2005). The rapport that was established helped the researcher to gain the cooperation of CAO, DEO, CCTs and Inspectors of schools while seeking information related to issues that are to be investigated. The face-to-face interview data collection method furthermore allowed the researcher to obtain in depth data through probing and clarification of ambiguous questions (Mugenda & Mugenda, 2009).

3.5.3 Observation

Observation is one of the methods used when collecting data, especially for qualitative research purposes. Brundrett, et al., (2014) assert that observation is helpful in providing deep, rich data that give verisimilitude to the research process. Observation can either be direct or indirect, structured or unstructured, participant or non- participant. In this research study, non-participant observation was used to collect data.

3.5.4 Document Analysis

Secondary data was obtained through the use of published and unpublished documents. Various publications including the school inspection reports, school work plans, Minutes of school meetings UNEB Reports on PLE performance and UPE Policy Manuals were reviewed for the purposes of this study. According to Ragin (2021), secondary data can be helpful in the research because it can provide a baseline with which the collected primary data results can be compared to other methods.

3.6 Data collection and instruments

The researcher used the questionnaires, interview guides, observation guides and document checklist when collecting data from the respondents.

3.6.1 Questionnaires

The researcher developed the questionnaires which were in line with the study objectives and the respondents were expected to answer the questions as per the guidelines given in the statements. The research used the general questionnaire for all the respondents suggested in the sample size. The questionnaires were given to head teachers and teachers because they are implementers of education policies at school level. The questionnaires were relevant in the study because they were practical, large amount of information was collected from a large number of people in a short period of time and in relatively cost-effective way. The questionnaire consisted of both closed and open-ended questions drafted using a likert scale which had alternative answers ranging from strongly agree (SA) agree (A) strongly disagree (NS) disagree (D) and not sure (NS). The questionnaire guided the respondents to tick one option in each question according to his or her opinion.

3.6.2. Interview guide

An interview guide is a data collection instrument that contains a list of open-ended structured questions to be responded to by the interviewee (Amin, 2005). The interview guide involves a face-to-face conversation in which the interviewer asks for information based on a certain question from interviewee. Interview guides were used to collect qualitative data from CAO, DEO, CCTs and Inspectors of schools. The reason for using the interview guide for this category of respondents was that they were in position to provide in-depth information through probing. Questions were presented to the CAO, DEO, CCTs and Inspectors of schools, by the researcher who wrote down their views in a notebook. Data obtained during the interview was used to supplement that obtained through the questionnaire to enrich interpretation of the findings.

3.6.3 The observation guide

The observation guide provides a framework of specific criteria that researchers should look for in the school setting, such as classroom management, teaching methods, and administrative processes. For instance, for quality management, the guide could include indicators of effective management practices like adherence to schedules, use of learning materials, and teacher-student interactions. For education service delivery, it might focus on aspects like lesson delivery, student engagement, classroom resources, and inclusivity.

3.6.4 Document Review Check-list

Documentary review checklist can be considered a research tool. It is commonly used in qualitative research to systematically review and analyze documents as part of data collection. This tool helped researchers ensure a consistent approach to examining documents (such as reports, policy documents, records, and articles) by providing a structured guide for reviewing key elements.

The documentary review check-list was used for the purpose of reviewing documentary data. Documentary data was obtained through the use of published and unpublished documents. According Amin (2005), documents can be helpful in research design of subsequent primary research and can provide a baseline with which the collected primary data results can be compared to other methods. The document review check list is structured to include; Inspection reports, school

meeting minutes and UPE Policy Manual. This eased the process of capturing the required data from the targeted documents in this study.

3.7. Quality Control

This was done as a way of eliminating or reducing errors in the study instruments in order to ensure the quality of research findings. The researcher carried out reliability and validity tests of the research instruments to be used during data collection.

3.7.1 Validity

Prior to using the research instruments to collect data from the field, a validity test was conducted to determine whether the questions were capable of obtaining information that was required to answer the objectives of this study. To achieve this, two lecturers at UCU, Mbale College conversant with study area of this study were requested to review the questions to see whether they were capable of obtaining information that was required to answer the objectives of this study. After the lecturers reviewed and rated questions they perceived as relevant and not relevant a Content Validity Index (CVI) for the questionnaire was calculated using the following formula.

$$CVI = \frac{\text{Items rated Relevant}}{\text{Total number of Items}}$$

$$CVI = \frac{68}{90} = 0.755$$

The CVI shows the ratio of items rated as relevant by the two experts to the total sum of items rated by each of the experts. The higher is this ratio, the more relevant are the items in obtaining information about what is being investigated.

The findings are presented on the following table.

Table 3.2: Validity of questionnaire

Raters	Relevant items	Not relevant items	Total
Rater 1	35	10	45
Rater 2	33	12	45
Total	68	22	90

Source: Primary data,2023

According to Amin (2005), an acceptable content validity index of a research instrument should be 0.70 and above. Since the questionnaire content validity obtained for this study was 0.755, the questionnaire deployed in this research was within the acceptable range ($>0.7 < 1$) as recommended by Amin (2005). Expert judgment allowed for scale refinement through subsequent removal of irrelevant items in the scale.

3.7.2 Reliability

This is the degree of consistency that the instrument or procedure demonstrates whatever is measured (Bryman 2006). For the purpose of reliability, the test-retest method of reliability was considered appropriate for the study.

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (Carmine & Zeller, (1979). To ensure reliability of findings the researcher triangulated the methods of data collection. In this case, questionnaires and interviews were used to collect data. Comparisons were therefore made on the responses to different research questions. In addition, the category of respondents and the sources of information were also varied in order to check for consistence on the nature of information generated. In order to find out if the instrument was reliable, Cronbach's alpha Coefficient was performed as generated by Statistical Package for Social Scientists (SPSS). In all the 90 items of the questionnaire tested, the Cronbach's Alpha Coefficient was 0.888 translating to 88.8% as shown in Table 3.3 below.

Table 3.3: Reliability Statistics

Cronbach's Alpha coefficient	N of Items
α	
.755	90

Source: Primary data, 2023

Cronbach's Alpha indicates whether the items measure the same construct. A Cronbach's Alpha coefficient of 0.70 and above is considered satisfactory (Nunnally, 1978). However, a Cronbach's Alpha of between 0.70 and 0.80 is preferred. From the finding of this study, the Cronbach's Alpha was 0.755 which lies between 0.70 and 0.80 meaning that the instrument used was highly reliable.

3.8 Data analysis and presentation

This was presented using quantitative and qualitative approaches.

3.8.1 Quantitative data

The employed various analytical techniques to process and interpret numerical data based on objectives of the study. Descriptive statistics which includes measures like mean, standard deviation and frequency distribution were used. These helped to summarize and describe the main features of dataset. Regression analysis was done to examine the relationship between dependent and independent variable.

Multiple regression analysis was used to examine how quality management contributes to education service delivery in primary schools in all the three objectives.

Correlation analysis was used to measure the strength and the direction of the relationship between the two variables.

3.8.2 Qualitative data analysis

After transcribing data from interviews, it was cleaned and edited to ensure consistence. The data was then coded to identify patterns in the data. The main themes were thereafter generated. Content analysis was thereafter used to make meanings out of the responses and drew conclusion about individual research questions. Data from interview used to validate quantitative results collected using questionnaires in form of opinions.

3.9 Ethical consideration

The researcher looked for the approval of the research topic by the supervisor in the university to avoid duplication of research topics. The researcher requested for the introductory letter from the University. For my case it was Uganda Christian University Mbale College. The researcher got permission to carry out the research from relevant authorities that was from the Chief Administrative Officer (CAO) and District Education Officer (DEO) by writing to them. The consent from the respondents was requested before subjecting them to the study. This was done by having a brief introduction on questionnaire stating the reason for the study. The researcher guided the respondents not to indicate their names on the

questionnaires to ensure anonymity and confidentiality in terms of any future prospect. The researcher avoided statements which were potentially harmful because they could lead to arousal of emotions like crying from the respondents. Generalization of the presentation of findings was considered vital to avoid victimization.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0. Introduction

In this chapter the analysis of the findings was made basing on the bio data, the objectives of the study which include to:

4.1: Rate of Return

Table 4.1: Rate of Return

Rate of Return	Frequency		Percentage
	Expected Number	Actual respondents	
Number of Questionnaires	132	130	98.4
Number of Interviews	12	10	83.3

Source: Field Data, 2023

4.2. Demographic characteristics of Respondents

Table 4.2.1: Gender of Respondents

Gender of Respondents	Frequency	Percentage
Male	73	56.2
Female	57	43.8
Total	130	100.0

Source: Field Data, 2023

The details of respondents gender were presented in table 4.2.1 as below, 73(56.2) of the respondents were male and 57(43.8) were female. The highest percentage of the respondents 56.2% were male. This implies that the male were readily available in most primary schools and they had much interest in the study than their counterparts the female who claimed that they were busy with domestic work.

Table 4.2.2: Age of Respondents

Age of Respondents	Frequency	Percentage
20-30	3	2.3
31- 39	47	36.2
40-49	78	60.0
50 years and above	2	1.5
Total	130	100.0

Source: Field Data, 2023

The results from table 4.2.2 above showed that the respondents of age bracket 20-30 were 3(2.3%), 31-39 were 47(36.2%), and 40-49 were 78 (60%) and those who were 50 years and above were only 2(1.5%). Basing on the analyzed data the majority of respondents were between the Age groupings of 40-49 years implying that they were mature enough to understand the questions posed to them about education service delivery in primary schools.

Table 4.2.3: Marital Status

Marital Status	Frequency	Percentage
Single	3	2.3
Married	125	96.2
Divorced	2	1.5
Total	130	100.0

Source: Field Data, 2023

According to the table 4.2.3 above 3(2.3%) of the respondents were single, 125(96.2%) were married and 2(1.5%) of the respondents were divorced. The results indicated that the majority of the respondents were married implying that they were responsible people with families who needed education for their children.

Table 4.2.4: Highest level of education

Highest level of education	Frequency	Percentage
O level	3	2.3
A level	3	2.3
Certificate	16	12.3
Diploma	75	57.7
Degree	33	25.4
Total	130	100.0

Source: Field Data, 2023

According to the above table 3(2.3%) of the respondents ended in O level, 3(2.3%) of the respondents ended in A level, 16 (12.3%) of respondents were certificate holders, 75(57.7%) had diploma and 33(25.4%) had the degree. These results indicated that the respondents had reasonably good education qualifications since the majority of the respondents were diploma holders therefore they provided right data for the study since they were found to be knowledgeable enough in the field of education. Besides, the education level, the respondents were able to read and understand the questionnaire and gave appropriate responses.

