The mediating effect of Educational Decentralization in the Relationship between Citizen Participation and Education Service Delivery of Local Governments

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Abstract:- The current study was broadly undertaken to investigate the effect of educational decentralization on the fit citizen participation and education service delivery in selected Local Governments in Uganda. The results indicated a moderate level of Education Service Delivery in Ugandan Local Governments (M =2.74, SD = 1.095) with a statistically significant negative influence of nominal participation on education service delivery (β = -0.514, p < 0.001). Results also showed instrumental participation has got a statistically significant positive influence on Education decentralization (β = 0.299, p<0.001) with administrative decentralization has a negative significant influence on education service delivery (β = -0.264, p = 0.003 < 0.05).

The study concluded a generally less than satisfactory level education service delivery and instrumental participation as a form of citizen participation remains crucial but with appropriate integration of administrative decentralization. It was thus recommended among others that the Ministry of Education and Sports in collaboration with local educational authority should develop and institutionalize strategies that periodically strengthen powers of local authorities to allocate financial resources and as well develop regulatory controls in public educational institutions for enhanced education service delivery.

I. INTRODUCTION

The current study set out to establish the contribution of citizen participation on education service delivery in Ugandan Local Governments. Citizen Participation refers to citizen involvement in public decision making (Michels, 2011). In different interpretations, citizens may be either individuals or organized communities, and 'participation' may involve either observation or power (Cornwall, 2017). The phrase citizen participation came into use to denote remedial efforts to involve inactive citizens or clients in government activity, but it can include autonomous citizen activities in the larger society, such as locality or community development, social planning, and social action (Devarajan, hemani, & Walton, 2011). Arguments for citizen participation variously emphasize benefits to individuals, communities, organizations, and the society, including

increased knowledge, authority, power, and problem-solving ability(Frankish, et al., 2002). The purposes of citizen participation include communicating information, developing relationships, developing the capacity to act, and preserving or changing conditions Israel, **et al.** (1994). Citizens can exercise different amounts of power in engaging in these purposes. The means of citizen participation include groups and formal organizations, meetings, inquiries, action, and technical assistance (Fischer, 1993). When 'citizen participation' refers to communities, participation poses questions of representation where some citizens, particularly the better educated and wealthier, generally have greater ability to participate than others (Day, 1997). There are examples of citizen participation (Smith, 2009) that has accomplished its purposes and solved problems, but empirical data are sketchy, and no systematic evaluation of citizen participation is possible at this time.

The term citizen has an inherently political meaning that implies a certain type of relationship between the people and government (Barr, 2009). Citizens (Cornwall & Gaventa, 2000), have a set of rights and responsibilities, including the right to participate in decisions that affect public welfare.

Relatedly, the state in Uganda through the decentralised authority to local governments has a task in the delivery of a broad range of public services and in particular education services as one of the traditional public services. Service delivery (Kelly, 2005) can be defined as any contact with the public administration during which customers or citizens, residents or enterprises seek or provide data, handle the affairs or fulfill the duties. According to Saaksjarvi, et al. (2005), these services should be delivered in an effective, predictable, reliable and customer friendly manner.

Hence forth Integrating all the above aspects emphasizes the fact that citizen participation is important and therefore the current study defines citizen participation as citizen involvement in proposing ideas and providing valuable information to the policy makers to facilitate efficient and effective public decision making.

II. STATEMENT OF THE PROBLEM

Citizen participation enhances service delivery in decentralised education services on service because it enables citizens to influence decisions and policies at all levels including the education sector.

However there has also remained complaints on, Poor performance in national exams, Limited services in upcountry schools, Marginal increment in number of school children, delayed feedback and complaint handling, limited brand popularity of government aided schools, irregular Innovations and constructions of classrooms and toilets, as well as limited and /or no teachers Houses all (Districts state of affairs annual performance reports, 2019/2020).

