

**DECENTRALISATION OF GOVERNANCE AND EDUCATION SERVICE
DELIVERY IN BOR COUNTY, JONGLEI STATE, SOUTH SUDAN**

BY

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**THESIS SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN AND
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DECLARATION

I **Achiek David Arou**, declare that this research Thesis is my original work and has not been submitted to any other University or institution of higher learning for the award of a degree or any other certificate.

Signed:

Date:

Name _____

APPROVAL

I confirm that this research thesis was carried out by the candidate under my supervision.

Signed:

Date:

SUPERVISOR _____

DEDICATION

This thesis is dedicated to my dear wife, Elizabeth Nyiriak Khot, for her kindness and devotion, and for her endless support when I was studying; her selflessness will always be remembered. My dear Mother Grace Atong Anyuat, my brothers Kur Arou Lueth, Majok Arou Lueth and Anyuat Arou Lueth, their courage led to my completion.

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ABSTRACT

The study is on relationship between Decentralization of Governance and Education Services in Bor County, Jonglei state, South Sudan. The main objective of this study is to examine the levels of decentralization variables (deconcentration, devolution and delegation) in Bor County and establish the relationship between these variables with education services. Research questions were to establish if significant relationship exist between decentralization of governance and educational services. In line with these questions was the hypothesis which was to be tested based on objectives and questions. A sample size of 200 respondents comprising ministry and county officials, civil society, teachers, learners and local community members were selected using both purposive and simple random sampling. The result of the analysis shows that there is a significant relationship between decentralization of governance and education services in Bor County, Jonglei state South Sudan, thereby making the researcher to reject the null hypotheses which stated that there is no significant relationship between the two main variables. The test of hypothesis using rank order computation shows a Positive relation exists between decentralisation of governance and education service delivery in Bor County Jonglei state, South Sudan. This result confirms the significant level of relationship between Decentralisation of governance and education services in Bor County, Jonglei state South Sudan. This result may not be different even in other counties, if extended. The researcher therefore recommends 1) the Bor county education department (CED) to privatize some schools to better their Education services delivery, (2) The Ministry of Education in Jonglei state through the Member of Parliament representing Education in Jonglei State legislative assembly, should advocate for the increase of the education budget allocation to improve Education service delivery.(3) The County education officials led by Director general together with Civil Society organizations to create awareness on governances and education service delivery in Bor county, Jonglei state. (4) The county education department (CED) through the State ministry of education should not to some extend support free education for all Levels. Some small amount of money need to be charged on the learners for the improvement of education service Delivery in Bor County, Jonglei State. (5) Parent Teachers Associations (PTAs) should take up their roles seriously in the day today running of Schools and Teachers need to be motivated to avoid high staff turn-over in the teaching profession. In the recent past the entire world, Decentralization of government functions as a way of enhancing efficiency and effectiveness of services delivery.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter, the researcher presents the background of the study in terms of historical perspective, theoretical perspective, conceptual perspective and contextual perspective, statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, and scope of the study in terms of geographical, content and time scope and significance of the study. The research introduced the research problem, stated why it is important that a study was made on this problem.

1.1 Background of the Study

The background of the study is presented in terms of historical perspective, theoretical perspective, conceptual perspective and contextual perspective.

1.1.1 Historical Perspective

With current trends of democracy, human rights movement, and increased global population, there has never been a time when demand for education services has been so high. There have been needs of increased social amenities such as schools, hospitals, and transport and communication networks among others. On a global scene for example, Jones, Clench, and Harris(2014) observe that by 2030, urban populations worldwide are expected to grow by 1.4 billion people, with city and town dwellers accounting for 60% of the total world population. By 2050 this figure is expected to reach 2.6 billion (USAID, 2013) and though the pace and pattern of urban growth and urbanization varies, the vast majority of the growth will take place in developing countries, with migration and urban growth leading a shift in the locus of global poverty that has been referred to as the ‘urbanization of poverty’ (Jones, et al, 2014). The growth in population is not only for urban centers but also rural areas, demanding intense education service delivery systems for the growing population. It is thus crucial to ensure that education services in these areas deliver for poor people as well as the wider population, and it is now well known that governance factors are important in constraining or enabling effective service delivery.

According to Ringold, Holla, Koziol and Srinivasan (2012), in many low- and middle-income countries, dismal failures in the quality of public service delivery are demonstrated by high rates of absenteeism among teachers and doctors; leakages of public funds intended for schools, health clinics, or social assistance benefits; and short ages and stock-outs of pharmaceuticals and textbooks, which we can refer to as corruption. All these have a significant effect on service delivery to citizens. Individuals associated to these include those working in public offices that end up squandering the resources that would rather be used for service delivery. In recent past, there have been a lot of demonstrations and strikes among employees of public sectors more often than private sectors, for example in South Africa, Kenya, and Uganda among others. Such strikes can be strongly related decentralisation practices and consequently affect service delivery. In South Africa, these have been termed as “rebellion of the poor” (Alexander, 2010). Some researchers associate such unrests to leaders, (for example Alexander, 2010 & Wim, 2007). Wim (2007) observed that leaders around the world are faced with challenges of ensuring that services meet the increased expectation of both citizens and businesses. To meet these demands, appropriate and right human resource is required that would deliver these services effectively and efficiently.

Many African countries such as South Africa, Nigeria, Kenya, Tanzania, Botswana, and Uganda among others have decentralized decision making as well as centralized decisions with the view of improving the level of public service services (see Birungi, Kwagala, Muwanga, Onweng & Trondsen, 2000, Ekpo, 2008, Mukisa, Mugisha, & Zeitlin, 2009, Tshukudu, 2014). The 2008 National Service Delivery Survey reports that it is the obligation of the government to “provide services to its citizens and to steer economic growth and development through the provision of public services”. The report further observes that “public service is the main implementing machinery for national development programmes and specifically, the delivery of public services” (p.1). It is therefore imperative to note that the importance of proper and prudent service delivery is a prerequisite for social welfare of the citizens. In the study carried out by National Service Delivery Survey (2008), in Uganda, at providing a comprehensive assessment of the trends in service delivery in the areas of Health, Education, Justice, Law and Order, Agricultural services, Transport services, Energy use, Water and Sanitation, Public Sector Management and Accountability found out, among others that 83 percent of persons 6-12 years were attending school while three in every 10 persons aged 12 did not attend school because of

need for work. It also found out that 35% did not have bathrooms and 12% did not have toilet facilities. Also, majority of households depended on charcoal and firewood as a source of energy, despite its detrimental effects on environment and sustainable development. The report also cited problems relating to community roads, which are the main roads used by the community, that they are poorly maintained citing inadequate funding as the main cause. The situation could be even worse in South Sudan considering the recent atrocities and political climate.

There is scanty literature related to service delivery, and exactly education service delivery in South Sudan. Most of the existing literature evaluates the role of decentralization on service delivery as a whole. According to de Simone, (2013), decentralized state-building in post-conflict settings is believed to bring about a number of positive outcomes that range from increased government accountability and local participation, to internal stability thanks to higher opportunity of political engagement. South Sudan undertook a decentralization process supported by international organizations through the institutionalization of the local administration system shaped during the war in SPLM controlled areas. This process was intended to improve on service delivery. The Local Government Act of 2009 is the main legal document that reflects the government of South Sudan (GoSS)' current approach to decentralization. As early as 2003, local government officers or administrators, in collaboration with the UNDP and GTZ, began developing the initial framework for the Act. In addition to arguing that decentralization is mainly understood by the government as a tool for development and service provision, it also shows that decentralization is not created *ex nihilo*. As the Local Government Act 2009 was drafted by local government officers who have past experience with local governments, the current understanding of decentralization must be traced back to said officials' experiences in the 1970s, 1980s, and 1990s. These past experiences with local government are particularly relevant with respect to those who developed the legal framework on decentralization in South Sudan. In their opinion, local governments must be rebuilt, not built. The South Sudanese government's understanding of decentralization also influences the international community in South Sudan as they attempt to adapt their state-building objectives to the local context (Aeberli, 2012).

Aeberli (2012) further opines that the current legal framework on decentralization effective in South Sudan at the time of writing, the Local Government Act 2009, was developed in the

context of the Comprehensive Peace Agreement (CPA), and the Interim Constitution of Sudan (ICS), or of South Sudan (ICSS), in 2005. The CPA, signed by the Government of Sudan and the Sudan People's Liberation Movement/Army (SPLM/A), ended the war between the North and the South. It also provided the legal framework for a six year Interim Period, which witnessed a Referendum on Southern independence in January 2011, and ended with the release of the South into their chosen independence on 9 July 2011. Although the interim constitution of Sudan and the CPA (documents) are no longer legally binding, following the establishment of the Republic of South Sudan but they formed the legal framework of south Sudan interim Constitution and strongly informed the Local Government Act 2009. This study investigated the effect of decentralization on education service delivery in Jonglei state, South Sudan.

1.1.2 Theoretical Perspective

The theory of systems approach of Peter Senge (1990) was followed in this study, according to Senge, systems theory is characterized by principles such as legal support, capacity development and rule of law. These principles are civilian oriented, meaning each is determined and shaped by service delivery in terms of availability of a service, acceptability and accountability. Enadie (2004) argued that successful system of decentralization requires some degree of local participation, Sub-national governments' proximity to their constituents only enables them to respond better to local needs and efficiently match public spending to private needs if some sort of information flow between citizens and the administrative decentralizations exist. On the other hand, the process of decentralization can itself enhance the opportunities for participation by placing more power and resources at a closer, more familiar, more easily influenced level of government. In environments with poor traditions of citizen participation, local governance can be an important first step in creating regular, predictable opportunities for citizen-state interaction (Theron, 2005). This theory relates the decentralization, especially decentralization and service delivery conceptualized in term of availability of a service, acceptability and accountability. This was why the study followed this theory.

1.1.3 Conceptual Perspective

The independent variable of this study was decentralization of governance. According to Litvack (2012), Decentralization—the transfer of authority and responsibility for public functions from the central government to subordinate or quasi-independent government organizations and/or the private sector—is a complex multifaceted concept. The dimensions of decentralization are cited to be in terms of the degree to which power and resources are taken away from central governments. This is because, all forms of decentralization, regardless of the recipient, involve shifting power and resources away from the central government (Schneider, 2003). Schneider (2003) opined that decentralisation is conceptualized in terms of theories of fiscal federalism, public administration, and political science. Each of these theories highlights a dimension of decentralization, which are treated as distinct and separable. Fiscal federalism theories dealing with decentralization focus on maximizing social welfare, which is portrayed as a combination of economic stability, allocative efficiency, and distributive equity. The precise combination and importance attached to each goal depends on the context, but the challenge of decentralization is essentially to locate resources at the level of government that optimizes social welfare (Musgrave 1958). Fiscal federalism is explained by two indicators, that is subnational expenditure as a percentage of total expenditure and subnational revenue as a percentage of total revenue (Schneider, 2003).