Table 4.2.5: Working experience

Working experience	Frequency	Percentage
2-5 years	4	3.1
6-10 years	38	29.2
11 years and above	88	67.7
Total	130	100.0

Source: Field Data, 2023

The results from table 4.2.5 above indicated that respondents with the experience of 2-5 years were 4(3.1%), those with experience of 6-10 years were 38(29.2%) while those with 11years and above were 88(67.7%). The majority of the respondent who participated in the study had enough experience of more than 11 years. This implies that they had they had acquired enough information about education service delivery.

The following scales were used to interpret the findings on the tables below;

Likert Scale; 1 Strongly disagree, 2. Disagree, 3 Not Sure, 4. Agree, and 5. Strongly agree.

For Mean Values;0 -1.0 Very low, 1.1-2.0 Low,2.1-3.0 Moderate, 3.1-4.0 High and 4.1-5.0 Very high.

4.3. Status of Education Service Delivery in Primary Schools

Table 4.3. 1: showing status of Education Service Delivery in Primary Schools

<i>s/n</i>	<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>S.D</i>	<i>Comment</i>
1.	The teaching and learning is going on well in the school	4(3.1)	83(63.8)	2(1.5)	38(29.2)	3(2.3)	2.639	1.012	Low
2.	Guidance and counseling is adequately done in the school	6(4.6)	88(67.7)	2(1.5)	32(24.6)	2(1.5)	2.508	.966	Low
3.	The schools have enough class rooms for pupils	6(4.6)	120(92.3)	00	2(1.5)	2(1.5)	2.031	.497	Low
4.	The schools provide enough texts books for pupils.	4(3.1)	85(65.4)	00	38(29.2)	3(2.3)	2.623	1.014	Low
5.	The number of pupils per teacher is low	39(30.0)	88(67.7)	00	3(2.3)	00	1.746	.575	Very low
6.	The schools have good pit latrines for pupils	6(4.6)	119(91.5)	00	3(2.3)	2(1.5)	2.046	.526	Low
7.	The school provides clean water to pupils.	2(1.5)	83(63.8)	1(.8)	40(30.8)	4(3.1)	2.700	1.024	Low
8.	The schools provide food to pupil.	4(3.1)	91(70.0)	1(.8)	30(23.1)	4(3.1)	2.531	.982	Low
9.	The school provides accommodation for all teachers	41(31.5)	86(66.2)	00	2(1.5)	1(.8)	1.739	.617	Very low
10.	School inspection is regularly done	5(3.8)	117(90.0)	00	4(3.1)	4(3.1)	2.115	.655	Low
Overall Mean							2.268	.787	Low

Source: Primary Data, 2023

The overall mean (2.268) implies that Quality management contributes to education service delivery in primary schools in Bukedea district at Low level.

This means that the systems, practices and strategies aimed at ensuring the quality of education are not effective and efficient. Hence the needs and expectations of learners, parents and a society as a whole are not effectively met.

The respondents were asked whether the teaching and learning was going on well in the school, the majority 87(66.9%) disagreed with the opinion that the teaching and learning is going on well in the school whereas 2(1.5%) respondent were not decided, while only 44(31.5%) of the respondents agreed with the opinion. The calculated mean (2.639 and Standard Deviation = 1.012). This implies that the teaching and learning in the schools is at a low level.

The respondents were asked to state whether Guidance and Counseling was adequately done in the school, 94(72.3%) disagreed with the statement, 2(1.5%) of respondents were not sure, while 34(26.1%) of the respondents agreed with the opinion. The calculated mean (2.508 and Standard Deviation = .966). This implies that the Guidance and Counseling was done in schools at a low level. The Guidance and Counseling is supposed be done by the senior women and senior men who seem to have forgotten their work.

The respondents were further asked to state whether the schools have enough class rooms for pupils, 126(96.9%) disagreed with the statement while only 4(3.1%) of the respondents agreed with the statement. The calculated mean (2.031 and Standard Deviation = .493). This means that the schools do not have enough classrooms.

It was further pointed out by the majority of the respondents in the interviews that the schools have not got enough class rooms for pupils. One teacher said;

“Mr. Researcher Sir, our learners are suffering, you can even see the two classes are sharing the shade of one mango tree. This even becomes worse when it rains. We are forced to end lesson because there is no space that can provide shelter for all classes.” (Interview with key respondent, 7th

. July 2023).

The researcher also went to school X and observed that some learners were having their lessons outside under the tree. The few classrooms the schools had did not have the window and door shutters. The issue of shortage of classrooms was the common phenomena in most of the schools visited.

When respondents were asked to give their opinions on whether the schools provides enough texts books for pupils. 89(68.5%) of the respondents disagreed with the opinion whereas 41(31.5%) agreed with the opinion. These computed figures revealed the mean (2.623 and Standard Deviation =1 .014). This implies that the schools provide texts books for pupils at a low level. The researcher confirmed these findings through his observations when he visited the room where the books were kept. He only saw old torn books in the cupboards.

In relation to item five, the respondents were required to state whether the number of pupils per teacher is low, the majority 127(97.7%) of respondents disagreed with the statement while only 3(2.3%) agreed with the statement. The calculated mean (1.746 and Standard Deviation = .575). This means that the schools had high number of pupils per teacher.

These findings were confirmed by the researcher's observations where he saw a P.2 class packed with learners up to the door way. The teacher had no space even to put his/ her seat within the classroom. This even became worse when the teacher wanted to go at the back of the classroom to check on the learners work. The researcher observed in one of schools a class of over 250 learners being taught by one low primary teacher all eight learning areas.

The respondents were further asked to state whether the schools have good pit latrines for pupils, 125(96.1%) disagreed with the statement while only 5(3.8%) of the respondents agreed with the statement. The calculated mean (2.046 and Standard Deviation = 526). This means that the schools do not have good pit latrines for pupils.

When respondents were asked to comment on the state of pit latrines for pupils, this is what one had to say,

"We are just suffering together with our pupils. This school has only one pit latrine block of five stances being shared by both boys and girls. The teachers also

use one stance in that very block you see over there. Our pit latrines are very dirty to the extent that the urine is just following. I am worried we may get various diseases since the numbers that are using those pit latrines are big.” (Interview with key respondent, 7th. July 2023).

To confirm what respondent said in an interview, the researcher also visited school Y and observed that the school only had one pit latrine block with broken door shutters. The pit latrines were even full and very dirty with urine following all over.

The researcher went ahead to check on some report on Education facility Asset register for Kolir Sub county and he got the details of infrastructure as shown on the table below.

Table 4.3.2: showing Education Facility Asset Register for Kolir Sub-County 2023

S/N	School name	School Enrolment	Existing No of classrooms	No desks	of	No of latrines(pit	No of teachers.	of	No of teachers houses
1	Abilaep P.S	904	9	199		10		12		4
2	Acomai P.S	145	0	0		5		8		0
3	Akou- Etom P.S	544	7	89		7		11		6
4	Aminit- Busano P.S	510	7	54		13		10		2
5	Angangam P.S	1114	12	362		23		16		5
6	Apopong P.S	794	8	79		15		12		8
7	Christ The King Akakaat P.S	926	4	41		17		11		0
8	Kagoloto P.S	619	2	100		4		10		0
9	Kalengo P.S	1110	10	130		14		13		6
10	Kamutur P.S	1117	10	124		15		13		6
11	Kanyipa P.S	965	7	252		10		12		5
12	Kolir P.S	844	8	253		20		13		6
13	Komongomeri P.S	892	6	160		5		12		6
14	Miroi P.S	636	7	164		10		9		4
15	Miroi Rock P.S	1008	8	134		10		10		2
16	Okula P.S	665	7	170		12		13		2
17	Okum-Okamole ps	945	10	105		13		14		9
18	Tajar P.S	337	0	10		10		7		2
Total		14075	122	2426		213		206		73

Source: primary data, 2023

The respondents were asked to state whether the school provides clean water to pupils, 85(65.3%) disagreed with the statement, 1(.8%) was neutral while 44(33.9%) of the respondents agreed with the statement. The calculated mean (2.700 and Standard Deviation = 1.024). This means that the school did not provide clean water to pupils.

When respondents were asked to give their opinions on whether the schools provide food to pupil, 95(73.1%) disagreed with the statement, 1(.8%) was neutral while 34(26.2%) of the respondents agreed with the statement. The calculated mean (2.531 and Standard Deviation = .982). This means that the schools provide food to pupil at low level. The parents claim that they even do not have want to eat at home so they cannot provide food for their children while they are at school.

In an interview with one of the key respondent, when asked to give his opinion on whether schools provide food for the pupils. This is what he had to say:

“Our government schools do not provide meals to both teachers and the learners, this forces the learners to go for afternoon lesson when they are hungry and some of them even escape from school due to hunger. The few learners who may remain for afternoon lessons do not concentrate because they are hungry. The situation in our government schools is that a hunger teacher teaches a hungry learner.” (Interview with key respondent, 7th. July 2023).

The respondents were further asked to state whether the schools provides accommodation for all teachers, the majority 127(97.7%) disagreed with the opinion that the schools provides accommodation for all teachers, whereas 3(2.3%) only 3(2.3%) of the respondents agreed with the opinion. The calculated mean (1.739 and Standard Deviation = .617). This implies that the schools provide accommodation for all teachers at low level.

The respondents were asked to state whether School inspection is regularly done, 122(93.8%) disagreed with the statement, while only 8(6.2%) of the respondents agreed with the opinion. The calculated mean (2.115 and Standard Deviation = .655). This implies that School inspection is done at a low level.