Considering the unmet education Service delivery levels highlighted above the current study was therefore necessary to determine the contribution of citizen participation to Education Service Delivery in presence of decentralization.

III. OBJECTIVES

To scrutinize the mediating effect of educational decentralization on the fit of citizen participation and education service delivery in Local Governments.

IV. REVIEW OF RELATED LITERATURE

A. Concept of citizen participation

The phrase citizen participation came into use to denote remedial efforts to involve inactive citizens or clients in government activity (Streeck, 2012), but it can include autonomous citizen activities in the larger society, such as locality or community development, social planning, and social action (Dominelli, 2019). The purposes of citizen participation (Reed, 2008) include communicating information, developing relationships, developing the capacity to act, and preserving or changing conditions. Some citizens, particularly the better educated and wealthier (Fung, 2006), generally have greater ability to participate than others.

Citizen participation is a major tenet of decentralization, which is assumed to be an automatic benefit of decentralization processes. However, community participation is rarely an outcome of decentralization processes, since poor people are typically excluded notwithstanding the fact that they are disproportionately affected by problems of illiteracy, poor health, hunger, economic exclusion and poor infrastructure, among others (Justine, 2007). A policy well-grounded in citizen preferences can be implemented in a smoother, less costly fashion on account of the public being more cooperative and not seeking to interfere with the implementation of the policy concerned (Thomas, 1995).

The most common form of citizen representative participation is voting; however, in most established democracies this has at best been stagnant over the last few decades (Franklin et al, 2004). In the European Union, elections have been marked by lower levels of participation than national votes. Distrust of political institutions – in particular legislatures – is higher among citizens than a few decades ago. Citizens are, similarly, more likely to judge that government performance has deteriorated and they are less inclined to identify with political parties, which remain the key institutions for translating public opinion into government policy (Pharr and Patnum, 2000).

The government of Uganda attaches great importance to education service delivery as a power full tool for transforming society. She has therefore given local councils responsibilities and powers to run and manage schools. The implementation of Universal Primary Education (UPE) is the responsibility of the District Education Officer under the supervision of the district councils (Mulindwa 2006). In addition, in order to ensure quality education service delivery, the government of Uganda has set aside conditional grants under the education sector which include Classroom Construction Grant (CCG), School Facilities Grant (SFG) and Universal Primary Education (UPE). These grants are meant to construct classrooms, build teachers' houses, general management of the schools, and teachers' welfare among others to improve performance of the sector (Kisembo 2006). The Education Act enacted in 2008 sub-section (ii) gives full effect to the decentralization of Education services. In the education sector, the authority for primary education has been transferred to local governments, along with the legal framework centered on the Constitution and the Local Government Act (JICA, 2008). In the primary education sub-sector, decentralization to local governments and schools has progressed since the introduction of Universal Primary Education (UPE) in 1997 while decentralization in the secondary education sub-sector lags behind the primary education sector. However, since the introduction of free secondary education in 2007, the pace of decentralization has picked up (JICA, 2012). According (JICA, 2012), in the secondary education subsector, school management is entrusted to the Board of Governors.

In most parts of the world, the evidence about the impact of decentralization on education services is mixed and limited. In Brazil, it has increased overall access (enrollments) but has done little to reverse persistent regional inequities in access to schooling, per capita expenditures, and quality. Chile's experience also suggests that decentralization does not by itself remove inequalities between localities of varying incomes, and quality in poorer communities continues to lag (OECD, 1999).

In addition to global trends in decentralization, Africa's encounter with various forms of local governance as has been argued pre-dates colonialism (OlOWU & Wunsch, 2016). Commentators point out that Africa's encounter with modes of social formations and indigenous governance systems which are associated with modern day decentralized governance such as markets, self-help community organization, farmers unions, and local interest groups has always been part of African societies.