Public administration theories dealing with decentralization broadly focus on how modern bureaucracies are achieved, which have been defined as efficient, effective, and rational (Weber 1968). In this study, public decentralisation will be conceptualized as administrative decentralisation. According to Rondinelli (1999), administrative decentralization is the transfer of responsibility for the planning, financing and management of certain public functions from the central government and its agencies to field units of government agencies, subordinate units or levels of government, semi-autonomous public authorities or corporations, or area-wide, regional or functional authorities. Administrative decentralization is referred to as the deconcentration, delegation and devolution of powers which is a result of the imperatives of the practical necessity of centralization entailing giving certain powers to local authorities linked to the central powers by the principle of subordination (Nsibambi, 2000). Administrative decentralization was operationalized by Rondinelli (1990) as “deconcentration,” “delegation,”

and “devolution”. In this study, the researcher measured decentralization in terms of administrative decentralization, with its constructs deconcentration, delegation, and devolution. Schneider (2003) posited that the indicators of administrative decentralization are taxation as a percentage of subnational grants and revenues and transfers as a percentage of subnational grants and revenues. Political science theories dealing with decentralization focus on mobilization, organization, articulation, participation, contestation, and aggregation of interests. All political systems perform these processes, and the way in which they occur depends on individual contexts. Decentralized political systems are those in which political actors and issues are significant at the local level and are at least partially independent from those at the national level (Fox and Aranda 1996). With regard to this concept, Schneider (2003) conceptualized it in terms of municipal elections and state elections.

The dependent variable of this study was education service delivery. According to OECD (2010), public services defined as all services provided by the government as well as all services where the government has a significant influence. In most instances service delivery implies a degree of excellence on the part of the organization, and is a hallmark of economies that have moved past the production phase. Or it is conceptualized as the relationship between policy makers, service providers, and poor people. It encompasses services and their supporting systems that are typically regarded as a state responsibility. These include social services (primary education and basic health services), infrastructure (water and sanitation, roads and bridges) and services that promote personal security (justice, police). Pro-poor service delivery refers to interventions that maximize the access and participation of the poor by strengthening the relationships between policy makers, providers, and service users. According to Ootobo (1999), a public service is a service which is provided by government to people living within its jurisdiction, either directly (through the public sector) or by financing provision of services. Drick and Omar (2006) defined Public service delivery as the provision of basic services to the public and such services are usually provided by the governments (local, municipal, or large-scale). The need for services that no individual can or will play. Examples of such services are sewage, street cleaning; public education and public health are also public services. Public service delivery is the implementation of those services and making sure they reach those people and places they are intended to.

Municipal Research and Services Centre (MRSC, 1993) defines service delivery as the actual producing of a service such as collecting refuse and disposing it or lighting the streets. Stauss (2005) supports this view and suggests that in economic transactions, it is specialized skills and knowledge that are exchanged for money rather than the physical resources. Whitaker (1980) concurs with this argument and observes that depending on the kind of service being offered, each service has a primary intervention of transforming the customer and that the client himself or herself is the principle beneficiary. Whether it is learning new ideas or new skills (education), acquiring healthier habits (health), or changing one's outlook on family or society (social services), only the individual served can accomplish the change. In this study, delivery of education services will be the main concern, conceptualized as services in terms of provision of public education – primary, secondary and tertiary. In other words, the dependent variable of the study will be education service delivery.

1.1.4 Contextual Perspective

This study took place in Bor County, Jonglei State, South Sudan. The 2011 Interim Constitution of Southern Sudan (ICSS) declared a decentralized system of governance with three levels of government though the recent internal clashes has contributed to the central government consolidating power and rolling back on decentralization (ICSS, 2011; Kimenyi & Meagher, 2012). According to The Republic of South Sudan (2011), Bor County is one of eleven (11) counties that make up Jonglei State in the Republic of South Sudan (RSS). Jonglei State is the most populous in South Sudan with 1,358,602 inhabitants according to the 2008 Census. According to 2008 census the county has a population of 221,806 in 31,354 households. The population constitutes 16 percent of Jonglei State. More than a quarter (27.6 percent) of the population stays in Bor Town. The county is made up of five rural payams and one urban payams, twenty-two bomas, four Quarter Councils (in Bor Town) and twenty-seven head chiefs as shown in the table below. The separation of Bor Town and the county into two separate local governments has been approved at state level and development processes are slowly taking this into account politically and administratively. Winrock International (2012), the county has 65 primary schools with an enrolment of 38,200 suggesting an average of 588 pupils per school and a classroom occupancy rate of 83 for the 463 classrooms. Average school enrolment varies from

384 in Jalle to 777 in Bor Town. Overall teacher-pupil ratio is 1:86 but there are high-end outliers like Bor Town with 1:123 and Kolnyang with 1:145, with the lowest being 1:42 for Anyidi. Assuming a class size of 40 the county needs 492 extra classrooms and 512 extra teachers in existing schools. Female teachers are less than 10 percent (n=42) of total teaching staff. The education sector faces a number of challenges whose elaborate analysis requires additional data to fully assess the extent of education quality and access. Winrock International (2012) also reports that data on book pupil ratio, the physical location of schools, teacher qualifications, net/gross enrolment rates (NER/GER), among others are needed. When these data become available the county will be able to establish the extra classrooms, teachers and other resources needed in the primary sector. All these highlight the challenges still faced with regard to Education service delivery in Bor County, Jonglei state, South Sudan. The researcher is thus interested in investigating how decentralization of governance affects education service delivery so that the provision of education services is made possible.

1.2 Statement of the Problem

Effective service delivery improves the human development in terms of health, education, social protection, food security, environmental sustainability and require adequate community infrastructure such as schools, health facilities, clean water, roads, energy, security, law. These improve the capacity of everyday lives of citizens; particularly for people living in low-income and middle-income countries (Ringold *et al* 2012). Ineffective service delivery is a frequent phenomenon among public organizations in Bor County, Jonglei State, South Sudan. This is indicated by the existence of poor infrastructures such as poor education services, and this problem has been caused by high rate of corruption and poor planning, high crime rate and insecurity. Besley and Ghatak (2007) argue that public services are a key determinant of quality of life that is not measured in per capita income. The authors stress that education service delivery is an important feature of the poverty reduction strategy. The quality of education service delivery is regarded as low by both community and local governance authority, Public participation is also low due to poor service delivery (Chris, 2005). Funding which comes directly or indirectly from the state is often fixed by annual allocation, through the exchequer budgetary arrangements. Consequently, within the public service, mismatches in demand and supply always find expression in longer waiting lists or the rationing of services (Chris, 2005). It is thus right to observe that if the education service delivery is to be better, the solution to this

would be through effective decentralisation (Hall, 2003). It is through that the researcher thought to investigate and examine the effect of decentralisation, specifically administrative decentralization on education service delivery of Bor County, Jonglei State, South Sudan.

1.3 Purpose of the study

The purpose of the study was to examine the relationship of between Decentralization of governance and education service delivery in Bor County, Jonglei State, South Sudan

1.4 Research objectives

- i. To examine the level of decentralization of governance in Bor County, Jonglei State, South Sudan.
- ii. To assess the level of educational service delivery in Bor County, Jonglei State, South Sudan.
- iii. To establish the relationship between decentralization and education service delivery in Bor County, Jonglei State, South Sudan.

1.5 Research Questions

This study answered the Following Questions:

- i. What is the level of decentralization of governance in Bor County, Jonglei State, South Sudan?
- ii. What is the level of educational services delivery in Bor County, Jonglei State, South Sudan?
- iii. What is the relationship between decentralization and educational services delivery in Bor County, Jonglei State, South Sudan?

1.6 Null hypothesis

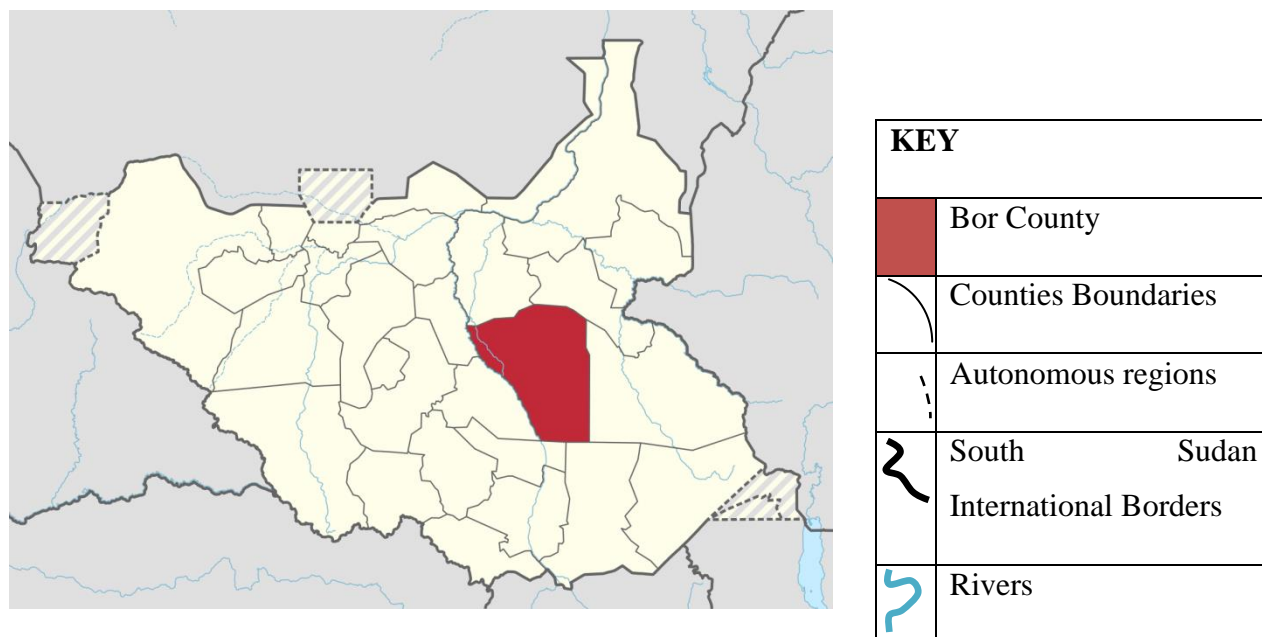
- i. There is no significant relationship between decentralization of governance and educational services delivery.