In addition, during an interview with one of the key respondents when asked to give his opinion on whether School inspection is regularly done this is what she said,

“The Inspector of schools makes choices about the schools to monitor based on the available resources and location. The involvement of other stakeholder, such as sub-county leaders, school management committees and political leaders in school inspection is limited. The motorcycles inspectors use are old and are always complaining of lack of facilitation. Failure to inspect schools accounts for poor teaching and learning in our schools.” (Interview with key respondent, 7th July 2023)

Table 4.3.3: showing effect of quality management and Education Service Delivery in Primary Schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.612 ^a	.374	.359	.33878	.374	25.104	3	126	.000

a. Predictors: (Constant), planning, budgeting, monitoring

The regression analysis revealed that quality management is correlated to education service delivery in Primary Schools by 61.2% at p= .000 in Bukedea district (Table 4.3.1). This implies that a unit improvement in quality management will improve education service delivery in Primary Schools by 61.2%, in terms of effect, quality management accounts for education service delivery in Primary Schools by 37.4% at p=0.000. This shows that quality management is a significant factor determining education service delivery in Primary Schools in Bukedea district. This implies that 62.6% is contributed by other factors other than quality management.

4.4. The contribution of planning in education service delivery in primary schools

Table 4.4.1: Showing contribution of planning in education service delivery in primary schools

<i>s</i> <i>/n</i>	<i>Indicators</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>S.D</i>	<i>Comment</i>
1.	Teachers are involved in identifying education priorities	1(.8)	2(1.5)	1(.8)	14(10.8)	112(86.1)	4.800	.602	High
2.	Schools have functional annual approved work plans	00	00	1(.8)	78(60.0)	51(39.2)	4.385	.504	High
3.	Learner assessment is done regularly according to the set standards.	00	32(24.7)	00	44(33.8)	54(41.5)	3.923	1.185	Moderate
4.	Teachers make lesson preparations regularly to promote effective teaching.	1(.8)	31(23.8)	2(1.5)	12(9.2)	84(64.6)	4.131	1.296	High
5.	The parents are involved in generating School Improvement Plan (SIP)	1(.8)	1(.8)	00	78(60.0)	50(38.4)	4.346	.606	High
6.	The teachers effectively teach their learners according to the set syllabus.	00	1(.8)	00	71(54.6)	58(44.6)	4.431	.542	High
7.	Regular parents meetings are conducted at school level	00	2(1.5)	00	61(46.9)	67(51.5)	4.485	.587	High
8.	Assessment of learners is adequately planned in all primary schools.	3(2.3)	3(2.3)	3(2.3)	75(57.7)	46(35.4)	4.215	.797	High
9.	Regular teachers' transfer improves service delivery in education.	4(3.1)	5(3.8)	2(1.5)	56(43.1)	63(48.5)	4.300	.920	High
10.	Competent teachers are recruited to deliver education services.	00	4(3.1)	00	69(53.1)	57(43.8)	4.377	.650	High
Overall Mean							4.339	.769	High

Source: Primary Data, 2023

The overall mean (4.339) implies that planning contributes to education service delivery in primary schools in Bukedea district at high level. This means that planning is a key factor in education service delivery because the planning function involves prioritization of key education needs, activities and allocation of resources. High level planning in education also ensures that all aspects of service delivery such as resource allocation, teacher training, infrastructure and learner support are well-coordinated and aligned with the institution's goals.

When respondents were asked to give their opinions on whether teachers are involved in identifying education priorities, the majority 128(97%) agreed with the opinion that teachers are involved in identifying education priorities whereas 1(.8%) respondent was not decided, while only 3(2.3%) of the respondents disagreed with the opinion. The calculated mean (4.800 and Standard Deviation = .602). This implies that teachers are involved in identifying education priorities at high level.

The majority of the respondents 129(99.2%) when asked to give their opinion on whether schools have functional annual approved work plans, they agreed with the opinion while only 1(.8%) was undecided with the opinion. The calculated mean (4.385 and Standard Deviation =.504). This shows that schools have functional annual approved work plans at high level.

When respondents were asked to give their opinions on whether learner assessment was done regularly according to the set standards, the majority 98(75.3%) agreed with the opinion that learner assessment was done regularly according to the set standards while only 32(24.7%) of the respondents disagreed with the opinion. The calculated mean (3.923 and Standard Deviation =1.185). This shows learner assessment was done at a moderate level.

The respondents were asked whether teachers make lesson preparations regularly to promote effective teaching, 96(73.8%) of the respondents agreed with the opinion, only 2(1.5%) were undecided with the opinion while 32(24.6%) of the respondents disagreed with the opinion. The calculated mean (4.131 and Standard Deviation =1.296). This shows that teachers make lesson preparations regularly to promote effective teaching at high level.

When respondents were asked to give their opinions on whether the parents are involved in generating School Improvement Plan (SIP). The majority 128(98.4%) of the respondents agreed with the opinion while only 2(1.6%) of the respondents disagreed. The calculated mean (4.346 and Standard Deviation =.606). This shows that the parents were involved in generating School Improvement Plan (SIP) at high level.

When respondents were asked to give their opinions on whether the teachers effectively teach their learners according to the set syllabus, the majority 129(99.2%) agreed with the opinion while only 1(.8%) of the respondents disagreed with the statement. The calculated mean (4.431 and Standard Deviation =.542). This shows that the teachers effectively teach their learners according to the set syllabus at high level. Much as the respondents gave their opinions as positive towards the effective teaching the researcher checked the UNEB report and got different status of performance as clearly shown by PLE report on work of candidate 2022 below.

Table 4.4.2: Showing PLE report on work of candidate 2022

Year	Division 1			Division 2			Division 3			Division 4			Division U			Division X			TOTAL
2022	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
	127	71	198	1095	1017	2112	760	906	1666	411	627	1038	462	658	1120	23	34	57	6191
	-	-	3.2%	-	-	34.4%	-	-	27.2%	-	-	16.9%	-	-	18.3%	-	-	0.9%	100%

Source: Primary Data, 2023

When respondents were asked to give their opinions on whether the regular parents meetings were conducted at school level, the majority 128(98.4%) agreed with the opinion while only 2(1.5%) disagree with the opinion. The calculated mean (4.485 and Standard Deviation =.587). This shows that the regular parents meetings were conducted in schools at high level.

When respondents were asked to give their opinions on whether assessment of learners is adequately planned in all primary schools, the majority 121(93.1%) of respondents agreed with opinion, whereas 3(2.3%) respondent was not decided, while only 6(4.6%) of the respondents disagreed with the opinion. The calculated

mean (4.215 and Standard Deviation = .797). This implies that assessment of learners is adequately planned in all primary schools at high level.

The respondents were asked whether regular teachers' transfer improves service delivery in education. The majority 119(91.6%) of the respondents agreed with the statement, 2(1.5%) were undecided while only 9(6.9%) disagreed with the statement. The calculated mean (4.300 and Standard Deviation = .920). This implies that regular teachers' transfer improves service delivery in education in Bukedea district at high level.

In an interview with one of the key respondents, when asked to give his opinion on whether regular teacher's transfer improves service delivery in education. In his response, he disagreed with responses in the quantitative findings and stated as:

“No. regular teacher transfer cannot improve service delivery in education, one it take time for transferred teacher to settle in the new station and even the learners will take time to get used to that new teacher hence automatically the learning process gets affected. It's better if the teacher is allowed to stay in a school for at least seven years. He would progress well with his learner. Two, some teachers are transferred and the replacement is not done creating a gap in subject allocation. Therefore some subjects may be left un attended to.” (Interview with key respondent, 7th July 2023).

The respondents were asked whether competent teachers are recruited to deliver education services, 126(96.9) of the respondents agreed with the opinion while only 4(3.1) of the respondent disagreed with the opinion. The calculated mean (4.377 and Standard Deviation = .650). This implies that competent teachers are recruited to deliver education services at high level.

In an interview with one of the key respondents when asked to give his opinion on whether competent teachers are recruited to delivery education services. In his response, he disagreed with responses in the quantitative findings and stated as:

“The teachers who are currently in some our schools are not all that capable to conduct the teaching because some of them acquired the job through bribery of service commission. This makes some of them to be arrogant in the service since they know that they spent their money to attain the job. Therefore this has

compromised the quality of the education services they are offering in our education institutions.” (Interview with key respondent, 7th July 2023).

Table 4.4.3: Showing contribution of planning in education service delivery in primary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.106 ^a	.011	.004	.42245	.011	1.461	1	128	.229

a. Predictors: (Constant), planning

The regression analysis revealed that planning is correlated to education service delivery in Primary Schools by 10.6% at $p = .229$ in Bukedea district (Table 4.4.1). This implies that a unit improvement in planning will improve education service delivery in Primary Schools by 10.6%, in terms of effect, planning accounts for education service delivery in Primary Schools by 1.1% at $p = 0.229$. This shows that planning is insignificant factor determining education service delivery in Primary Schools in Bukedea district. This implies that 98.9% is contributed by other factors other than planning.

4.5. The contributions of funding to education service delivery in primary schools

Table 4.5.1: showing contribution of funding to education service delivery in primary schools

s/n	Indicators	SD	D	N	A	SA	Mean	S.D	Comment
1.	Timely release of UPE funds affects the delivery of education services in Bukedea District.	33(25.4)	48(36.9)	3(2.3)	10(7.7)	36(27.7)	2.754	1.590	Low
2.	There is adequate allocation of UPE funds towards the provision of education services.	65(50)	51(39.2)	1(.8)	11(8.5)	2(1.5)	1.723	.957	Low
3.	Salary enhancement for primary teachers increases service delivery in education.	00	4(3.1)	00	107(82.3)	19(14.6)	4.085	.514	High
4.	School budgets passes through the process of approval before they are used to deliver education services.	29(22.3)	43(33.1)	1(0.8)	44(33.8)	13(10.0)	2.761	1.385	Low
5.	Regular audit is done to check on the utilization of school funds	29(22.3)	43(33.1)	3(2.3)	41(31.5)	14(10.8)	2.754	1.387	Low
	Most schools receive other financial donations from non-governmental organizations.	36(27.7)	13(10.0)	3(2.3)	75(57.7)	3(2.3)	2.969	1.375	Moderate
7.	The parents willingly make contributions to fund school activities.	36(27.7)	12(9.2)	00	38(29.2)	44(33.8)	3.323	1.662	Moderate
8.	There is transparency in the utilization of UPE funds given to the primary schools.	31(23.8)	35(26.9)	3(2.3)	16(12.3)	45(34.6)	3.369	1.657	Moderate
9.	Headteachers give genuine and timely accountability of all funds the school receives.	30(23.1)	3(2.3)	5(3.8)	87(66.9)	5(3.8)	3.261	1.309	Moderate
10.	Co- curricular activities are adequately funded in all schools.	63(48.5)	5(3.8)	2(1.5)	54(41.5)	6(4.6)	2.500	1.531	Low
Overall Mean							2.996	1.337	Low

Source: Primary Data, 2023

The overall mean (2.996) implies that funding contributes to education service delivery in primary schools in Bukedea district at Low level. This means that financial resources available for the education system are insufficient to fully support essential operations and needs of the institutions like government primary schools. When funding is low the overall quality, equity and effectiveness of education are compromised hence leading to poor learner outcomes and limited access to quality education.