Steiner (2016) asserts that in Africa, sub-Saharan Africa the factors that encourage decentralization include positive effects such as political Stability and economic development, as well as push factors like existing regional Inequalities and inadequacies, real and perceived, of central governments. Naidoo (2002) opines that multilateral and bilateral donor communities are encouraging countries in the South to decentralize and/or privatize public services. Among these countries Uganda has proceeded quickly in an almost all at-once decentralization strategy (Naidoo, 2002).

In Uganda, decentralization is not totally new. Regional governments mainly in the form of monarchies and chiefdoms were abolished in 1966, four Years after independence (Mushemeza, 2013). Since 1997, the country has pursued a devolution form of decentralisation in which political, administrative and fiscal powers were transferred to elected local leaders (executive and councilors), and service delivery systems and processes placed in the hands of local government technical officials. Local citizens were given the right to hold local leaders accountable through elected representatives working as subnational legislative structures called Local Government Councils: District Councils, Municipal Councils, Sub-County Councils, Town Councils, and all-inclusive Village/ Cell Councils (Ministry of local Government, 2001).

To date most government-administered services (except a few, such as the police and the Army) that have not yet been privatized are decentralized. These include education, basic services in water and sanitation, feeder roads and Agricultural extension. Decentralization has changed the delivery of public Services, particularly education (Ministry of local Government, 2013).

Uganda's decentralization program has, in principle, (Kakumba, 2010) facilitated immense opportunities for communities to participate in the water, education and health sector planning and decision making processes in their respective communities and local governments. However, these opportunities have not been optimally exercised. Riggs, *et al.* (2015) affirms that Access to water-, education-, and health-related information remains low at community level, which is a concern as access to information is a necessary condition for participation. However, in all scholarly literature available it is evident that alertness among community members and the leaders of the right of citizens to participate in decision-making processes remains significantly low.

In their observation Onsomu and Mujidi (2011) confirm that in majority of Africa countries, teachers appear not to accommodate community involvement or entice parents to become more involved. Some of these provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or no home visits. In support Naidoo and Anton (2013) say that in most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to

parent involvement in the broad context of needed systemic changes. This is the case in local governments such as Mbale, Mukono, Gulu and Bushenyi whereby there is schools do not effectively allow parents and community members to effectively participate in the education services.

Given the ever increasing organisations in education sector entering the private sector in less developed countries like Uganda the politicians and administrators should be looking for ways to attract and retain citizens in order to remain relevant in the society.

B. Theoretical Framework

According to Vinz (2015), the theoretical framework is the structure that can hold or support a theory of a research study, and explains how the research problem under study will be addressed.

Looking at the current study and given the importance of service delivery in the education services Sector the expectancy-disconfirmation model (EDM) seems to explain the meaning, nature, and challenges associated with citizen participation's contribution to service delivery.

The expectancy-disconfirmation model (EDM) has become the predominant approach in explaining citizen satisfaction with public services (Zhang, Chen, Petrovsky, & Walker, 2021). It posits that citizens compare the performance of a service against their expectations of that service. Satisfaction occurs if the perceived performance meets or exceeds the expectations Zhang, *et al.* (2021). Across studies and settings, citizens' satisfaction with public services is not only a function of how well they perceive these services to work but also of their expectations of these services(Bouckaert, & Van de Walle, 2003). It is therefore important to understand what citizens expect from public services when assessing their satisfaction.

The expectancy-disconfirmation model (EDM) is a robust tool that governments can implement when assessing citizen satisfaction Zhang, *et al* .(2021) recommends the following best practices as producing valuable insights and should continue to be applied to examine citizen satisfaction. EDM recommends that citizens' expectations should be captured in satisfaction surveys, with an emphasis on measuring qualities public services *should* have and also indicates how important to track citizen satisfaction over time (as resources allow) so that changes in perceptions of performance, expectations, and satisfaction can be linked to managerial and environmental changes.