1.7 Scope

1.7.1 Geographical Scope

The study was carried out in Bor County, Jonglei state, South Sudan. On October 2, 2015, the President, Salva Kiir Mayardit decreed the creation of the new **Jonglei** State along with 27 other states replacing 10 previous states. The earlier Jonglei state comprised three counties of Bor, Twic East and Duk and was the largest state by area before reorganization, with approximately 122,581 km², as well as the most populous according to the controversial 2008 census conducted during present-day South Sudan's second period of autonomy. Bor is the capital of the state. The county combines a dynamic and growing urban population and an equally growing rural population. A decision has been taken to separate Bor Urban and Bor Rural into two separate local governments. Bor County makes Jonglei State's south-western tip. It borders Eastern Equatoria State to the South-East, Central Equatoria to the South, Lake State to the West, Twic East County to the North and Pibor County to the East. Bor forms the south-western end of the River Nile and Toch flood plains in the state, which is generally flat and below 320 meters in terms of altitude. It is about 12000km² in size. Because of the low-lying nature and heavy clay soils, the county is prone to flooding during the rainy season. It has six payams, five are rural (Anyidi, Baidit, Kolnyang, Makuach, and Jalle) and one urban (Bor Town). There are some Lakes along the Nile River and perennial swamps from the central area (Toch) to the south-east of the county. Bor County is mainly inhabited by the Nilotic group of the Dinka tribe. Bor Town however has other tribes from the rest of the Jonglei State and other parts of South Sudan. The Map of Bor County is shown in figure 1.1 below

Figure 1: The Map of Bor County, Jonglei State, South Sudan



Source: Winrock International (2012)

1.7.2 Content Scope

This study sought to cover subject matter regarding the effect of deconcentration as a form of decentralization on service delivery in Bor County, Jonglei State, South Sudan, the effect of devolution as a form of decentralization on service delivery in Bor County, Jonglei State, South Sudan and to investigate the effect of delegation as a form of decentralization on service delivery in Bor County, Jonglei State, South Sudan.

1.7.3 Time Scope

The problem being studied existed for decades since when Sudan was one country, following the south Sudan referendum in 2011, followed by an independent South Sudan in 2012. The same problem was also brought along to South Sudan.

The researcher carried out this study in a period of one year, from April 2017 to March 2018. In April 2017, the Researcher developed a research proposal and presented it in May 2017. Data collection was done in August 2017. In September 2017, the researcher carried out data analysis and the whole report was finalized in October. In March 2018, the researcher defended the final report and final submission made in the same month (March) 2018.

1.8 Significance of the Study

The information acquired from this research is beneficial to the following stakeholders:

Decentralization: the research examined the strong and weak practices of decentralization and how these impacted the delivery of services, therefore the information acquired from the study will be used by decentralization official and employees to analyze their current and future operations to identify a better approach to make effective administrative procedures, by identifying the level of their performance and its impact to the delivering of services to the society.

Scholars: the study findings were helpful to those under taking public administration as a course; it shall act as a source of information (secondary data) in their attempt to undertake research in the same field.

Policy makers: It shall help policy makers' e.g Government, Administrative decentralization, community and researchers to effectively develop strategies to deal with unsuccessful implementation of full administrative decentralization towards service delivery.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature related to Decentralization and Education service delivery. This section deals with the theoretical review, conceptual frame work as well as the related studies, objective by objective.

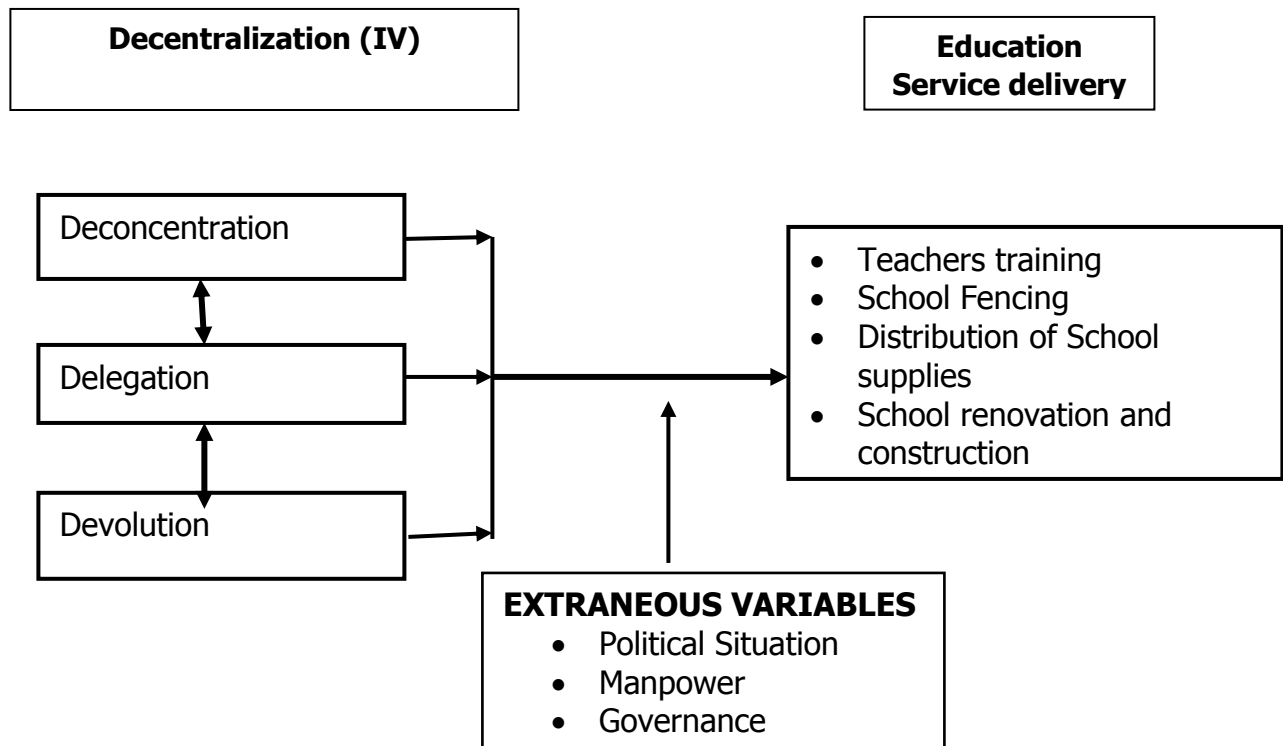
2.1 Theoretical Review

The study was guided by the systems theory of Peter Senge (1990) which states that any effective Decentralization is supposed to be characterized by principles such as legal support, capacity development and rule of law. These principles are civilian oriented, meaning each is determined and shaped by service delivery in terms of empowerment, accountability, transparency and participation. Decentralization has to evaluate legal support, capacity development and rule of law from a system's point of view. Like Agrawal (2011) noted that most poor populations are quick to agitate for participation but when it reaches the level of participating in the financing they still want some donor or central government to foot the whole bill. Central government on its part gets money from taxes paid by the people. But however efficient and effective a tax system is, if it is taxing a poor population, it will yield poor revenues. There is a limit beyond which a hungry person can milk a hungry cow. The fundamental problem with most African societies is that they suffer from double weakness. Their central and administrative decentralizations are weak while at the same time their private and civil society sectors are also weak (vertical and horizontal weakness). This double weakness is not only in terms of resources (human, material and financial) it is also in terms of institutions, systems, information, networking, skills, knowledge, etc. (Agrawal, 2011). The systems theory assumes that individuals or entities have clear preferences and are capable of choosing them and that they act in their self-interest and not in the interests of others. Individuals or entities have information about how to maximize their preferences, they are able to analyze the options and choose the course that maximizes their welfare, and they are able to change their action when costs and benefits change. According to this assumption, Lemieux (2003:30) argued that ordinary individuals, who have the same self-interest motivations in the political, sphere as in the economic sphere, man the state. The existence of the state thus creates a political market, i.e., a market for political favors. This theory is relevant to the study since it indicates that

administrative decentralization has to evaluate deconcentration, delegation and devolution from a system's point of view in order for effective service delivery.

2.2. Conceptual Framework

Figure 2: The variables in this study and their relationship were linked as follow.



Source: Developed by the researcher basing on the systems theory of Peter Senge (1990)

In the conceptual frame work above, Decentralization is influencing service delivery in terms of deconcentration, delegation and devolution, these factors enhance service delivery in relation to availability of public services, accessibility of public services and affordability of public services. Although central governments have a crucial role in achieving sustainable human development and reducing poverty, they cannot achieve these goals alone. Effective governance in a global society implies cooperation or partnerships in which national governments work collaboratively with lower levels of public administration, the local governance, the private sector, organizations of civil society, other states, and international organizations through democratic, transparent, and participative processes (UNDP, 1997).

2.3 Related Studies

2.3.1 Decentralisation of Governance

2.3.1.1 Deconcentration and education Service Delivery

Anwar (2005) noted that deconcentration is often considered to be the weakest form of decentralization and is used most frequently in unitary states, redistributes decision making authority and financial and management responsibilities among different levels of the central government. It can merely shift responsibilities from central government officials in the capital city to those working in regions, provinces or districts, or it can create strong field administration or local administrative capacity under the supervision of central government ministries. Deconcentration is usually a supporting strategy for more general decentralization in government operations or service delivery, one does not deconcentrate the civil service as an end in itself but does so in order to provide services better, manage resources more efficiently, or support other general outcome goals (Lemieux, 2003). Deconcentration as a whole can be seen as one of the main instruments with which the government fulfills its obligations. In the context of decentralization, this tool must often be reshaped in order to perform a new set of duties efficiently, equitably, and effectively. Reform of the civil service, therefore, is the process of modifying rules and incentives to obtain a more efficient, dedicated and performing government labor-force in newly decentralized environment (Holtmann, 2000). Deconcentration at all levels of government need a capable, motivated, and efficient staff in order to deliver quality services to its citizens. When civil service functions and structures are decentralized, existing bureaucratic patterns must be reorganized as roles and accountability are shifted. Decentralization thus intensifies the need for capable staff and increases the importance of capacity-building programs (Mawhood, 2006).