The respondents were asked to state whether timely release of UPE funds affects the delivery of education services in Bukedea District, 81(62.3%) disagreed with the statement, 3(2.3%) of respondents were not sure, while 46(35.4%) of the respondents agreed with the opinion. The calculated mean (2.754 and Standard Deviation = 1.590). This implies that there is no timely release of UPE funds hence this affects the delivery of education services negatively.

The respondents were also asked whether, there is adequate allocation of UPE funds towards the provision of education services. 116(89.2%) disagreed with the statement, 1(.8%) of respondents were not sure, while only 13(10%) of the respondents agreed with the opinion. The calculated mean (1.723 and Standard Deviation = .957). This implies that allocation of UPE funds towards the provision of education services is at a low level.

The respondents were asked to state whether, salary enhancement for primary teachers' increases service delivery in education. 4(3.1%) disagreed with the statement, while the majority 116(96.9%) of the respondents agreed with the opinion. The calculated mean (4.085 and Standard Deviation = .514). This implies that salary enhancement for primary teachers' increases service delivery in education at high level.

The respondents were further asked whether, school budgets passes through the process of approval before they are used to deliver education services. 72(55.4%) disagreed with the statement, 1(.8%) of respondents were not sure, while only 57(43.8%) of the respondents agreed with the opinion. The calculated mean (2.761 and Standard Deviation = 1.385). This implies that school budgets passes through the process of approval before they are used to delivery education services at a low level.

When the respondents were asked to give their opinion on whether, Regular audit is done to check on the utilization of school funds. 72(55.4%) disagreed with the statement, 3(2.3%) of respondents were not sure, while only 55(42.3%) of the respondents agreed with the opinion.

To confirm on the opinion given by the respondents in the questionnaire the researcher went ahead to check the books of accounts and the minute of funds approval. He found out that most books of accounts were audited by the internal auditor and most schools had the minute of budget approval.

The calculated mean (2.754 and Standard Deviation = 1.387). This implies that audit on the utilization of school funds is done at a low level.

The respondents were further asked to state whether, most schools receive other financial donations from non-governmental organizations. 49(37.7%) disagreed with the statement, 3(2.3%) of respondents were not sure, while only 78(60%) of the respondents agreed with the opinion. The calculated mean (2.969 and Standard Deviation = 1.375). This implies that most schools receive other financial donations from non-governmental organizations at a low level.

In an interview with one of the key respondents when asked to give his opinion on whether most schools receive other financial donations from non-governmental organizations, his response completely disagreed with opinions in the quantitative findings and stated as

“The government primary schools only receive the funding from UPE grants. The UPE grants even at times delay hence it makes the running of the school activities so difficult to extent that headteachers are forced to go on borrowing the school basic needs like chalk, pens and preparation books (counter books) for running the schools. The UPE grants given to schools are also very little they can’t cater for all the school activities yet it’s the only source of funding in most government primary schools in Bukedea district.” (Interview with key respondent, 10th July 2023).

The respondents were asked to give their opinion on the statement which states that the parents willingly make contributions to fund school activities. . 48(36.9%) disagreed with the statement, while 82(63.1%) of the respondents agreed with the

opinion. The calculated mean (3.323 and Standard Deviation = 1.662). This implies that the parents willingly make contributions to fund school activities at moderate level.

In an interview with one of the key respondents when asked to give her opinion the parents willingly make contributions to fund school activities, in her response, she disagreed with responses in the quantitative findings and stated as:

“Our illiterate parents especially those that go for early drinking of alcohols are never willing to make any contribution to support school development projects. The parents have believed that UPE is free education so even feeding of children at school should be free. The headteachers of primary schools have tried their best to sensitize the parents in meetings about the need for other financial support to school activities but the parents are completely negative about these. Therefore our government grant aided primary schools are suffering locally like that.” (Interview with key respondent, 10th. July 2023).

The respondents were also asked to state whether, there is transparency in the utilization of UPE funds given to the primary schools. 66(50.7%) disagreed with the statement, 3(2.3%) of respondents were undecided, while 61(46.9%) of the respondents agreed with the opinion. The calculated mean (3.369 and Standard Deviation = 1.657). This implies that transparency in the utilization of UPE funds given to the primary schools is at moderate level.

The respondents were further asked to state whether; headteachers give genuine and timely accountability of all funds the school receives. 33(25.4%) disagreed with the statement, 5(3.8%) of respondents were undecided, while 92(70.8%) of the respondents agreed with the opinion. The calculated mean (3.261 and Standard Deviation = 1.309). This implies that headteachers give accountability of all funds the school receives at moderate level.

When the respondents were asked to state whether, Co- curricular activities are adequately funded in all schools. 68(52.3%) disagreed with the statement, 2(1.5%) of respondents were undecided, while 60(46.1%) of the respondents agreed with the opinion. The calculated mean (2.500 and Standard Deviation = 1.531). This implies that the funding of co-curricular activities in schools is done at a low level.

Table 4.5.2: showing effect of funding on education service delivery in primary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.506 ^a	.256	.251	.36638	.256	44.122	1	128	.000

a. Predictors: (Constant), funding

The regression analysis revealed that funding is correlated to education service delivery in Primary Schools by 25.6% at $p = .000$ in Bukedea district (Table 4.5.2). This implies that a unit improvement in funding will improve education service delivery in Primary Schools by 25.6%, in terms of effect, funding accounts for education service delivery is affected funding by 25.6% at $p = 0.000$. This shows that education service delivery is a significant factor in determining education service delivery in Primary Schools in Bukedea district. This implies that 74.4% is contributed by other factors other than education service delivery.

4.6. The contributions of monitoring to education service delivery in primary schools

Table 4.6.1: showing contributions of monitoring to education service delivery in primary schools

<i>s/n</i>	<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>S.D</i>	<i>Comment</i>
1.	Monitoring of education activities improves access to education services in Bukedea district.	00	1(.8)	00	42(32.3)	87(66.9)	4.654	.524	High
2.	Most schools have enough class rooms for the learners.	9(6.9)	40(30.8)	1(.8)	37(28.5)	43(33.1)	3.500	1.399	Moderate
3.	The teacher pupil ratio is high compared to the national standards	7(5.4)	46(35.4)	00	31(23.8)	46(35.4)	3.485	1.416	Moderate
4.	The schools have enough reading materials such as text books for all subjects.	34(26.1)	56(43.1)	00	39(30)	1(.8)	2.362	1.188	Low
5.	All the schools in Bukedea have enough pit latrines.	81(62.3)	14(10.8)	4(3.1)	30(23.0)	1(.8)	1.892	1.283	Low
6.	All teachers in Bukedea district have decent accommodation	89(68.5)	11(8.5)	00	29(22.2)	1(.8)	1.785	1.269	Low
7.	Most schools in Bukedea districts have mid-day meals for both teachers and learners.	72(55.4)	13(10)	1(.8)	00	44(33.8)	2.469	1.848	Low
8.	The schools have enough desks for all learners to sit comfortably.	38(29.2)	46(35.4)	00	3(2.3)	43(33.1)	2.746	1.681	Low
9.	School inspection is done regularly to all schools every month.	32(24.6)	41(31.5)	1(.8)	54(41.5)	2(1.5)	2.639	1.288	Low
10	The teachers strictly follow the time tables for teaching.	31(23.8)	7(5.4)	1(.8)	90(69.2)	1(.8)	3.177	1.309	Moderate
Overall Mean							2.871	1.321	Low

Source: Primary Data, 2023

The overall mean (2.871) implies that monitoring contributes to education service delivery in primary schools in Bukedea district at Low level. This indicates that the processes and systems used to track, evaluate, and improve education performance are either insufficient or ineffective. This can lead to several negative consequences like limited accountability, poor performance, inadequate assessment of learners, delayed detection of issues, lack of transparency, minimal parental involvement, limited professional development for teachers and poor resource allocation.

The respondents were asked to state whether, monitoring of education activities improves access to education services in Bukedea district. Only 1(.8%) disagreed with the statement, while the majority 129(99.2%) of the respondents agreed with the opinion. The calculated mean (4.654 and Standard Deviation = .524). This implies that monitoring of education activities improves access to education services in Bukedea district at a high level.

The respondents were also asked to state whether, most schools have enough class rooms for the learners. 49(37.7%) disagreed with the statement, 1(.8) was undecided while the majority 80(61.5%) of the respondents agreed with the opinion. The calculated mean (3.500 and Standard Deviation = 1.399). This implies that schools have class rooms for the learners at moderate level.

When the respondents were asked to give in their opinion on the statement that states that, the teacher pupil ratio is high compared to the national standards, 53(40.8%) disagreed with the statement, while the majority 77(59.2%) of the respondents agreed with the opinion. The calculated mean (3.485 and Standard Deviation = 1.416). This implies that the teacher pupil ratio is high compared to the national standards.

The respondents were also asked to state whether, the schools have enough reading materials such as text books for all subjects. 90(69.2%) disagreed with the statement, while only 40(30.8%) of the respondents agreed with the opinion. The calculated mean (2.362 and Standard Deviation = 1.188). This implies that schools have reading materials such as text books for all subjects at a low level.

The respondents were asked to state whether, all the schools in Bukedea have enough pit latrines. 95(73.1%) disagreed with the statement, 4(3.1) was undecided

while the majority 31(23.8%) of the respondents agreed with the opinion. The calculated mean (1.892 and Standard Deviation = 1.283). This implies that the schools in Bukedea have pit latrines at a low level.

The respondents were further asked to state whether, all teachers in Bukedea district have decent accommodation, 100(77%) disagreed with the statement, while only 30(23%) of the respondents agreed with the opinion. The calculated mean (1.785 and Standard Deviation = 1.269). This implies that the teachers in Bukedea district have accommodation at a low level.