The expectancy-disconfirmation model challenges everything over Service delivery about education services and provides a methodological approach to making the service delivery relevant. Therefore, an appropriate analysis of expectancy-disconfirmation theoretical perspective formed the primary focus of the current study in analysing Citizen Participation and service delivery.

It should be stressed that the theory selected above is a representative sampling of key theories related to Citizen Participation but in no way should be construed to be an exhaustive. The same can be said for the key thought leaders

and selected literature cited throughout. This theory highlighted has played an important role in the strategic literature and evolution of strategic thought, but there are many others to be considered comprehensively. The categories and theory presented serve as an introduction to theoretical review of the Citizen Participation and Service Delivery as it has developed over the past several decades but does not give deeper understanding of the Citizen Participation and its impact on Service delivery which gap this study sought to fill.

V. METHODOLOGY

The current study employed a cross sectional survey design. The study was cross-sectional because it was conducted across participants at a point in time. A cross-sectional study design is where the purpose of the study is descriptive and in the form of a survey. The survey design was employed to enable collection of data from a large number of respondents belonging to various categories. The study blended qualitative with quantitative data because respondents were covered by use of questionnaires and interview guides.

The current study adopted the post positivism paradigm. This was because to gauge better the effect of Citizen Participation using various methods was necessary. Furthermore; the current study applied the post-positivist paradigm, because of the need to gain an understanding of deeper the feelings and perceptions of the respondents on Citizen Participation.

A. Population

Participants from the districts of Bushenyi, Mbale, Mukono and Gulu were selected using Stratified sampling method. Stratified sampling is used in a situation when sampling of the Population can be partitioned into sub-populations (stratum) (Amin, 2005).

Senior Managers at the ministries, UNEB and UNATU were purposively selected on account of their knowledge hence Expert Sampling about the study variables. In total, the target population was 976 respondents forming a basis for the study sample.

B. Study Sample

Barlett, Kotrlik, and Higgins (2001) observed that a sample size represents a number of observations in a sample and the selection of the sample size is critical in research as it determines the validity and reliability of the data and the entire research findings. UsingYamane's (1967) formula a sample size of 284 will be selected from the target population of 976 respondents. Yamane's (1967) formula is below:

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

Where n is the sample size; N is the target population (976); e is the margin of error which is 0.05.

$$S = \frac{976}{1 + 976(0.05)^2}$$

$$S = \frac{976}{1 + 976(0.0025)}$$

$$S = \frac{976}{1 + 2.44}$$

$$S = \frac{976}{3.44}$$

$$S = 283.7$$

Therefore S = **284**

From the above, the sample size is approximately **284** respondents.

C. Sampling frame and Sample Size

Distribution of participating respondents by district and sub-county

Districts	Total target population	Sample size	Sampling technique
Bushenyi	240	67	Stratified Sampling
Mbale	240	67	Stratified Sampling
Mukono	240	67	Stratified Sampling
Gulu	240	67	Stratified Sampling
Sub-total	960	268	
Ministry of Education	4	4	Purposive Sampling
Ministry of Local Gov't	4	4	Purposive Sampling
UNEB	4	4	Purposive Sampling
UNATU	4	4	Purposive Sampling
Sub-total	16	16	
Grand Total	976	284	

Table 1: Sampling frame and Sample Size

Source: Field data, 2021; Yamane's (1967)

D. Sampling Procedure

Participants from the districts of Bushenyi, Mbale, Mukono and Gulu were selected using Stratified sampling method.

Senior Managers at the ministries, UNEB and UNATU were purposively selected on account of their knowledge hence Expert Sampling about the study variables. Expert sampling is a positive tool to use when investigating new areas of research, to garner whether or not further study would be worth the effort.

Triangulation of procedures helped to shrink Sampling bias and combined the different strengths of the above options and ensured the study got sufficient coverage.

E. Data Collection methods and Tools

For qualitative data collection, majorly the 16 respondents, the study used interview method and an interview guide was prepared for Key Informant Interviews (KIIs).