2.3.1.2 Delegation and education Service delivery

Ahmad (1998) noted that delegation is a more extensive form of decentralization. Through delegation, central governments transfer responsibility for decision-making and administration of public functions to semi-autonomous organizations not wholly controlled by the central government, but ultimately accountable to it. Governments delegate responsibilities when they

create public enterprises or corporations, housing authorities, transportation authorities, special service districts, semi-autonomous school districts, regional development corporations, or special project implementation units. Usually these organizations have a great deal of discretion in decision-making. They may be exempt from constraints on regular civil service personnel and may be able to charge users directly for services (Bird, 1998).

Delegation disperses power, both geographically and institutionally, delegation inevitably changes the location of power and jobs. Movement geographically or across tiers of government is often impeded by issues related to statute, prestige and poor labor mobility (Pincione, 2004). In the Eastern European transition economies, for example, de-legitimation of the central state and the emergence of representative government at local and intermediate levels of government has complicated human resource allocation. Incentive programs and mechanisms for inter-post mobility, which compound the costs of decentralization, may be required in order to introduce flexibility (Nsibambi, 2000).

Delegation creates new responsibilities for experienced actors and creates more opportunities for local autonomy and responsiveness to more specialized constituencies, but it also gives subnational governments more room to fail if specific steps are not taken to build local technical and managerial capacity (Rondinelli, 1999). Delegation can also disperse scale economies/expertise groups and the need for specialized personnel is related in part to the size of the territory covered by the entity. Below a certain size, it might be counterproductive or cost inefficient to have specialists or technical personnel. There are methods which can be used to address this issue, one of which is to allow in the context of the decentralization schemes the possibility of empowering local self-governments units to form associations and pool their resources in order to cover activities requiring specialized personnel (Stephen, 2008).

2.3.1.3 Devolution and Service Delivery

Awal and Diana (2003) argued that when governments devolve functions, they transfer authority for decision-making, finance, and management to quasi-autonomous units of administrative decentralisation with corporate status. Devolution usually transfers responsibilities for services to municipalities that elect their own mayors and councils, raise their own revenues, and have independent authority to make investment decisions. In a devolved system, administrative

decentralisations have clear and legally recognized geographical boundaries over which they exercise authority and within which they perform public functions. It is this type of administrative decentralization that underlies most political decentralization (Diana, 2003). Devolution is simply regarded as the process of transferring decision-making and implementation powers, functions, responsibilities and resources to legally constituted, and popularly elected administrative decentralisations (Jicir, 1999). Devolution is based on the supremacy of the Constitution, sovereignty of the people and the principle of public participation. Supremacy of the Constitution means that the Constitution is the supreme law of the Republic. Therefore, devolution being an aspect of the Constitution binds all persons and all State organs at both levels of government. The sovereign power of the people on the other hand, means that the power to rule and make laws in a Country lies with the people of Country and can be exercised only in accordance with the Constitution at the national and county level either directly or indirectly, through their democratically elected representatives (Boobe, 2002).

Hadingham (2003) indicated that devolution can bring about a complete overhaul in a Country's system of governance. This is because it is a new aspect in the governance system. The need for devolution has been seen in many countries and it is informed by the need to have power sharing, checks and balances in governance and the decentralization of resources. Devolution promotes democratic and accountable exercise of power. This includes fostering national unity by recognizing diversity; giving powers of self-governance to the people and enhancing the participation of the people in the exercise of the powers of the State and in making decisions affecting them; and recognizes the right of communities to manage their own affairs and to further their development (Edwin, 2005).

2.4.1 Relationship between Decentralization and Education Service Delivery

Tshukudu (2014) carried out a study investigating the effect of decentralization towards improving service delivery in Botswana's public sector service delivery. He contends that though there has been poor service delivery across public sector, decentralization has improved public service delivery in the public service sector. On the other hand, Muriisa (2008) investigated whether decentralization have increased service delivery in Uganda, and the extent to which decentralization increase efficiency, participation, accountability and effectiveness in Uganda. Muriisa observes that there exists gaps between services provided and needs of the citizens as a

result of inadequate funding at local levels especially in education and health. Bashaasha, Mangheni, Nkonya (2011) also investigated how decentralisation have affected rural service delivery in Uganda. They also concurred with finding of Muriisa (2008) actually decentralisation have not resulted into a greater participation and community engagements especially in education and health sector. They however add that also agriculture extension and advisory services were not accessed by the majority people, only in areas NGOs offer such services. Considering above studies, they all focused on the effect of decentralisation on service delivery, and the conclusions are almost similar in different ways. They observed the effects as failures but did not per say state the cause. Muriisa (2008) observes that there are five level of local government that is district, county, sub-county, parish and village. It is however important to note that before resources for service delivery reach the district level for example; it has to pass through ministries. If the ministries are not in proper mind, this will affect service delivery. It therefore important to investigate to observe how ministries (in terms of its employees) can affect service delivery in public sector, a research that has not been carried out yet. Thus this study will bridge this gap by investigating the effect of human resource policies, job satisfaction and ethical climate of employees in public sector on service delivery in Uganda.

Ahmad (2008) found out that Decentralization can improve the efficiency of public (Education) service delivery through preference matching and allocative efficiency. Local governments possess better access to local preferences and, consequently, have an informational advantage over the central government in deciding which provision of goods and services would best satisfy citizens' needs (Hayek, 2000). When provided by the jurisdiction that has the control over the minimum geographic area, costs and benefits of public services are fully internalized, which is expected to improve a locative efficiency. Administrative decentralization can also ameliorate efficiencies by fostering stronger accountability. Geographical closeness of public institutions to the local population (final beneficiaries) fosters accountability and can improve public service outcomes, particularly in social sectors such as education and health (Ahmad, Brosio, and Tanzi, 2008; Cantarero and Pacual Sanchez, 2006). Local accountability is expected to put pressure on local authorities to continuously search for ways to produce and deliver better public service under limited resources, leading to "productive efficiency." Accountability can foster larger spending in public investment and in growth-enhancing sectors, such as education and health (Keen and Marchand, 1997; Arze del Granado and others, 2005; Bénassy-Quéré and

others, 2007; Kappeler and Valila, 2008; Fredriksen, 2013). Local accountability can be strengthened through a direct election of local authorities by the local population.

Furthermore, Decentralization can improve efficiency through the “voting with one’s feet” hypothesis. Decentralization gives voters more electoral control over the authorities (Seabright, 1996; Persson and Tabellini, 2000; Hindriks and Lockwood, 2005). It encourages competition across local governments to improve public services; voters can use the performance of neighboring governments to make inferences about the competence or benevolence of their own local politicians (Bordignon, Cerniglia & Revelli, 2004). Administrative decentralization may lead to a decrease in lobbying by interest groups, distorting policy choices and increasing waste of public funds. However, administrative decentralization can worsen public service delivery if scale economy is important. Devolution of public service delivery to a small-scale local government can decrease efficiency and increase costs if economies of scale are important in the process of production and provision of some specific public goods. For instance, shifting the production and provision of public services to a municipality with a small size of government officials (producers and providers) and a small population (beneficiaries) can reduce efficiency (Bordignon, 2004).

Decentralization can also obstruct the redistribution role of the central government. To guarantee a minimum level of public service and basic needs (or standard of living) for the entire population (regardless of their geographical location), the central government often carries out equalization transfers, which would be disrupted in cases of insufficient leverage on resources (Ter-Minassian, 1997). When a large share of revenue and expenditure is shifted to local governments, the central government does not possess sufficient resources to ensure a minimum equity across the entire territory (Bardhan & Mukherjee, 2002). Decentralization can also hinder education service delivery if accountability is loose. If accountability is not broadly anchored in a local democratic process, but instead is based on rent-seeking political behavior, local governments would be tempted to allocate higher decentralized expenditure to non-productive expenditure items (such as wages and goods and services instead of capital expenditure). This can hinder efficiency, economic growth, and overall macroeconomic performance (Trannoy, 2007).

Kimenyi et al (2004) in his study on administrative decentralization, he found out that in the context of an increasingly globalizing world, challenges and requirements of capacity building for administrative decentralization should always be analyzed and diagnosed taking into account the full range of stakeholders and actors analysis at community, local, national, regional and international level. Such an analysis should always be conducted in a participative manner to make the stakeholders and actors involved in administrative decentralization to share a common understanding of one another's strengths and weakness. This would in turn facilitate the process of cooperation, harmonization, and synergy in capacity building activities. Sea bright (2009) found out that improved information about local needs and preferences is one of the theoretical advantages of decentralization, but there is no guarantee that leaders will actually act on these preferences unless they feel some sort of accountability to citizens. Local elections are the most common and powerful form of accountability, but other mechanisms such as citizen councils can have limited influence. Accountability can be seen as the validation of participation, in that the test of whether attempts to increase participation prove successful is the extent to which people can use participation to hold a administrative decentralization responsible for its actions. Second, political decentralization allows for a more direct political accountability. The idea behind this thesis is that administrative decentralization grants the citizens of each region with the power to decide directly whether to re-elect a government or not, whereas centralization ensures that regions no longer have the same power in the re-election decision. Thus, good performance is directly rewarded with re-election whereas under centralization the accountability mechanism is more indirect (Seabright, 1996).

According to Ehadie (2004), successful administrative decentralization requires some degree of local participation, Sub-national governments' proximity to their constituents only enables them to respond better to local needs and efficiently match public spending to private needs if some sort of information flow between citizens and the administrative decentralization exist. On the other hand, the process of decentralization can itself enhance the opportunities for participation by placing more power and resources at a closer, more familiar, more easily influenced level of government. In environments with poor traditions of citizen participation, local governance can be an important first step in creating regular, predictable opportunities for citizen-state interaction (Theron, 2005). According to Kincaid (2005), administrative decentralization relies on participation to improve the allocation of services, but it does not require the kinds of broad

citizen input mentioned above. In cases where decentralizations are not elected, the electoral process favors a small group of elites, or low levels of social capital impede active citizen-state interchange, the process of decentralization can be designed to build up more limited types of participation. Issue-specific and project-specific mechanisms for enhancing the flow of information between the government and citizens can often be implemented more quickly and easily at the local level than in central governments. Demand-driven projects are one of the key tools used by the Bank to deepen the decentralization process (Devas& Ursula, 2003).