The respondents were also asked to state whether, most schools in Bukedea districts have mid-day meals for both teachers and learners. The majority 85(65.4%) disagreed with the statement, 1(.8) was undecided while 44(33.8%) of the respondents agreed with the opinion. The calculated mean (2.469 and Standard Deviation = 1.848). This implies that most schools in Bukedea districts have mid-day meals for both teachers and learners at a low level.

The respondents were further asked to state whether, the schools have enough desks for all learners to sit comfortably. The majority 84(64.6%) disagreed with the statement, while 46(35.4%) of the respondents agreed with the opinion. The calculated mean (2.746 and Standard Deviation = 1.681). This implies that the schools have desks for all learners at a low level.

These findings were further confirmed by the interviews with one of the key respondents who said;

“Most of our learners do not have the desks to sit on. Our entire learners in lower primary sit on bare floor without any thing laid on. The few desks available are being shared by upper primary learners. You find that one desk is being sat on by five to six pupils others even sit on top of the desks.” (Interview with key respondent, 10th. July 2023).

The researcher went to school Z and observed that the young children were having their lessons under tree while sited on bare floor moreover it had rained the previous night. Their uniform became dirty before break time.

The respondents were also asked to state whether, school inspection is done regularly to all schools every month. The majority 73(56.2%) disagreed with the

statement, 1(.8%) was undecided while 56(43%) of the respondents agreed with the opinion. The calculated mean (2.639 and Standard Deviation = 1.288). This implies that school inspection is done at a low level.

The respondents were further asked to state whether, the teachers strictly follow the time tables for teaching 38(29.2%) disagreed with the statement, 1(.8%) was undecided while 91(70%) of the respondents agreed with the opinion. The calculated mean (3.177 and Standard Deviation = 1.309). This implies that the teachers follow the time tables for teaching at moderate level.

In an interview with the inspector of schools, when asked to give her opinion on whether the teachers strictly follow the time tables for teaching, her response completely disagreed with opinions in the quantitative findings and stated as.

“According to the recent school inspections that we conducted as education department we discovered that most teachers were not following the set timetables although the timetables were displayed in headteachers offices and classrooms. The teachers told us that the 40 minutes allocated for each upper primary lesson were not enough for them they teach one lesson for at least one hour. We also discovered that subjects like PE, Art and Craft and MDD were rarely taught. Teachers replaced the lessons meant for CAPEs with examinable subjects like Mathematics, English, Science and Social studies. We also discovered that some classes only received three lessons a day.” (Interview with key respondent, 7th July 2023).

Table 4.6.2: showing effect of monitoring on education service delivery in primary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.481 ^a	.232	.226	.37240	.232	38.597	1	128	.000

a. Predictors: (Constant), monitoring

The regression analysis revealed that monitoring is correlated to education service delivery in primary schools by 48.1% at $p= 0.000$ in Bukedea district (Table 4.6.2). This implies that a unit improvement in monitoring will improve education service delivery in primary schools by 48.1%, in terms of effect, monitoring accounts for education service delivery in primary schools by 23.2% at $p=0.000$. This shows that monitoring is a significant factor determining education service delivery in primary schools in Bukedea district and 76.8% is contributed by other factors.

4.7. Regression coefficient results

Table 4.7.1: Multiple Regression Analysis

Multiple Regressions

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1 (Constant)	2.844	.319		8.923	.000	2.213	3.474			
planning	.324	.095	.318	3.392	.001	.135	.512	-.106	.289	.239
funding	-.194	.053	-.310	-3.667	.000	-.298	-.089	-.506	-.311	-.258
Monitoring	-.493	.102	-.521	-4.847	.000	-.694	-.292	-.481	-.396	-.342

a. Dependent Variable: education service delivery.

Regression coefficient results above reveal that planning has a significant effect on education service delivery in Bukedea district with B value = .318 with p value .001 less than alpha value of .05. The regression coefficient results also reveal that funding has a significant effect on education service delivery in Bukedea district with B value = -.310 with p value .000 less than alpha value of .05. Finally results reveal that monitoring has a significant effect on education service delivery in Bukedea district with B value = -.521 and p value = .000 less than the alpha value of .05. Generally, funding and monitoring have a stronger effect on education service delivery in Bukedea district as compared to planning.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion of the findings on the dependent variable and study objectives.

5.1. Quality of Education Service Delivery in Primary Schools

On the issue of whether teaching and learning was going on well in the school, the majority 87(66.9%) disagreed with the opinion that the teaching and learning is going on well in the school whereas 2(1.5%) respondent were not decided, while only 44(31.5%) of the respondents agreed with the opinion.

These findings reveal that although decentralized education service delivery is aimed at promoting access to education services, there is need to improve the quality of teaching and learning in our primary schools. These findings are a reflection of why only 198 PLE candidates passed in division one out of 5026 candidates who were registered for PLE 2022.

The responses from the field revealed that Guidance and Counseling was not adequately done in the primary school, with the majority of the respondents 94(72.3%) disagreed with the statement. This means that the senior women and senior men teachers who are supposed to give this service are not doing the right work as expected of them. This has caused many learners to drop out of school especially the girls because they have not been given carrier guidance at school.

The findings have revealed that the primary schools in Bukedea district do not have enough class rooms for pupils as supported by 126(96.9%) of the respondents who were in disagreement with the statement. These findings were also supported by the views of the key respondents who were interviewed who pointed out that in some schools the learners study under trees. The standard number of learner per class is supposed to be 40 learners. This is not the case in most schools in Bukedea where a class has over 250 learners leaving no space for the teachers to pass when observing learner work during the teaching and learning process.

In addition, the study findings revealed that the primary schools do not have enough text books for pupils to read and refer to. The majority of the respondents 89(68.5%) disagreed with the opinion. It means most schools in Bukedea do not meet the requirement of the pupil's book policy ratio of 1:1. You find that even the books being supplied by the government, five learners share one book. This has caused the failure of the learners in learning how to read and write.

The responses from the field revealed that the number of pupils per teacher is not low. It's confirmed by the majority of the respondents who disagreed 127(97.7%). These means most schools in Bukedea have the high teacher pupil ratio. The researcher observed in some schools visited a class of more than 250 learners being taught by one lower primary teacher. The teacher had serious challenge when it came to the time of marking learners work. This eventually will affect the quality of the education service delivered to the target group.

The findings have revealed that most schools don't have good pit latrines as supported by 125(96.1%) of the respondents who were in disagreement with the statement which was asking whether the schools have good pit latrines. In most of the schools visited by the researcher, the few pit latrines which were in place were dilapidated. Some had no door shutters and even the roofs. There were schools with high enrolments but had only one pit latrine block of five stances being shared by both boys and girls.

In addition, the findings reflect that the schools in Bukedea do not provide food to pupils. This was brought clearly by respondents when asked whether the schools provide food to pupils, 95(73.1%) disagreed with the statement. The means that the learners go for after noon lessons with empty stomachs. With this kind of situation the learners may not concentrate during lessons because they are hungry. The situation is made was when the teachers also do not have lunch at school. It becomes hungry teacher teaching hungry child. For this reason rural schools cannot compete equally with urban schools where learners have all the meals.

The findings also revealed absence of sufficient accommodation for all teachers as supported by the majority 127(97.7%) disagreed with the opinion and almost all the key respondents who were interviewed. This means the teachers have rent rooms in the near trading centers. Those who are within that same community just ride

or walk all the way from their homes. This has encouraged late coming, early departure and absenteeism among teachers.

It was also found out that school inspection was irregularly done in Bukedea. This was confirmed by 122(93.8%) of the respondents who disagreed with the statement that school inspection is regularly done. The key respondents who were also subjected to the interview lamented that inspectors just choose few schools to inspect because they are few and their motor cycles are very old. Failure to do adequate inspection of schools may mean that the performance of our learners in schools will automatic drop. This is because the inspectors are meant to do quality control in education systems.

5.2. The contribution of planning in education service delivery in primary schools

The overall mean (4.339) implies that planning contributes to education service delivery in primary schools in Bukedea district at high level. This means that planning is a key factor in education service delivery because the planning function involves prioritization of key education needs, activities and allocation of resources.

The findings revealed that the majority 128(97%) of the respondents agreed with the opinion that teachers are involved in identifying education priorities with a very high calculated mean of 4.800 and Standard Deviation = .602). This implies that teachers are involved in identifying education priorities at high level. This findings are in agreement with those of Reddick,(2010) who identifies five benefits of citizen participation to the planning process: Information and ideas on public issues; Public Support for planning decisions; Avoidance of protracted conflicts and costly delays; reservoir of good will which can carry over to future decisions; and Spirit of cooperation and trust between the agency and the public. All these benefits are important to the education Service delivery especially for primary schools in Bukedea in its planning efforts, particularly the last three. Democratic decision-making, in contrast to bureaucratic or technocratic decision making, is based on the assumption that all who are affected by a given decision have the right to participate in the making of that decision. Participation can be

direct in the classical democratic sense, or can be through representatives for their point of view in a pluralist-republican model.

The statistical data also reveals all the respondents 129(99.2%) agreed that the schools have functional annual approved work plans. It was mentioned that performance of all the school activities are measured against the work plan and budget. It was further mentioned that in addition to monitoring work plan and budget performance, performance is also measured through reporting. These findings are in agreement with Reddick, (2010).who noted that the criteria for evaluating policies in a democratic process are the accessibility of the process and/or the responsiveness of the policy to those who are affected by it, rather than the efficiency or rationality of the decision. This brings in context conventional planning, which tends to be dominated by a technical/analytic style with emphasis on data collection and analysis as the means for finding the best solutions to problems and developing a technically sound plan. The implicit assumption is that better information leads to better decisions. Success in conventional planning is measured by the extent to which the objectives of the work plan are achieved.

The findings established that assessment of learners was done regularly in primary schools according to the set standards, this is reflected by the majority 98(75.3%) of respondents agreed with the opinion. Learner assessment is done through monthly testing, marking learners work at the end of the lesson, learners are also given to do end of term examinations. Assessment is also given to learners at the end of primary cycle in form of Primary Leaving Examination (PLE). All the forms assessments are aimed at finding out the level of learner achievements hence it promotes education service delivery. These findings are in line with (UNESCO, 2003) that reported that, Issues of Quality of Education, rather than mass production, needs to move to the forefront of the educational agenda of policy makers at ever education level. Considering the huge public and private investment in education, there is an urgent need to evaluate how effectively the investment is being utilized by examining the quality of the educational infrastructure, the cadre of qualified teachers and other resources in place, and the quality of teaching and learning.