Survey method through self-administered structured questionnaires were used to collect quantitative data from the 268 respondents in the four districts to obtain factual information on assessing the nominal, representational and instrumental structure and functions of citizen participation in political, financial and administrative decentralization of the delivery of education services (Colton & Covert, 2007), critically analyzing the Knowledge, Attitudes, Practices and Beliefs (KAPB) of the respondents (Francisco & Baggett, 2003).

F. Data Collection Procedure

The current study necessitated collecting data from respondents at Bushenyi, Mbale, Gulu and Mukono District. So to successfully do that the formal approvals for field research from the ethics committees and National council for science and technology as well as the respective local governments and other respondents was done.

G. Execution of field research to get quantitative data

Execution of field research to get quantitative data was achieved for the preparation of research tools, Recruitment and training of 04 research assistants and the respective deployments of research assistants.

H. Field research to get qualitative data

Field research to get qualitative data was accomplished using the following methods; interview of key respondents, review primary documents and review of secondary literature.

I. Data processing and analysis

Data processing and analysis was accomplished basing on data collected as proposed, quantitative analysis with SPSS, qualitative data analysed thematically and the thesis assembled and submitted. The data procedure triangulated different methods of data collection and analysis.

J. Data Quality Control

- **Validity:**
  Mugenda and Mugenda (2003) assert that, when data collection instruments are able to collect data as per the objectives and measure what they intended to measure so as to arrive at meaningful conclusions, then they are regarded as valid. After designing the questionnaires and interview guides, they were be given to experts in the area of citizen participations and decentralized education service delivery so that validity of the questionnaires were tested using Content Validity Index (CVI). Therefore, the content validity ratio was used to calculate the Content Validity Index using the formula;

$$CVI = \frac{Total\ Number\ of\ items\ declared\ Valid}{Total\ Number\ of\ Items\ in\ the\ Instrument}$$

  The CVI results for citizens participation was 0.833, educational decentralization was 0.737, and education service delivery was 0.700 which were all above the minimum of 0.7 (Amin, 2005). The tool was considered reliable since the overall Cronbach Alpha Coefficient of 0.757 was higher than the recommended 0.70 cut off.

- **Reliability:**
  Field pretesting was done in one Sub County of the selected districts but not among the sampled ones by administering at least 20 questionnaires to determine content, reliability and completeness of the questions. The interview guides were pre-tested on three experts. Cronbach Alpha Coefficient (CAC) was used to determine reliability (Wynd, Schmidt and Schaefer, 2003).

The researcher used cronbachs co-efficient Alpha (a) to further test for reliability as evidence below

Crobanch's

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K}\sigma_{Y_i}^2}{\sigma_X^2}\right)$$

Where;

r_{KR20} is the Kuder-Richardson formula 20 k is the total number of test items

Σ indicates to sum

p is the proportion of the test takers who pass an item q is the proportion of test takers who fail an item

σ^2 is the variation of the entire test

The Cronbach Alpha Coefficients results for citizens participation was 0.794, educational decentralization was 0.821, and education service delivery was 0.918 which were all above the minimum of 0.7 (Amin, 2005). The tool was considered reliable since the overall Cronbach Alpha Coefficient of 0.844 was higher than the recommended 0.70 cut off.

K. Techniques used in analysis

The techniques used to analyse data quantitatively and qualitatively. The current study analysed data using Pearson correlation analysis and regression analysis generated from the statistical package for social scientists (SPSS version 21.0). Descriptive statistics were used to describe the sample of study and generate frequencies, percentages, means and standard deviation.

Inferential statistical analysis was specifically done using Pearson's correlation and simple linear regression analysis which was applied to establish the relationship between the variables which had the highest influence on the outcome and whether they are predictive.

Pearson correlation analysis generated correlation co-efficient(r) and assorted P-values. Correlation co-efficient(r) was used to determine the strength of the linear relationship between the variables in the study. Also the assorted P-values was used to establish the significance of the linear relationship between the variables.