According to SAGE (2011), he noted that African national governments have to be urged and encouraged to acknowledge the right of the local population to local self-government as the surest way to satisfy their needs through their efforts. The national governments in Africa have to recognize their limitations in terms of resources and capacity to mobilize the population sufficiently enough to transform the living conditions in the society without further delay. It seems remarkable that local developments gain significance and expansion while globalization expands. They gain significance as an alternative to the state, which in turn changes its significance. They gain expansion because aspects of society traditionally not in the scope of local dimensions are now permeating into local developments (Hinz and Gatter 2006:8). The inexorability of globalization is irrefutable, still globalization cannot succeed without functioning states. Disempowered states are of little value to globalization. They must have the capacity to act and react, particularly if globalization should affect their independence and autonomy to decide on their own fate (Hinz and Gatter 2006:72). Considering the African experience, one can note that the initiatives towards democratic decentralization inherited from the colonial period generally went into decline after independence under the centralizing influence of one-party or military regimes. Since the mid-1980s there have been positive moves towards decentralization led by Ghana and Somalia and followed by other countries in the wake of the restoration of multiparty elections at the national level (Reddy 1999:1). Considering the best practices that are taking place on the continent, this research posits that administrative decentralization can be used as a pillar in strengthening the tenets of democracy in Africa.

Education service delivery remains a challenge in most of African countries. In spite of this negative picture, there are countries that strive to establish adequate systems of administrative decentralization in order to improve public services delivery. Amongst those countries one can cite the cases of Somaliland and South Africa which represent cases of best

practices in their respective regions namely: the Great Lakes region and the Southern African region. Education public service delivery as a public service management issue has taken centre stage as the country and its state organizations strive towards providing better life for all. More emphasis is put on the quality of service delivered to the general public and the other clients receiving any form of service from government organizations. Hussey (1999) contends that customer expectations continue to rise, requiring more attention to service and quality.

2.5 Research gap

The literature review above talked about delegation, devolution and deconcentration in decentralization, but it did not talk about the relationship between decentralization and public (education) service delivery, therefore, there was a need to close this gap by the researcher. In a similar way this kind of research has never been done in Bor County, South Sudan, so the researcher found it necessary to carry out research in this area as it was identified as a geographical gap. According to SAGE (2011), he noted that African national governments have to be urged and encouraged to acknowledge the right of the local population to local self-government as the surest way to satisfy their needs through their efforts. The national governments in Africa have to recognize their limitations in terms of resources and capacity to mobilize the population sufficiently enough to transform the living conditions in the society without further delay. Second the adoption of the World.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter consists of the research design, the research population, sample size, sampling procedures, research instruments, validity and reliability of instruments, data gathering procedures, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

The study followed a quantitative approach that is descriptive correlational, cross sectional research design. The quantitative aspect of this study focused on testing variables measured with numbers and analyzed with statistical procedures (Cresswell, 2003). The ex-post facto design was used because respondents were asked things that had already happened. The cross-sectional design was employed because a cross-section of respondents was selected to participate in the study all at once and data was collected once and for all. The respondents involved using different groups of people such as county officials and local citizens who differ in the variable of interest but share other characteristics, and this was based on observations that took place in different groups at the same time. The cross-sectional research design enabled the selection of a random sample made up of different categories of respondents opted for survey method, the researcher gathered data from a large number of respondents to generalize from the selected sample used to the entire population of the study.

3.2 Research Population

According to 2008 population census, Bor County has a population of 221,806 in 31,354 households, from this population, male are 97,595 and female are 124, 211. Since 60% of the population was still young and were not able to give detailed information regarding the decentralization of governance and education service delivery in Bor county of Jonglei stat in South Sudan, the research population was 88,722 (40% of 221,806). This study was conducted among a population of 200 respondents; those included government state Ministry of education, county officials, civil society (CBOs and NGOs), Teachers and local community members. The researcher targeted those groups because they had information and experience of the local governance issues and trends in the county, and also understood the obstacles in implementation of an efficient education service delivery, and the importance of it.

3.3 Sample Size

The researcher selected a sample of 200 respondents, those included government state ministry officials, county officials, civil society and Non-Governmental Organization (CBOs & NGOs) staff, learners, teachers and local community members. All those were the most important sources that the researcher used to get reliable information about the study. For that reason, those were most suitable for the required information related to this study.

The sample size of the study was obtained using Sloven's formula as below:

$$n = \frac{N}{1 + Ne^2}$$

Where N = Population, n = sample size, e = the error term (level of significance) at 0.05

Therefore,

$$n = \frac{88,722}{1 + 88,722 (0.05)^2}$$

$$n = 200$$

Table 1: The Selected Sample Size per Category and Sampling Strategy

Category	Target population	Sample size	Sampling technique
County Officials	6,000	20	Purposive sampling
Civil society/ I/NGOs leaders	8000	20	Purposive sampling
Local Community Groups (Youth, PTAs, women and men)	5000	62	Random sampling
Ministry staff	12,000	20	Purposive sampling
Teachers	25000	20	Purposive sampling
Learners	55222	78	Random sampling
Total	88,722	200	

Source: Bor County Records (2016)

All the respondents above were met at their respective places, the County, ministry, the Non-governmental and Civil Society organizations staff were met in their offices, whereas the

learners and teachers were met at their respective schools. The local community groups were met in the community Centers.

3.4 Sampling Techniques

The purposive sampling was utilized to select the respondents from county officials and civil society leaders. Sampling procedure was non-probability sampling in particular, it was purposive. According to Frankforter and Nachimias (1997), in purposive sampling, also referred to as 'judgment samples', researchers select participants subjectively. In other words, judgment is made in line with the research purpose and the sample drawn depending on the researcher's knowledge and preference. This was because county officials and civil society were known and few and since there was a need for them to be included in the study. Thus, the researcher intentionally selected these county officials based on judgment. Simple random sampling was utilized while selecting local community groups. This was because those were many and in order to avoid bias, the researcher selected a sample from these groups of respondents. These methods ensured inclusion of all respondents. They were selected based on the computed minimum sample size (Overton & van Diermen, 2006).

3.5 Research Instruments

The research tool that was utilized in this study was the questionnaire which includes the following: (1) face sheet to gather data on the respondents' demographic characteristics (gender, age, and qualifications, number of years' experience); (2) researcher devised items to determine the levels of decentralization and education service delivery. The response mode of the questionnaire on both decentralization of governance and education service delivery was indicated as: strongly agree (4); agree (3); disagree (2); strongly disagree (1). The items on decentralization were 15 with five items on deconcentration, devolution and delegation and 12 items were on education service delivery.

3.6 Validity and Reliability of the Instruments

3.6.1 Validity

Content validity was ensured by subjecting the researcher devised questionnaires on decentralization and education service delivery to judgment by the content experts. This was done to make sure that the questionnaires measure what it is intended to measure, to ensure the clarity of questions, their effectiveness and the time required to complete the questionnaire. To

test the content validity, the researcher used a panel of ten experienced researchers and expert in education management and administration. They were asked to assess the items in the questionnaire and identify those that are valid and those that are not valid. From there, a Content Validity Index (CVI) was calculated. The CVI per expert was expressed as a percentage of the number of items rated important over the total number of number of items on the questionnaire, per variable (decentralization of governance and education service delivery). The overall CVI was calculated by determining the average CVI from all experts. The questionnaire was judged valid because it was above 0.75 (Amin, 2005).

3.6.2 Reliability

The reliability of the instrument was measured using Cronbach's Alpha, by the use of SPSS after the data was entered. A pilot study of ten respondents was first selected who will not be part of the final study and the data collected was tested for reliability. The value of Cronbachs Alpha was above 0.778, the research instrument was declared reliable (Amin, 2005).

3.7 Data Gathering Procedures

3.7.1. Before the administration of the questionnaires;

An introduction letter was obtained from College of Education, open and distant learning (CEODL) for the researcher to solicit approval to conduct the study from respective departments and groups. When approved, the researcher secured a list of the qualified respondents from the selected Bor county stakeholders and selected the minimum sample size. The respondents were given explanation about the study and were requested to sign the informed consent form (Appendix 3).The researcher produced more than enough questionnaires for distribution. The researcher also selected research assistants who assisted in the data collection, briefed and oriented them in order to be consistent in administering the questionnaires.

3.7.2.During the administration of the questionnaires

The respondents were requested to answer questionnaires completely and not to leave any part of questionnaires unanswered. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution. On retrieval, all returned questionnaires were checked if all were answered.

3.7.3. After the administration of the questionnaires

The data gathered were collated, encoded into computer and statistically treated using the statistical package for social sciences (SPSS).

3.8 Data analysis

During data analysis, the data was mainly analyzed using SPSS, a statistical package for social scientists. The data was analyzed to obtain the descriptive statistics such as frequency tables, percentages mean and standard deviations and presented in tables. This formed preliminary analysis to give the ideas related to the nature of the respondents and the levels of the variables in the study (decentralization of governance and education service delivery). The following mean ranges and descriptions were used to interpret responses:

Table 2: For the level of decentralization.

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	high
1.76-2.50	Disagree	low
1.00-1.75	Strongly disagree	Very low

Table 3: For the level of education service delivery

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

The inferential statistics include correlation and regression analysis. However, before carrying out inferential statistics, the researcher first tested the data for normality. The data were found normally distributed, and the researcher continued as follows.

The bivariate analysis was carried out to examine the relationship between Decentralization and education service delivery. The researcher used the rank order computation to investigate the

relationship between the constructs of decentralization (deconcentration, devolution and delegation) and education service delivery.

3.8 Ethical Consideration

The research process was guided by sound ethical principles which included the followings:-

Objectivity: The researcher ensured objectivity when carrying out the research and any attempt to bias; results were considered unethical and were therefore avoided.

Respect: The researcher ensured that respect for the respondents was practiced. Respect encompasses respecting the opinion of the respondents including the option to terminate the interview whenever they felt uncomfortable to continue, questioning style especially for personal and sensitive questions.

Confidentiality: Also the researcher ensured that respondents' identity was not disclosed as there was no writing of names on the questionnaires and that everything was confidential. The researcher gave the respondents the true facts about the research in order to make informed decisions about participating or not.

3.9 Limitations of the study

The researcher faced limitations, which were beyond the researcher's control since it involves external factors that outside researcher's authority. Conscious of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. These limitations included

Instrumentation: The research instruments on decentralization and education service delivery were not standardized. Therefore a validity and reliability test was done to produce a credible measurement of the research variables.

Mortality and Attrition: Some respondents did not return back the questionnaires and this affected the researcher in meeting the minimum sample size. However the researcher had to print and provided more questionnaires exceeding the minimum sample size.

Testing: Differences in conditions and time when the data was obtained from respondents by different persons on different days at different hours. This was minimized by orienting and briefing the research assistants on the sampling techniques and data gathering procedures.