The further findings reveal that the teachers prepared lessons regularly to promote effective teaching, as confirmed by the majority 96(73.8%) of the respondents who were in agreement with the opinion. For the lesson to be successful the teacher has to prepare adequately by having schemes of work, lesson plans and the teaching learning materials. All these make the teacher confident while he/she is delivering the subject content before his or her learners. These results are in agreement with Bain (2004) cautions that, “Teacher preparation, knowledge of subject matter and organization play an instrumental role in pupils” success and well prepared and organized instructions produce higher achieving pupils in learning process.”

The findings indicate that regular teachers’ transfer improves service delivery in education as reflected by the majority of respondents 119(91.6%) agreed with the statement. The calculated mean (4.300 and Standard Deviation = .920). This implies that regular teachers’ transfer improves service delivery in education in Bukedea district at high level. These findings are in agreement with those of Aguitar (2014). Who noted that without a professional development plan in place, a school risks holding haphazard events that do little to increase instructional skills or raise student achievements. School leaders can design a coordinated plan that handles school problems as a continuous process rather than a sequence of unrelated events by taking teachers’ needs and the school’s overall improvement goal into account. Unsuccessful plan defines the actions to be carried out, the target group for each activity (for example, mathematics instructors, interdisciplinary teams, or all teachers), and a procedure for following up. To handle this job, the school will need a professional development team directed by the administrator or another instructional leader. Representatives from all academic disciplines and career/technical fields, as well as counselors and other key faculty, should be included on the team.

The findings in the study pointed out that competent teachers are recruited to deliver education services, with 126(96.9%) of the respondents agreeing with the opinion and it yields the calculated mean (4.377 and Standard Deviation = .650). This implies that competent teachers are recruited to deliver education services at high level. Furthermore, there were mixed reactions as regarding recruitment of

teachers. Data from interviews revealed that the teachers who are currently in some of our schools are not all that capable to conduct the teaching because some of them acquired the job through bribery of service commission. This makes some of them to be arrogant in the service since they know that they spent their money to attain the job. Therefore this has compromised the quality of the education services they are offering in our education institutions. However, these findings from the interview contradict to those of McGuiness (2010), who observes that good teachers do not focus solely on basic abilities during lesson preparation, even if pupils are lacking in these skills; rather, they plan for mastery of the basics while infusing higher-level, meta-cognitive thinking into the class. This contradicts the assumption that "academically hard work and literacy should be delayed for poorest children until they have attained full mastery of basic abilities." As a result, competent teachers arrange and structure instruction in such a way that students are exposed to the content and abilities required to attain their goals.

The regression analysis revealed that planning is correlated to education service delivery in Primary Schools by 10.6% at $p = .229$ in Bukedea district. This implies that a unit improvement in planning will improve education service delivery in Primary Schools by 10.6%, in terms of effect, education service delivery in Primary Schools accounts for education service delivery in Primary Schools by 1.1% at $p = 0.229$. This shows that planning is a significant factor determining education service delivery in Primary Schools in Bukedea district. This implies that 98.9% is contributed by other factors other than planning.

5.3. The contributions of funding to education service delivery in primary schools

The findings revealed that there is delay in release of UPE funds which in turn affects the delivery of education services in Bukedea District. This was reflected by 81(62.3%) of respondents who disagreed with the statement. This implies that there is no timely release of UPE funds hence this affects the delivery of education services negatively. These findings are in disagreement with those of Okwakol, (2009) who stated that the quality of services delivered is an important determinant of people's well-being for a given bundle of resources. Resources are critical to the delivery of services to clients. But resources are just only one, and

sometimes a small component, of the performance factors that impact on the quality of service provision. Recent evidence shows that even when resources are allocated for provision of services, a large portion of the resources might not reach the intended clients. In some cases, services may not even be provided because frontline providers do not show up to work, resulting in poor delivery of services. The implication is that availability of resources does not guarantee that intended beneficiaries do receive the benefits from the resources allocated.

The findings further indicate that there is no adequate allocation of UPE funds towards the provision of education services. 116(89.2%) disagreed with the statement as confirmed by the mean value of mean (1.723 and Standard Deviation = .957). This implies that allocation of UPE funds towards the provision of education services is at a low level. The money which has been planned to facilitate school activities is too little to cater for needs of education institution like a primary school. Currently the government releases Sh. 17000 per UPE learner every year. The findings are in agreement with those of Namaganda (2005) who stresses that the funds allocated to UPE at present are insufficient and insignificant compared with the demands of the physical facilities that are required. Therefore, the increase in UPE funding is proportionate to the demands of the physical facilities that are required. It is also noted here that without proper remuneration of teachers, the teaching learning environment will continue to remain elusive. It has also come out clear in this research that most of the people teaching are perceived not to have qualification to do so. There is need for government to verify documents of those who are in charge of this noble activity. Moreover, UPE was designed to help the poor people massively access education.

The results of this study demonstrate that 96.9% (high mean value of 4.085.) of the respondents agreed that salary enhancement for primary teachers' increases service delivery in education. This implies that salary enhancement for primary teachers' increases service delivery in education at high level. These findings are in agreement with (UNATU, 2022) Public Service Unions which signed a Collective Bargaining Agreement with Government that clearly highlighted the plans for salary enhancement across all categories of civil servants for FYs 2018/2019 and 2019/20. Further, more it was agreed that negotiations for FYs 2020/2021,

2021/2022 and 2022/2023 would go on as agreed in the Collective Bargaining Agreement aiming at removing disparities in salary scales. Government was represented by Head of Public Service/ Secretary to Cabinet as the lead person. The CBA would have been a great step towards the teacher's salary enhancement if it had been implemented as signed. This CBA also put into consideration the provisions of Public Service Standing Orders concerning supervision and appraisal to clear any discrepancies between supervisors and supervisee yet the haphazard salary increments that Government is proposing instead create distortions in the structures.

The findings further indicate that school budgets do not pass through the process of approval before they are used to deliver education services as confirmed 72(55.4%) of the respondents who disagreed with the statement. This implies that school budgets do not pass through the process of approval before they are used to deliver education service. The headteachers just lance with their chair persons school management committees to withdraw the money from the school accounts. These contradict to those of Harvard, (2013) who states that budgets are financial blueprints that quantify a firm's plans for a future period. That budget requires management to specify expected sales cash inflows and outflows, and costs; and they provide a mechanism for effective planning and control in organizations. Is the budget to a standard against which the actual performance can be compared and measured?

The findings further indicate that audit is irregularly done to check on the utilization of school funds. As indicated by 72(55.4%) of respondents who disagreed with the statement which stated that regular audit is done to check on the utilization of school funds. The auditors only collect books of accounts after six month then they just sample few and the rest are given back to headteachers without even going through them. The auditors charge money for audit. This has given headteachers to develop the attitude that what is very important for audit exercise is payment of money demanded by auditors and some headteachers do not take their books of accounts for audit they only pay for audit money. Hence these findings are in disagreement with those of Arredondo (2005) who noted that decentralizing the Health service delivery increased the federal co-responsibility in

funding to 1-2% which has made it possible for the state to implement programs like the “Seguro Popular”. It has also allowed progress in financial and accountability indicators for higher transparency in the allocation and use of resources for health.

The findings revealed that most schools receive other financial donations from non-governmental organizations as supported by 78(60%) of the respondents who agreed with the opinion. But the key respondents who were interviewed completely disagreed with opinions in the quantitative findings and stated the government primary schools only receive the funding from UPE grants. The UPE grants even at times delay hence it makes the running of the school activities so difficult to extent that headteachers are forced to go on borrowing the school basic needs like chalk, pens and preparation books (counter books) for running the schools. The UPE grants given to schools are also very little they can't cater for all the school activities yet it's the only source of funding in most government primary schools in Bukedea district. This therefore, means the government primary schools do not receive enough funding. These findings are in disagreement with those of Mwiria, (2007)who states one of the ways in which extra funding has been raised locally to meet the cutbacks in public funds, has been through securing increased student enrolment at relatively lower costs and changes from grants to student loans. These developments have led to competition for students as well as revenue. However, many of the ways to generate more funds have been clearly market-like behaviors, some of which are for profit and others not for profit. But the manner in which many universities have been implementing these programmes has raised serious doubts on their impact and sustainability.

The findings further revealed that the parents do not willingly make contributions to fund school activities. These has been reflected by the responses given by respondents who were interviewed who said their illiterate parents especially those that go for early drinking of alcohols are never willing to make any contribution to support school development projects. The parents have a believe that UPE is free education so even feeding of children at school should be free. The headteachers of primary schools have tried their best to sensitize the parents in meetings about the need for other financial support to school activities but the

parents are completely negative about these. Therefore our government grant aided primary schools are suffering locally like that. These findings are in disagreement with (Oliver, 2001) states funding is perhaps the most powerful and pervasive policy steering change instruments available to any government or organization. In fact, the resource dependency perspective of organizations explains that organizations and universities must actively re-organize their activities and structures in order to ensure a continuous flow of various resources that are critical to their survival and to the change process.

The results of the study established that, there is no transparency in the utilization of UPE funds given to the primary schools with 66(50.7%) of respondents disagreeing with the statement. This implies that the UPE grants are not properly used to achieve the intended purpose. Some headteacher divert the money meant for facilitation of schools activities to pay for school fees for their children who may be in secondary schools leaving the schools without the basic needs. These findings are in disagreement with Okwakol (2009) who noted that the quality of services delivered is an important determinant of people's well-being for a given bundle of resources. Resources are critical to the delivery of services to clients. But resources are just only one, and sometimes a small component, of the performance factors that impact on the quality of service provision. Recent evidence shows that even when resources are allocated for provision of services, a large portion of the resources might not reach the intended clients. In some cases, services may not even being provided because frontline providers do not show up to work, resulting in poor delivery of services. The implication is that availability of resources does not guarantee that intended beneficiaries do receive the benefits from the resources allocated.

The regression analysis revealed that funding is correlated to education service delivery in Primary Schools by 50.6% at $p = .000$ in Bukedea district. This implies that a unit improvement in funding will improve education service delivery in Primary Schools by 25.6%, in terms of effect, education service delivery in Primary Schools accounts for education service delivery is affected funding by 25.6% at $p = 0.000$. This shows that education service delivery is a significant factor in determining education service delivery in Primary Schools in Bukedea district. This

implies that 74.4% is contributed by other factors other than education service delivery.