Data from Senior education which was mainly interviews was recorded and interpretations given in relation to the variables to indicate how far it is related to quantitative data collected from other respondents.

Qualitative data was analysed using thematic data analysis and coding which was ongoing throughout the study. It involved the progressive focusing on the data to identify and develop themes. Coding the data made it easier to analyse the data, and also to retrieve relevant data when necessary. The analysis took a closer look at the selected data and performed coding and category construction, based on the data's characteristics, to uncover themes pertinent to a phenomenon. The codes used in interviews applied to the content of respondents. Codes and the themes generated served to integrate data gathered from the different methods.

L. The mediating effect of educational decentralization on the relationship between citizen participation and education service delivery

The study as a way of examining the mediating effect of educational decentralization on the relationship between citizen participation and education service delivery in selected Local Governments in Uganda fitted a structural equation model through the path analysis. In fitting the path a hypothesized model based on the literature reviewed was first illustrated in the Figure 1:
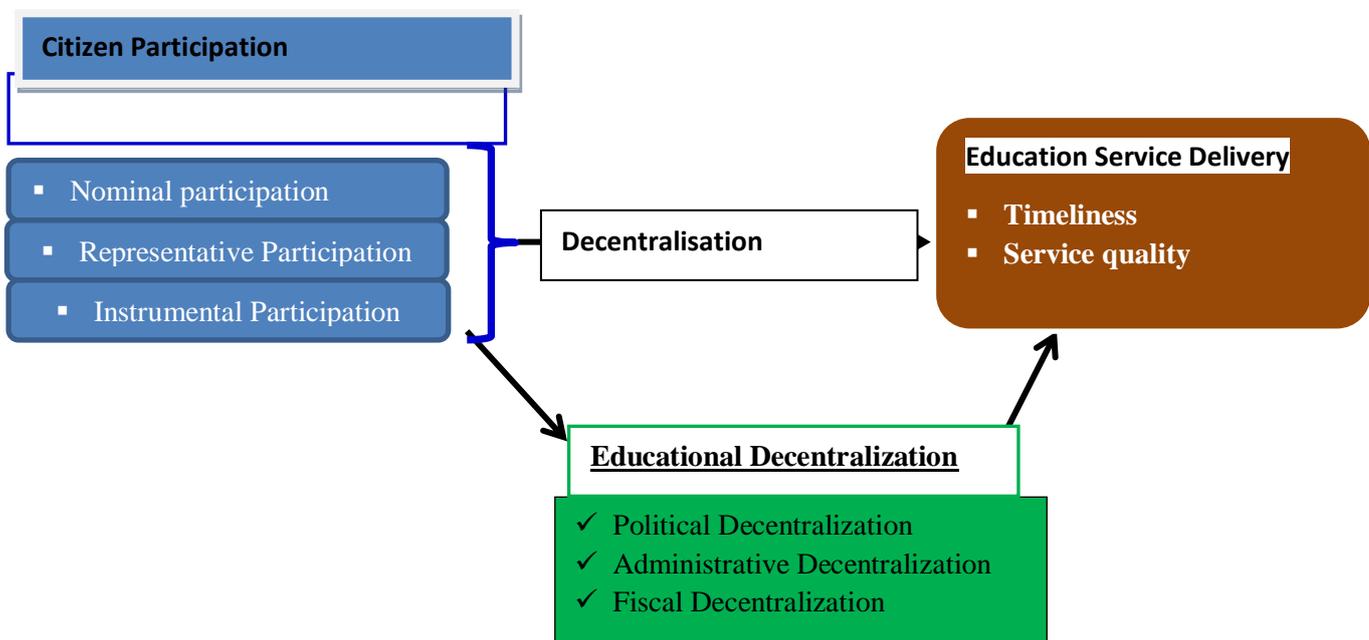

Fig. 1: Hypothesized Path Analysis Model of educational decentralization, citizen's participation and Education service delivery

In the hypothesized model citizen's participation portrayed in terms of nominal participation, representative participation, and instrumental participation influences education service delivery. But such education service delivery influenced by the different aspects of education decentralization is mediated by educational decentralization portrayed in terms of political decentralization, administrative decentralization and fiscal decentralization. In order to test the hypothesized model that education decentralization mediates the influence of citizen's participation on education service delivery a Full Structural Equation Model was fitted as in Table 1 and paths illustrated in Figure 2.