Confounding variables: That will be beyond the researcher's control such as subjective views of the respondents and honesty in answering the questions. The respondents were requested to avoid these biases by being objective when answering the questions in the questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, the researcher presents the data, analyses the data based on the objectives of the study. Before the presentation of the data based on the objectives of the study, the researcher first showed the demographic profile of respondents in terms of frequencies and percentages followed by the extents of the independent variable - decentralization in terms of deconcentration, devolution and delegation as well as the extent of dependent variable – education service delivery in terms of availability of education services, affordability of education services and accessibility of education services in Bor County, Jonglei State, South Sudan. The extents were obtained by the use of means and standard deviations. The study was guided by three objectives. These were to examine the level of decentralization and education service delivery in Bor County, Jonglei State, South Sudan, to assess the level of educational service delivery in Bor County, Jonglei State, South Sudan and to establish the relationship between decentralization of governance and education service delivery in Bor County, Jonglei State, South Sudan. Based on these objectives, the researcher used correlation and regression analysis both bivariate and multivariate analyses. The rank order computation was used to establish the relationship between decentralisation of governance and educational service delivery. The multivariate analysis was applied to investigate the overall level of deconcentration, devolution and delegation on education service delivery. The results from the correlation and regression analysis were used to test the hypotheses of the study at 0.05 level of significance.

4.1 Demographic Profile of Respondents

The demographic profile of respondents was conceptualized in terms of marital status, age range, gender, educational qualification and working experience. The results were presented in tables and frequencies and percentages were used to show the counts in each category. The results are shown in table 4.1 below

Table 4:1 Demographic Profile of Respondents

Characteristics	Category	Frequency	Percent
Marital status	Single	79	39.5
	Married	119	59.5
	Divorced	1	.5
	Widowed	1	.5
	Total	200	100.0
Gender	Male	100	50.0
	Female	100	50.0
	Total	200	100.0
Age range	Below 19 years	52	26.0
	Between 20-30 years	74	37.0
	Between 31-40 years	70	35.0
	Between 41-50 years	4	2.0
	Total	200	100.0
Educational qualification	Certificate	37	18.5
	Diploma	89	44.5
	Bachelor's degree	39	19.5
	Master's Degree	35	17.5
	Total	200	100.0
Working experience	Below 1 year	23	11.5
	2-5 years	48	24.0
	6-9 years	71	35.5
	10 years and above	58	29.0
	Total	200	100.0

Source: Primary Data (2017)

Results in table 4 shows the demographic profile of respondents in terms of marital status, gender, age range, educational background and working experience. In terms of marital status, most of the respondents were married with 119 (59.5%) of the total respondents, followed by those who were single were 79 (35.5%) and those who were divorced and widowed were 1 (.5%) each. This implies that most of the respondents were married. This can be explained by the fact that the target populations were civil servants, community leaders and other stakeholders, which might be certain that most are married. In terms of gender, both male and female had the same number of respondents with 100 (50%) each. In terms of age range, most of the respondents were between 20-30 years with 74 (37%) followed by those who were between 31 - 40 years with 70

(35%) followed by those who were below 19 years with 52 (25%) and the least of all were those between 41-50 years with 4 (2%). With regard to educational qualification of respondents, most of the respondents were diploma holders with 89 (44.5%) followed by those who were bachelor's degree holders with 39 (19.5%) followed by those who were 37 (18.5%) and the least were those with master's degree with 35 (17.5%). In terms of working experience, those with 6-9 years of experience were the most respondents with 71 (35.5%) followed by those with 10 years and above with 58 (29%), followed by those who were 2-5 years with 48 (24%) and the least were those who were below one year of experience with 23 (11.5%).

Level of Decentralisation in Bor County, Jonglei State, South Sudan

The independent variable of the study was decentralization, conceptualized in terms of deconcentration, devolution and delegation. To establish the level of decentralization, the research obtained the mean responses, mode and standard deviations. The mean response shows the overall level of response towards a given item and the standard deviation shows the extent to which the responses differed or varied from the mean. The modal response shows the response that was the most frequent on a given item. The mean, mode and standard deviation of different concepts (deconcentration, devolution and delegation) were presented in table 4.2 below. Each construct of decentralization contained five items ranked based on Likert like scale with 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The interpretation of mean responses are shown in table 4.2

For the extent of administrative decentralisation.

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

Table 4:2. The level of Decentralization of governance (Deconcentration, Devolution and delegation) in Bor County, Jonglei State, South Sudan.

Deconcentration	Mean	Mode	Std. Dev.	Rank	Interpretation
Communities are included in forums where Education issues are discussed and decisions are made	3.20	4	.976	1	High
Deconcentration in Bor county has always facilitated community participation in decision making.	3.07	4	.946	2	High
Community Education projects always tend to be dominated and driven by elites	2.88	4	1.110	3	High
Communities have access to information concerning deconcentration activities	2.64	3	1.071	4	High
Communities have the capacity to express their interests	2.55	3	.965	5	High
Overall Mean and Mode for deconcentration	2.868	4			High
Devolution	Mean	Mode	Std. Dev.	Rank	Interpretation
Citizen (community leaders) always have a big influence during accountability activities	2.59	3	1.057	1	High
Deconcentration mechanisms, institutions and processes are always transparent and allow access to information to those directly concerned	2.48	3	1.112	2	Low
All decision makers in Bor County, Jonglei state are accountable to the public	2.46	1	1.227	3	Low
Local government officials have always explained to the community what they have done or failed to do	2.17	1	1.161	4	Low
Local elections are always the most common and powerful form of accountability in Bor County.	2.09	1	1.060	5	Low
Overall Mean and Mode for devolution	2.358	1			Low
Delegation					
Delegation gives all men and women in Bor County to have equal opportunities to improve and maintain their wellbeing	3.45	4	.800	1	High
There is public involvement in all delegation activities in Bor County local council	2.84	4	1.129	2	High
Delegation allows partnership of all stakeholders in service delivery.	2.75	4	1.115	3	High
Bor County local government always relies on participation of local people when it comes to allocation of services	2.65	3	1.088	4	High
Bor County local government always allows local citizens to contribute in all local government activities.	2.51	3	1.107	5	High
Overall Mean and Mode	2.84	4			High
General Mean and Mode	2.688				High

Source: Primary Data (2017)

Discussion of the results of above

Results in table 4.2 above shows the mean responses, mode and standard deviation of items related to deconcentration, a construct of decentralization. The highest ranked item was concerned with whether Communities are included in forums where Education issues are discussed and decisions are made, with (mean = 3.20, Mode = 4 and Std. dev. = 0.976) interpreted as satisfactory. This implies that the level at which communities are involved in discussions of education related things is high and considering that the mode is also the highest, in regard to response rates, this confirms this. The level of deviation from the mean is just less than one unit showing that there is limited dispersion with in the responses. Regarding whether deconcentration in Bor County has always facilitated community participation in decision making, this was ranked 2nd in this construct with (mean = 3.07, mode = 4, std. dev. = 0.946) interpreted as satisfactory. This also implies that the level at which decentralization has facilitated community participation; this is high, showed by mean and mode with deviation slightly less than one. This implies that generally, deconcentration in Bor County is always facilitated community participation in decision making. Besides this, in terms of whether Community Education projects always tend to be dominated and driven by elites in Bor County, this was ranked 3rd with (mean = 2.88, mode = 4, std. dev. = 1.110) interpreted as satisfactory. This shows that generally elites of the county dominate community education projects. This might be because; these are trained with the demands of such projects. In terms of whether Communities have access to information concerning deconcentration activities, this was ranked 4th in this construct with (mean = 2.64, mode = 3, std. dev. = 1.071) interpreted as satisfactory. In terms of whether Communities have the capacity to express their interests, this was ranked 5th in this construct with (mean = 2.55, mode = 3, std. dev. = 0.965) interpreted as satisfactory. This implies that to some extent to which communities express their interests is satisfactory but not very high. Overall, the general level of deconcentration is satisfactory with (mean = 2.868, mode = 4). Generally, the level of deconcentration is satisfactory.

Results in table 4.2 above reveals the mean responses, mode and standard deviation (std. dev.) of item regarding devolution, one of our constructs of administrative decentralization, conceptualized as decentralization. Five items were used to measure the extent of devolution. The results shows that regarding whether Citizen (community leaders) always have a big influence during accountability activities, this was ranked the highest in this construct with

(mean = 2.59, mode = 3, std. dev. = 1.057) interpreted as satisfactory. This implies that community leaders have an influence on accountability within the state. This was followed by whether Deconcentration mechanisms, institutions and processes are always transparent and allow access to information to those directly concerned, this was ranked 2nd under this construct with (mean = 2.48, mode = 3, std. dev. = 1.112) interpreted as satisfactory. With regard to whether all decision makers in Bor County, Jonglei state are accountable to the public, this was ranked 3rd with (mean = 2.46, mode = 1, std. dev. = 1.227) interpreted as unsatisfactory. With regard to whether Local government officials have always explained to the community what they have done or failed to do, this was ranked 4th with (mean = 2.17, mode = 1, std. dev. = 1.161) interpreted as unsatisfactory. With regard to whether Local elections are always the most common and powerful form of accountability in Bor County, this was ranked the least in this construct with (mean = 2.09, mode = 1, std. dev. = 1.060) interpreted as unsatisfactory. Overall, the level of devolution is unsatisfactory with (mean = 2.358, mode = 1). Generally, the level of devolution in Bo County, Jonglei state is low.

under delegation, the results reveals that concerning whether Delegation gives all men and women in Bor County to have equal opportunities to improve and maintain their wellbeing, this was ranked the highest under this construct with (mean = 3.45, mode = 4, std. dev. = .80) interpreted as satisfactory. This generally shows that both men and women in Bor County, Jonglei state are considered when delegating responsibilities. With regard to whether there is public involvement in all delegation activities in Bor County local council, this was ranked 2nd with (mean = 2.84, mode = 4, std. dev. = 1.129) interpreted as satisfactory. In terms of whether delegation allows partnership of all stakeholders in service delivery, this was ranked 3rd in this construct with (mean = 2.75, mode = 4, std. dev. = 1.115) interpreted as satisfactory. This was followed by whether Bor County local government always relies on participation of local people when it comes to allocation of services, ranked 4th with (mean = 2.65, mode = 3, std. dev. = 1.088) interpreted as satisfactory. With regard to whether Bor County local government always allows local citizens to contribute in all local government activities, this was ranked the least in this construct with (mean = 2.51, mode = 3, std. dev. = 1.107) interpreted as satisfactory. Overall, the extent of delegation Bor county, Jonglei state, South Sudan is satisfactory with (mean = 2.84, mode = 4), interpreted as satisfactory. This implies that there is a high level of delegation of activities in this county in order to facilitate service delivery.