5.4 The contributions of monitoring to education service delivery in primary schools

It was found out that, monitoring of education activities improves access to education services in Bukedea district as reflected by the majority 129(99.2%) of the respondents who agreed with the opinion. The monitoring of school activities is always done by stakeholders like political leaders, the parents, school administrators and the school management members. You will find that the schools were monitoring was adequately done the performance of the learners is very good compared to those schools which didn't prioritize monitoring. These findings agree with those of Pasteur, etal (2006) who stated that monitoring is carried out in order to track progress and performance during the process of project implementation as a basis for decisions for subsequent steps in the project process and to contribute to accountability for the use of resources.

The study findings revealed that 80(61.5%) of the respondents agreed most schools have enough class rooms for the learners as shown by the calculated mean (3.500 and Standard Deviation = 1.399). This implies that schools have class rooms for the learners at moderate level. Much as these findings are positive about the statement but the situation on ground is not like that most schools have classroom which are in bad condition. They are dilapidated with most classrooms lacking shutters. The researcher also observed some pupils having lessons under trees. These findings contradicts with Aguti, (2002) who notes that the issue of quality is still an unresolved one in UPE for Uganda because a number of trained teachers have been added to the system. However, the enormous increases in primary school enrolments far outstrip these efforts. A lot more therefore needs to be done otherwise the schools will continue to be filled by challenges.

The findings indicate that the teacher pupil ratio is high compared to the national standards as shown by 77(59.2%) of the respondents who were in agreement with the opinion. This means that there are very many pupils in Bukedea primary schools compared to the number of the teachers deployed to teach them. The researcher observed in most primary schools visited the lower primary classes were

over crowded but being taught by few teachers whom they referred as EGRA (Early Grade Reading Assessment) teachers). The standard ratio is supposed to be 1: 53 but this is not the case for most schools visited by the researcher in Bukedea. These findings are in agreement with Griffin et al,(2007) notes that there has been growing attention to the effects of organizational work practices lately, especially on employee job performance, the level places employees on poor job design, increase in work load ,time pressure and the degree of job autonomy or control afforded to employees are significantly related to low job performance. These practices have been argued to be detrimental to individual job outcomes that are quality service and productivity.

The findings established that the schools did not have enough reading materials such as text books for all subjects as 90(69.2%) of the respondents disagreed with the statement. This situation has made most of the learners to have a challenge in reading and writing since there are no books for the learner to refer on. You find that the learner is in P.6 class but cannot read fluently as expected. This has always caused poor performance in PLE because the learners are un able to read and understand the questions ask in the examination papers. These findings are in disagreement with Okwakol, (2009) stated that the quality of services delivered is an important determinant of people's well-being for a given bundle of resources. Resources are critical to the delivery of services to clients. But resources are just only one, and sometimes a small component, of the performance factors that impact on the quality of service provision. Recent evidence shows that even when resources are allocated for provision of services, a large portion of the resources might not reach the intended clients. In some cases, services may not even being provided because frontline providers do not show up to work, resulting in poor delivery of services. The implication is that availability of resources does not guarantee that intended beneficiaries do receive the benefits from the resources allocated.

The study revealed that most schools in Bukedea do not have enough pit latrines as 95(73.1%) of the respondents disagreed with the statement which stated that all the schools in Bukedea have enough pit latrines. This implies that the schools in Bukedea do not have enough pit latrines. The national standard pit latrine ratio is

40:1. Meaning that 40 learners are to use one stance of pit latrine but this is not the case in Bukedea where over 100 learners use one stance of pit latrine. The schools visited by the researcher had few pit latrines which were even very dirty with no door shutters. These findings are in agreement with those of Hauge, (2001) who notes that Uganda has implemented an impressive set of economic and budgetary management reforms. The immediate challenge for national development management, as a whole, is to translate success in the macro-economic arena into greater success in poverty reduction. Value for money in expenditures, quality of budget execution or effectiveness of public service delivery, are serious concerns.

The findings in the study established that the teachers in Bukedea district do not have decent accommodation, as indicated by 100(77%) of the respondents who disagreed with the statement that all teachers in Bukedea district have decent accommodation. The situation in Bukedea is that the teacher share NUSARF houses constructed in some few schools. The researcher found out that the permanent house which was meant for two teachers is being shared by six teachers with families. This has created the situation of no privacy among the teachers.

The study found out that most schools in Bukedea districts did not provide mid-day meals for both teachers and learners. The majority 85(65.4%) of the respondents disagreed with the statement. The parents have a believe that the government should do everything for them concerning education. Therefore the learners together with their teachers do not get meals at school so the pupils got for after noon lessons with empty stomachs.

The findings further established that the schools did not have enough desks for all learners to sit comfortably. As conformed by the majority 84(64.6%) of respondents who disagreed with the statement that stated that the schools have enough desks for all learners to sit comfortably. The researcher observed that most learners were seated on the bare floor in most schools visited. The classes that had few desks learners were seated six on a desk which opposes the standard ratio of 1:3 per desk. In some schools learners were seen seated on stones and bricks during lessons. These findings are in agreement with those of Uganda Debt Network (2004) which noted that some latrines are not built to good quality standards

exposing children to the danger of falling in and most children may opt to drop out of school. In another study carried out in Nigeria, “inequality, Polarization and poverty; Research Proposal presented to PEP Network” (Awoyemi), says that when there are many competing priorities, resources are allocated to academic activities while sanitation is neglected. But good sanitary facilities such as latrines, safe drinking water supply and hand washing facilities are important for the success of basic education. A study done by the community Participation for Action in social sector projects in Nigeria in 2005 revealed that only 40% of schools in Nigeria had water facilities, while only 48% of these had separate latrines for girls. Therefore in order to enhance proper learning sanitation has to be considered in many school settings.

The study findings also established that school inspection was irregularly done in all schools. These findings are supported by 73(56.2%) of the respondents who disagreed with the statement that school inspection is done regularly to all schools every month. According to some key respondents who were interviewed the inspectors could only visit the schools only once a year. Some schools could even finish the whole year without being inspected. This is attributed to little human resource which is in the inspectorate. There are only three inspectors with one motor cycle in education department in Bukedea. These findings are in agreement with those from (MoES report, 2007) the collection of monitoring information focuses on the gains. The gains can only be achieved if resources are secured and are properly allocated and used in a balanced manner. The maintenance of quality education in higher institutions of learning is mandated to carry out monitoring so as to assess the performance of the school. Availability, accessibility, proper and timely allocation of funds when required are issues to be considered in effective monitoring.

The findings further revealed that teachers strictly follow the time tables for teaching with 91(70%) of the respondents agreed with the opinion yielding calculated mean of 3.177 and Standard Deviation = 1.309. This implies that the teachers follow the time tables for teaching at moderate level. But results from the interviews give contradiction which states that according to the recent school inspections that were conducted as education department, it was

discovered that most teachers were not following the set timetables although the timetables were displayed in headteachers offices and classrooms. The teachers said that the 40 minutes allocated for each upper primary lesson were not enough for them they teach one lesson for at least one hour. It was also discovered that subjects like PE, Art and Craft and MDD were rarely taught. Teachers replaced the lessons meant for CAPEs with examinable subjects like Mathematics, English, Science and Social studies. It was also discovered that some classes only received three lessons a day. These findings are in agreement with those of Mulkeen (2005) who observed that, teachers in rural schools teach less than their counterparts in urban areas. In addition to trips away from the rural area to visit a doctor, collect salaries, to engage in service training or visit family may involve long journey resulting into missed school days. Where teachers live to walk long distances to school, they may start late and finish early.

The regression analysis revealed that monitoring is correlated to education service delivery in primary schools by 48.1% at $p= 0.000$ in Bukedea district. This implies that a unit improvement in monitoring will improve education service delivery in primary schools by 48.1%, in terms of effect, monitoring accounts for education service delivery in primary schools by 23.2% at $p=0.000$. This shows that monitoring is a significant factor determining education service delivery in primary schools in Bukedea district 76.8% is contributed by other factors.

CHAPTER SIX

CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

6.0 Introduction

This chapter presents the conclusions, recommendations and areas for further research.

6.1 Conclusions.

This study makes three critical conclusions:

6.1.1. The contribution of planning in education service delivery in primary schools

The regression analysis revealed that planning is correlated to education service delivery in Primary Schools by 10.6% at $p = .229$ in Bukedea district. This implies that a unit improvement in planning will improve education service delivery in Primary Schools by 10.6%, in terms of effect, planning accounts for education service delivery in Primary Schools by 1.1% at $p = 0.229$. This shows that planning is insignificant factor determining education service delivery in Primary Schools in Bukedea district because this is above 0.000. This implies that 98.9% is contributed by other factors other than planning.

6.1.2. The contributions of funding to education service delivery in primary schools

The regression analysis revealed that funding is correlated to education service delivery in Primary Schools by 50.6% at $p = .000$ in Bukedea district. This implies that a unit improvement in funding will improve education service delivery in Primary Schools by 50.6%, in terms of effect, education service delivery in Primary Schools is affected funding by 25.6% at $p = 0.000$. This shows that funding is a significant factor in determining education service delivery in Primary Schools in Bukedea district. This implies that 74.4% is contributed by other factors other than funding.

6.1.3. The contributions of monitoring to education service delivery in primary schools

The regression analysis revealed that monitoring is correlated to education service delivery in primary schools by 48.1% at $p= 0.000$ in Bukedea district. This implies that a unit improvement in monitoring will improve education service delivery in primary schools by 48.1%, in terms of effect, monitoring accounts for education service delivery in primary schools by 23.2% at $p=0.000$. This shows that monitoring is a significant factor determining education service delivery in primary schools in Bukedea district. 76.8% is contributed by other factors. We can conclude that monitoring is a significant determinant of education service delivery in primary schools by 23.2% at $p=0.000$.

6.2. Recommendations

This study makes three critical recommendations:

6.2.1. The contribution of planning in education service delivery in primary schools

School administrators should generate the School Improvement Plan (SIP) with clear priorities which target the achievement of school goals.

Primary school administrators and managers should involve the key front line stakeholder in education like teachers, pupils and parents in identifying the priorities of the school.