The extent of decentralization, specifically administrative decentralization, in Bor County, Jonglei state, South Sudan is satisfactory or high with (mean = 2.689, mode = 4) interpreted as satisfactory. South Sudan is a nation who administration is decentralized into different states; this explains the fact why the extent of decentralization is great. The overall highest ranking item under decentralization was concerned with whether Delegation gives all men and women in Bor County to have equal opportunities to improve and maintain their wellbeing, with (mean = 3.45, mode = 4, std. dev . =.80) interpreted as satisfactory. This shows that both men and women in Bor County, Jonglei state are considered when delegating responsibilities. The overall lowest ranked item about decentralization was concerned with whether local elections are always the most shared and powerful form of accountability in Bor County, this was ranked the least in this construct with (mean = 2.09, mode = 1, std. dev. = 1.060) interpreted as unsatisfactory.

Level of Education Service Delivery in Bor County, Jonglei State, South Sudan

The dependent variable of the study was Education Service Delivery, conceptualized regarding availability, accessibility, and affordability. To establish the extent of Education Service Delivery, the research obtained the mean responses, mode, and standard deviations. The mean responses show the overall level of response towards a given item and the standard deviation shows the extent to which the responses differed or varied from the mean. The modal response shows the response that was the most frequent on a given item. The mean, mode and standard deviation of different concepts (availability, accessibility and affordability) were presented in table 4.3A, 4.3B and 4.3C below. Each construct of education service delivery contained four items ranked based on Likert like scale with 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The interpretation of means was based on ranges showed in table 4.3 below.

For the level of education service delivery

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

Table4:3. Level of Education Services in Bor County, Jonglei State, South Sudan

Availability	Mean	Mode	Std. Dev.	Rank	Interpretation
Ensuring availability and access to education services is one of the main functions of your administration	3.42	4	.753	1	Very high
Education service delivering is an immediate output of the inputs in to the education system	3.34	4	.818	2	Very high
The physical access and reachability of education services have met a minimum standard.	2.90	4	1.083	3	High
Increasing inputs lead to improved education service delivery and enhanced access to services	2.82	3	.921	4	High
Overall Mean and Mode	3.12	4			High
Accessibility	Mean	Mode	Std Dev	Rank	Interpretation
Local governance gives access to the citizen's free education	3.06	4	1.103	1	High
The extent to which the education service is affordable depends on the parent/client's ability.	2.98	3	1.132	2	High
Local community requires satisfaction regarding the elements of education service delivery such as essential equipment and scholastic materials such as textbooks, classroom blocks, teacher housing and infrastructure, sewages and clean water	2.95	3	.976	3	High
Education service projects frequently encounter implementation problems in Bor County	2.57	3	1.154	4	High
Mean and Mode	2.89	3			High
Affordability	Mean	Mode	Std. Dev.	Rank	Interpretation
Your Local government rely on central government and donor agencies for resources.	3.47	4	.850	1	Very High
Services predominantly have a socio-psychological dimension which can be measured.	3.47	4	.850	2	Very High
Dimensions of access are a pre-condition for quality	3.07	3	.883	3	High
Re-examination of the local government could become a first step toward establishing productive partnership	2.86	3	.935	4	High
Mean	3.22	4 & 3			HIGH
Grant Mean	3.028				

Source: Primary Data (2017)

The results in table 4.3 above reveals the mean responses, modal responses and standard deviation of items related to availability of education services in Bor County, Jonglei State, South Sudan. The results reveals that concerning whether ensuring availability and access to education services is one of the main functions of your administration in Bor County, Jonglei state, South Sudan, this was ranked the highest with (mean = 3.42, mode = 4, std. dev. = 0.753) interpreted as very high. This implies that the Bor County administration is concerned with availing and making education services to the locals. Since education is a public good, this makes this imperative for the growth of the county as well the state and nation at large. With

regard to whether Education service delivering is an immediate output of the inputs in to the education system, this was ranked 2nd under this construct with (mean = 3.34, mode = 4, std. dev. = 0.818) interpreted as very high. In terms of whether the physical access and reachability of education services have met a minimum standard, this was ranked 3rd with (mean = 2.90, mode = 4, std. dev. = 1.083) interpreted as high. With regard to whether the increasing inputs lead to improved education service delivery and enhanced access to services, this was rated the least under this construct with (mean = 2.82, mode = 3, std. dev. = 0.921) interpreted as high. Generally, the overall level of availability of education services in Bor county, Jonglei state, south Sudan is high with (mean = 3.12, mode = 4), interpreted as high. The role of education in national development, peace and reconstruction cannot be underestimated. Thus, making education services available of the citizen is paramount.

Results in table 4.3 shows the mean responses, model responses and standard deviations of four Likert scale items on accessibility of education services in Bor County, Jonglei state. The results reveal that concerning whether Local governance gives access to the citizen's free education, this was ranked the highest with (mean = 3.06, mode = 4, std. dev. = 1.103) interpreted as high. This implies to a large extent, there is provision of free education to the residents of Bor County. With regard to whether the extent to which the education service is affordable depends on the parent/client's ability, this was ranked 2nd with (mean = 3.06, mode = 4, std. dev. = 1.132) interpreted as high. In terms of whether local community requires satisfaction regarding the elements of education service delivery such as essential equipment and scholastic materials such as textbooks, classroom blocks, teacher housing and infrastructure, sewages and clean water, this was ranked 3rd with (mean = 2.95, mode = 3, std. dev. = 0.976) interpreted high. In terms of whether education service projects frequently encounter implementation problems in Bor County, this was ranked the lowest in this construct with (mean = 2.57, mode = 3, std. dev. = 1.154) interpreted as high. Overall, the level of accessibility of education services in Bor county, Jonglei state, south Sudan is High with (mean = 2.89, mode = 3), interpreted as high. All the items under this construct are generally high with modes of 4 and 3, interpreted as very high and high respectively.

Affordability, Results in table 4.3 above reveals the mean responses and modal responses as well as the standard deviation of items concerned with affordability of education services in Bor

County, Jonglei state, South Sudan. The results reveal that concerning whether the Local government rely on central government and donor agencies for resources was ranked the highest in this construct with (mean = 3.47, mode = 4, std. dev. = 0.850) interpreted very high. Concerning whether services predominantly have a socio-psychological dimension which can be measured, this was ranked 2nd with (mean = 3.47, mode = 4, std. dev. = 0.850) interpreted as very high. In terms of whether dimensions of access are a pre-condition for quality, this was ranked 3rd in this construct with (mean = 3.07, std. dev. = 0.883) interpreted as high. Regarding whether re-examination of the local government could become a first step toward establishing productive partnership, was ranked the least in this construct with (mean = 2.86, mode = 3, std. dev. = 0.935) interpreted as high. The overall level of affordability was (mean = 3.22, mode = 4 and 3) interpreted as high. This implies that, generally, the level of affordability of education services in Bor County, Jonglei state is high.

The overall level of education service delivery in Bor County, Jonglei state, south Sudan is high with (mean = 3.076, mode = 4), interpreted as high. This implies that generally, the education services in Bor County are accessible, available and affordable. The overall highest ranked items under education service delivery was concerned with whether the Local government rely on central government and donor agencies for resources was ranked the highest with (mean = 3.47, mode = 4, std. dev. = 0.850) interpreted very high and whether services predominantly have a socio-psychological dimension which can be measured, this was ranked 2nd with (mean = 3.47, mode = 4, std. dev. = 0.850) interpreted as very high. The overall lowest ranked item was concerned with whether education service projects frequently encounter implementation problems in Bor County, this was ranked the lowest in this construct with (mean = 2.57, mode = 3, std. dev. = 1.154) interpreted as high.

4.4 Relationship between deconcentration as a form of decentralisation and education service delivery in Bor County, Jonglei State, South Sudan

The first objective of the study was to examine the level of decentralisation of governance and education service delivery in Bor County, Jonglei State, South Sudan. To achieve this objective, the researcher applied correlation and regression analysis. The correlation analysis was applied to check whether there exists a significant relationship between deconcentration and education service delivery. Regression analysis was used to investigate or examine the effect of

deconcentration on service delivery. The results were also used to test the null hypothesis of the study that there is deconcentration has no relationship on service delivery in Bor County, Jonglei state, south Sudan. The hypothesis was tested at 5% significance level. The results from correlation analysis are shown in table 4.4 and results from regression analysis are shown in table 4.4 below.

Tab4:4: Rank order computation

Spearman rank order coefficient

Data 1	Data 2	Rank1	Rank 2	d	D2
2.868	3.12	2.358	2.89	0.532	0.283
2.358	2.89	2.689	3.12	0.431	0.186
2.84	3.22	2.868	3.22	0.352	0.124

$$\sum d^2 = 0.283 + 0.186 + 0.124 = 0.593$$

$$R = 1 - \left[\frac{0.593 \sum d^2}{n(n^2 - 1)} \right] = 1 - \left[\frac{0.593 \times 0.593}{n(n^2 - 1)} \right]$$

$$= 1 - \left[\frac{0.593 \times 0.593}{3(3^2 - 1)} \right] = 1 - \left[\frac{0.35}{24} \right]$$

R = 0.9854

Relationship between Decentralisation of governance and educational services delivery.

Variables	Mean	r	P	Decission
Decentralisation of governance	2.688	0.9854	0.06	Hypothesis rejected
Educational services delivery	3.028			

The r value for the relationship show 0.9854 indicating that there is a strong positive relation between the two variables confirmed by the P value of 0.06. At the confidence level of 95% or 0.05, The researcher reject the hypothesis and state that there is a strong relationship between Decentralisation and educational service. When there is high level of decentralisation, the services given by the educational authorities were also high.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher presents the findings of the study based on the objectives of the study. The researcher also made conclusion and well as recommendations that would act as plan for action. The objectives of the study were to examine the level of decentralization of governance and education service delivery in Bor County, Jonglei State, South Sudan, to asses the education service delivery in Bor County, Jonglei State, South Sudan and to establish the relationship between decentralization of governance and education service delivery in Bor County, Jonglei State, South Sudan. The researcher however also identified the demographic profile of respondents, the level of decentralization, conceptualized as deconcentration, devolution and delegation as well as education service delivery in Bor County, Jonglei state, South Sudan. The findings of this study are explained below.

5.1 Findings

The findings were presented reflecting the demographic profiles of respondents, the level of decentralization and the level of education service delivery in Bor County, Jonglei state, South Sudan. The findings also reflects the results concerning the objectives of the study which wereto examine the level of decentralization of governance and education service delivery in Bor County, Jonglei State, South Sudan, to asses the education service delivery in Bor County, Jonglei State, South Sudan and to establish the relationship between decentralization of governance and education service delivery in Bor County, Jonglei State, South Sudan. The findings are as below

5.1.1 Demographic Profile of Respondents

In terms of terms of marital status, most of the respondents were married with 119 (59.5%) both male and female 100 (50%) aged between 20-30 years with 74 (37%). In terms of educational qualification most of the respondents were diploma holders with 89 (44.5%) with working experience of 6-9 years 71 (35.5%).

5.1.2 The level of Decentralization in Bor County, Jonglei state, South Sudan

With regard to the extent of decentralization, the study found out that this is satisfactory or high with (mean = 2.689, mode = 4). This implies that the level upon which decentralization is

practices in Bor County, Jonglei state, decentralization is practiced at a high level. Also, since South Sudan is a nation whose administration is decentralized into different states; this explains the fact why the level of decentralization is great. Concerning with whether Delegation gives all men and women in Bor County to have equal opportunities to improve and maintain their wellbeing, with (mean = 3.45, mode = 4, std. dev. = .80) interpreted as satisfactory. This shows that both men and women in Bor County, Jonglei state are considered when delegating responsibilities. Concerning whether local elections are always the most shared and powerful form of accountability in Bor County, this was ranked the least in this construct with (mean = 2.09, mode = 1, std. dev. = 1.060) interpreted as unsatisfactory.

5.1.3 The level of Education Service Delivery in Bor County, Jonglei state, South Sudan

In terms of the level of education service delivery in Bor County, Jonglei state, south Sudan, the study found out that this is high with (mean = 3.076, mode = 4). This implies that generally, the education services in Bor County are accessible, available and affordable. The study also found out that concerning whether the Local government rely on central government and donor agencies for resources was ranked the overall highest with (mean = 3.47, mode = 4, std. dev. = 0.850) interpreted very high and whether services predominantly have a socio-psychological dimension which can be measured, this was ranked the overall highest with (mean = 3.47, mode = 4, std. dev. = 0.850) interpreted as very high. Concerning whether education service projects frequently encounter implementation problems in Bor County, this was ranked the overall lowest in with (mean = 2.57, mode = 3, std. dev. = 1.154) interpreted as high.

5.2.4 Relationship Between decentralisation of governance and education service delivery in Bor County, Jonglei State, South Sudan

This was the third objective of the study to establish the relationship between decentralization of governance and education service delivery in Bor County, Jonglei State, South Sudan. The study found out that there exists a significant positive relationship between decentralisation and education service delivery in Bor County, shown by ($r = 0.9854$, sig. value = $0.06 < 0.05$). Since the p-value is greater than 0.05, the set significance level, the null hypothesis that there is no significant relationship between decentralisation of governance and education service delivery in Bor County was rejected.

5.3 Conclusions

The conclusions of the study were based on the findings of the study. Thus based on the findings, the researcher made the following conclusions

The extent of decentralization in Bor County, Jonglei state, south Sudan is satisfactory or high. This implies that the level upon which decentralization is practiced in Bor County, Jonglei state; decentralization is practiced at a high level. In terms of whether delegation gives all men and women in Bor County to have equal opportunities to improve and maintain their wellbeing is satisfactory. This shows that both men and women in Bor County, Jonglei state are considered when delegating responsibilities. Concerning whether local elections are always the most shared and powerful form of accountability in Bor County, this is unsatisfactory.

In terms of the level of education service delivery in Bor County, Jonglei state, south Sudan, this is high. This implies that generally, the education services in Bor County are accessible, available and affordable. Concerning whether the Local government rely on central government and donor agencies for resources, this is very high and whether services predominantly have a socio-psychological dimension which can be measured, this is also very high. Concerning whether education service projects frequently encounter implementation problems in Bor County, this is high as well.

Regarding the level and relationship of decentralization and education service delivery, there exists a significant strong positive relationship between decentralisation of governance and education service delivery in Bor County. The null hypothesis that deconcentration has no effect on education service delivery in Bor County, Jonglei state, South Sudan is accepted.

5.4 Recommendations

Based on the findings, the researcher made the following recommendations

1. The Bor county education department (CED) should privatize some schools to better their Education services delivery.
2. The Ministry of Education in Jonglei state through the Member of Parliament representing Education in Jonglei State legislative assembly, should advocate for the increase of the education budget allocation to improve Education service delivery.

3. The County education officials led by Director general together with Civil Society organizations to create awareness on governances and education service delivery in Bor county, Jonglei state.
4. The county education department (CED) through the State ministry of education should not to some extend support free education for all Levels. Some small amount of money need to be charged on the learners for the improvement of education service Delivery in Bor County, Jonglei State State.
5. Parent Teachers Associations (PTAs) should take up their roles seriously in the day today running of Schools.
6. Teachers need to be motivated to avoid high staff turn-over in the teaching profession.

5.5 Areas for Further Research

1. Factors affecting effective decentralization and Management of of Education in Bor County, Jonglei state.
2. Investigate Factors that affect effective decentralsiation of education focusing on institutional, materials and infrastructure development and rehabilitation in primary Schools.

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APPENDICIES

APPENDIX ONE: TRANSMITAL LETTER

Dear respected respondent: _____

I am a student of Kampala international University (KIU), and I choose you as one of the potential respondents that I hope to seek assistance in completing the survey which is designed for academic research, the data gathering of this survey attempts to understand **(Decentralization of governance and education service delivery)**.

To this end ,I am kindly requesting that you complete the following questionnaire regarding your opinion, and the knowledge you have to this subject under investigation, it should take no longer than 30 minutes of your time, although your response is an extreme importance to me, your participation in this survey is entirely voluntary. Please do not put your name or contact details on the questionnaire. It remains anonymous. Information provided by you remains confidential and will be reported as academic format only.

Yours faithfully,

Achiek David Arou

Masters of Education Management and administration student, KIU

APPENDIX TWO: CLEARANCE FROM ETHICS COMMITTEE

Date: _____

Candidate's Data

Name: **Achiek David Arou**

Reg: **1161-07096-03230**

Course: **Education management and administration**

Title of Study: **Decentralization of governance and education service delivery in Bor County, Jonglei state, South Sudan**

Ethical Review Checklist

The study review considered the following:

- Physical Safety of Human Subject
- Psychological Safety.
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires /Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

APPENDIX THREE: INFORMED CONSENT

I am giving my Consent to be part of the research study of **Mr. Achiek David Arou**, that will focus on decentralization of governance and Education service delivery in Bor county, Jonglei state, South Sudan.

I am assured of Privacy, anonymity and Confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date: ____/____/_____

APPENDIX FOUR: RESEARCH INSTRUMENT

SECTION A: Social Demographic Characteristics of respondents

Tick (√) where necessary and (×) cross where it is not applicable.

a) What is your marital Status?

Single () Married () Divorced () Widowed ()

b) Single Male () Female ()

Age Range

Below 19 years ()

Between 20-30 years, ()

Between 31-40 years, ()

Between 41-50 years ()

More than 51 years ()

Educational qualification

1) Certificate ()

2) Diploma ()

3) Bachelors degree ()

4) Master's degree ()

5) PhD ()

4. Working Experience

a) Below 1 year

b) 2-5 years

c) 6-9 years

d) 10 years and above

Section B: Questionnaire on decentralization of governance

Direction: Please write your rating in the corresponding column before each option that matches with your best choice in terms of **decentralization** of governance in Bor County, Jonglei State.

Response Mode	Rating	Description	Legend
Strongly Agree	(4)	You agree with no doubt at all	SA
Agree	(3)	You agree with some doubt	A
Disagree	(2)	You disagree with some doubt	D
Strongly Disagree	(1)	You disagree with no doubt at all	SD

No.	Local government	4	3	2	1
	Deconcentration				
1	Communities are included in forms where Education issues are discussed and decisions are made	4	3	2	1
2	Communities have the capacity to express their interests	4	3	2	1
3	Communities have access to information concerning deconcentration activities	4	3	2	1
4	Deconcentration in Bor county has always facilitated community participation in decision making.	4	3	2	1
5	Community Education projects always tend to be dominated and driven by elites	4	3	2	1
	Devolution				
1	Local elections are always the most common and powerful form of accountability in Bor County.	4	3	2	1
2	Local government officials have always explained to the community what they have done or failed to do	4	3	2	1
3	All decision makers in Bor County, Jonglei state are accountable to the public	4	3	2	1
4	Citizen (community leaders) always have a big influence during accountability activities	4	3	2	1
5	Deconcentration mechanisms, institutions and processes are always transparent and allow access to information to those directly concerned	4	3	2	1

	Delegation				
1	Bor County local government always relies on participation of local people when it comes to allocation of services	4	3	2	1
2	Bor County local government always allows local citizens to contribute in all local government activities.	4	3	2	1
3	There is public involvement in all delegation activities in Bor County local council	4	3	2	1
4	Delegation allows partnership of all stakeholders in service delivery.	4	3	2	1
5	Delegation gives all men and women in Bor County to have equal opportunities to improve and maintain their wellbeing	4	3	2	1

Section C: Questionnaire to determine Education service delivery by local government

Direction: Please write your rating in the corresponding column before each option that matches with your best choice in terms of **Education service delivery** in Bor County, Jonglei State.

Response Mode	Rating	Description	Legend
Strongly Agree	(4)	you agree with no doubt at all	SA
Agree	(3)	You agree with some doubt	A
Disagree	(2)	You disagree with some doubt	D
Strongly Disagree	(1)	you disagree with no doubt at all	SD

NO	Availability	SA	A	DA	SDA
1	Education service delivering is an immediate output of the inputs in to the education system				
2	Ensuring availability and access to education services is one of the main functions of your administration				
3	Increasing inputs lead to improved education service delivery and enhanced access to services				
4	The physical access and reachability of education services have met a minimum standard.				
	Accessibility				
5	The extent to which the education service is affordable depends on the parent/client's ability.				
6	Education service projects frequently encounter implementation problems in Bor County				
7	Local governance gives access to the citizen's free education				
8	Localcommunity requires satisfaction in terms of the elements of education service delivery such as basic equipment and scholastic materials such as textbooks, classroom blocks, teacher housing and infrastructure, sewages and				

	clean water				
	Affordability				
9	Dimensions of access are a pre-condition for quality				
10	Re-examination of the local government could become a first step toward establishing productive partnership				
11	Services predominantly have a socio-psychological dimension which can be measured.				
12	Your Local government rely on central government and donor agencies for resources.				

Thank You for your cooperation