School authorities should have Action Plan for school improvement by identifying the school's strengths and weaknesses. The weaknesses must be addressed if the school is to improve the quality of education it provides for its pupil. The process of producing Action Plan is important in bringing staff and governors together to plan for improvement.

6.2.2. The contributions of funding to education service delivery in primary schools

The Ministry of Education and Sports should increase the UPE capitation grants given to government primary schools for the purpose of improving education service delivery.

The parents should be sensitized to collaborate with the school administrators in the provision of scholastic materials.

School administrators should lobby for other financial support from development partners to facilitate the projects like construction of dormitories, laboratories, libraries and teacher's houses fencing the school compound.

The parents should embrace government poverty eradication programmes like Parish Development Modal (PDM) which may help them to raise money for paying school fees and provide scholastic materials for their children.

The old boys and old girls associations should be formed in primary schools to support the aspect of fund raising for the entire development of their former schools.

The government of Uganda should take proper remuneration of teachers as the key factor to improve education service delivery. Otherwise the teaching and learning environment will continue to remain elusive.

The headteachers should provide proper, timely and genuine accountability and transparency for all the funds given to primary schools.

There is need for government to attract development partner support on-budget to increase funding to the education sector. This is critical to supplement the limited domestic resources.

6.2.3. The contributions of monitoring to education service delivery in primary schools.

The Local Governments should strengthen school inspection and monitoring to ensure that the funds allocated to the Local authorities is translated into improved learning outcomes at all levels of education.

The Ministry of Education and Sports should recruit more inspectors of schools, provide them with efficient motor cycles and adequately facilitate the inspectors.

6.3. Areas for further research

This research was carried out in only primary schools of Bukedea District Local Government. Valuable information related to the study from secondary schools was

left out. It is thus proposed that the future studies should consider a similar study on secondary schools or both private and public secondary schools.

Secondly, the study participants included education sector personnel. A comparative study is required to compare views of participants from other sectors like health, works to understand the different contexts and how they perceive the quality management and service delivery.

Thirdly, similar study should be conducted in other parts of the country other than Bukedea so that the findings are compared.

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APPENDIX 1

QUESTIONNAIRE FOR HEADTEACHERS, TEACHERS

Dear respondent, I am **Enokokin Emmanuel** carrying out an academic research study on the topic “**quality management and education service delivery in primary schools in Bukedea District**”. The purpose of the study is for the partial fulfillment of the requirements for the award of the Master Degree of Educational Planning and Administration of Uganda Christian University (UCU).

I therefore request for your cooperation in answering all the following questions. All information provided will be treated with outmost confidentiality.

Thank you so much for your cooperation.

Section A: Background Information.

Please tick in the box which applies to you only

1. Gender: Male Female

2. Age bracket: 20-30 31-39 40- 49 above 50

3. Marital status:

Single Married Separated Divorced Widowed

4. Highest education level:

Primary O level A level Certificate Diploma Degree

5. Working experience:

Less than 1 year 2-5 years 6-10 years 11 years and above

In the subsequent sections B, C and D you will be required to tick the best option that represents your opinion as follows: Strongly Agree, Agree, Strongly Disagree, Disagree and Not sure

Section B: The contributions of planning in education service delivery in primary schools. *Please tick in the box which applies to your opinion only.*

S/N	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
6	Technical people are involved in identifying education priorities.					
7	Schools have functional annual approved work plans					
8	Learner assessment is done regularly according to the set standards.					
9	Teachers make lesson preparations regularly to promote effective teaching.					
10	The parents are involved in generating School Improvement Plan (SIP)					
11	The teachers effectively teach their learners according to the set syllabus.					

12	Regular parents meetings are conducted at school level					
13	Assessment of learners is adequately planned in all primary schools.					
14	Regular teachers' transfers improves service delivery in education.					
15	Competent teachers are recruited to deliver education services.					

Section C: The contributions of funding to education service delivery in primary schools. *Please tick in the box which applies to your opinion only.*

S/N	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
16	Timely release of UPE funds affects the delivery of education services in Bukedea District.					
17	There is adequate allocation of UPE funds towards the provision of education services.					
18	Salary enhancement for primary teachers increases service					

	delivery in education.					
19	School budgets passes through the process of approval before they are used to deliver education services.					
20	Regular audit is done to check on the utilization of school funds					
21	Most schools receive other financial donations from non-governmental organizations.					
22	The parents willingly make contributions to fund school activities.					
23	There is transparency in the utilization of UPE funds given to the primary schools.					
24	Headteachers give genuine and timely accountability of all funds the school receives.					
25	Co- curricular activities are adequately funded in all schools.					

Section D: The contributions of monitoring to education service delivery in primary schools.

Please tick in the box which applies to your opinion only.

S/N	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
26	Monitoring of education activities improves access to education services in Bukedea district.					
27	Most schools have enough class rooms for the learners.					
28	The teacher pupil ratio is high compared to the national standards					
29	The schools have enough reading materials such as text books for all subjects.					
30	All the schools in Bukedea have enough pit latrines.					
31	All teachers in Bukedea district have decent accommodation.					
32	Most schools in Bukedea districts have mid-day meals for both teachers					

	and learners.					
33	The schools have enough desks for all learners to sit comfortably.					
34	School inspection is done regularly to all schools every month.					
35	The teachers strictly follow the time tables for teaching.					

Section E: Education Service delivery.

In the following section, please indicate the extent to which you agree or disagree with statements about education service delivery.

	Status of Education Service Delivery in Primary Schools	SD	D	NS	A	SD
1	The teaching and learning is going on well in the school					
2	Guidance and counseling is adequately done in the school					
3	The schools have enough class rooms for pupils					
4	The school provides enough instructional materials like texts books to pupils.					
5	The number of pupils per teacher is low					
6	The schools have good pit latrines for pupils					
7	The school provides clean water to pupils.					

8	The school has adequate facilities for co-curricular activities.					
9	The school has enough teacher's accommodation for all teachers					
10	School inspection is regularly done					

Thank you so much for your co-operation.

APPENDIX 2

INTERVIEW GUIDE FOR CAO, DEO, DIS AND CCTS.

Introduction. The researcher introduces himself, states the purpose of the study. The researcher requests the respondent to introduce him / herself as well.

1. What is your responsibility in the education department in terms of service delivery?
2. The teachers are supposed to be key implementers of education service; in that event do your teachers strictly follow the timetable?
3. What do you think are the key challenges affecting service delivery in the education department?
4. What possible solutions can be applied to mitigate such challenges in the education sector?
5. You have been going to the field for monitoring, comment on the state of infrastructure development in the primary schools?
6. Do you think competent teachers are recruited to deliver education services in Bukedea district?
7. What contributions do parents willingly make to support the primary schools?
8. Do you think salary enhancement for teachers will improve on education service delivery in Bukedea district?
9. How often do primary schools receive UPE funds from the ministry?
10. Do you think UPE funds allocated to primary schools is adequate to promote effective service delivery in education sector?
11. Do you think all the primary school head teachers follow the approved work plan when delivering education services?
12. Do you think continuous assessment of learners improves education service delivery in primary schools?
13. You as an educator, do you think rewards and sanctions can improve service delivery in education department?

Thank you for offering your valuable time for this interview.

APPENDIX 3

OBSERVATION CHECKLIST FOR SCHOOLS

Status of Education Service Delivery	U	S	P	G	VG	E
Teaching and Learning						
Teacher preparation						
Lesson delivery						
Use of Teaching and Learning materials						
Learners work						
State of infrastructure						
Classrooms						
Office Rooms						
Staff Rooms						
Pit Latrines						
Wash Rooms						
Kitchens						
Library						
Water Sources						
State of Co-curricular Activities						
Play grounds/ fields						
Equipment's (footballs, netballs, volleyball)						
Musical instruments						

Key

U - Unsatisfactory

S - Satisfactory

P - Poor

G - Good

VG - Very good

E-Excellent

APPENDIX 4

DOCUMENTARY REVIEW CHECKLIST

The researcher reviewed the following documents.

1. Education Acts
2. School Work Plans
3. School Improvement Plans
4. Minutes of school meetings
5. UPE Policy Guide Lines Manual
6. School Inspection Reports.
7. UNEB Reports on PLE performance
8. Learner and Teacher Attendance Records.
9. Audit reports on school books of accounts
10. Needs Assessment Reports.

APPENDIX 5

UNIVERSITY INTRODUCTORY LETTER.



UGANDA CHRISTIAN
UNIVERSITY, MBALE UNIVERSITY COLLEGE.
A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To CHIEF ADMINISTRATIVE OFFICER
BUKEDEA DISTRICT.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. ENOKOKIN EMMANUEL
Of Registration Number: RJ21/MUC/MEN/004 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE OF EDUCATIONAL PLANNING AND ADMINISTRATION
He/ she is required to carry out an academic research on the topic
"QUALITY MANAGEMENT AND DELIVERY OF EDUCATION SERVICES
IN SELECTED PRIMARY SCHOOLS IN BUKEDEA DISTRICT"
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Samari Janet Chesakit(Mrs)
Ag.Academic Registrar



APPENDIX 6

PERMISSION LETTER.

KANYIPA PRIMARY SCHOOL,
P.O. BOX 5026,
BUKEDEA.
10th /06/2022.

THE CHIEF ADMINISTRATIVE OFFICER,
BUKEDEA DISTRICT.

THRU;

DISTRICT EDUCATION OFFICER,
BUKEDEA.

Dear Sir / Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH.

I humbly present my request to your office to be allowed to do the above in education institutions.

I am currently student at Uganda Christian University Mbale University College pursuing a Masters' Degree of Educational Planning and Administration on weekend programme.

I wish to carry out an academic research on the topic "Quality management and delivery of Education Service in selected Primary Schools in Bukedea District". The following ten schools have been sampled for my study;

- | | |
|--------------------|-------------------------------|
| 1.Kanyipa P/S | 6. Kamatur P/S |
| 2.Kolir P/S | 7. Christ the King Akakat P/S |
| 3. Miroi Rock P/S | 8. Angangam P/S |
| 4. Abilaep P/S | 9. Kalengo P/S |
| 5. Komongomeri P/S | 10. Aminit Busano P/S. |

I shall be grateful for your kind consideration.

Yours faithfully,



ENOKOKIN EMMANUEL.

Research Student.