M. Path Analysis Results for Educational decentralization in Citizen's participation and Education service delivery
In this study a path model was fitted through structural equation modelling as in Table 1.2 and paths illustrated in Figure 2.

Variables	Coefficient	S.E.	Sig.	95% C. I Lower	Upper
Direct Effects					
Education service delivery					
Political decentralization	.057	.109	0.599	-.156	.270
Administrative Decentralization	-.464	.168	**0.006***	-.793	-.135
Fiscal Decentralization	-.003	.119	0.978	-.238	.231
Nominal Participation	-.471	.104	**0.000***	-.675	-.267
Representative Participation	.279	.135	**0.039***	.014	.544
Instrumental Participation	.278	.198	0.162	-.111	.666
Indirect Effects					
Educational decentralization					
Political Decentralization					
Nominal Participation	.026	.067	0.698	-.105	.157
Representative Participation	-.012	.079	0.882	-.168	.144
Instrumental Participation	-.147	.083	0.079	-.310	.017
Administrative Decentralization					
Nominal Participation	.096	.044	**0.028***	.010	.181
Representative Participation	.348	.052	**0.000***	.246	.449
Instrumental Participation	.849	.054	**0.000***	.742	.955
Fiscal Decentralization					
Nominal Participation	.001	.062	0.978	-.119	.123
Representative Participation	-.165	.073	**0.025***	-.308	-.021
Instrumental Participation	.195	.077	**0.011***	.044	.345

Table 2: Coefficient and standard error of the Full SEM model of interrelationships between Citizen's participation, Educational decentralization and Education service delivery in Selected Local Governments in Uganda

N. SEM structural equation modeling, SEM model endogenous variables are Educational decentralization Aspects; exogenous variables are Citizen's participation Aspects, CI confidence interval

The results in Table and Figure 1.2 reveal that Political decentralization (β = .057, *p* = 0.599) and Fiscal Decentralization (β = -.003, *p* = 0.978) have no direct influence on education service delivery in the Ugandan Local Governments. This is based on the fact that each of these decentralization aspects have p-values greater than 5% level of significance. The study findings similarly instrumental participation as an aspect of citizen participation has got no statistically significant influence on education service delivery in the Ugandan Local Governments (β =.278, *p* = 0.162).

Findings presented however reveal a significant influence of administrative decentralization (β = -.464, *p* = 0.006) on education service delivery in the Ugandan Local Governments. Findings similarly reveal nominal participation (β = -.471, *p* < 0.001) and representative participation (β =.279, *p* = 0.039) have statistically significant influence on education service delivery in the

Ugandan Local Governments. This finding is demonstrates how crucial administrative decentralization, nominal participation, and representative participation are in as far as education service delivery in the Ugandan Local Governments.

The findings also show that nominal participation (β =.026, *p* = 0.698), representative participation (β =.-.012, *p* = 0.882) and instrumental participation (β =.-.147, *p* = 0.079) have no indirect effects on education service delivery through political decentralization.

There was a statistically significant indirect influence through administrative decentralization by nominal participation (β =.096, *p* = 0.028), representative participation (β =.348, *p* < 0.001) and instrumental participation (β =.849, *p* < 0.001). Whilst nominal participation (β =..001, *p* = 0.978) has no significant indirect effect through fiscal decentralization, representative participation (β = -.165, *p* = 0.025) and instrumental participation (β =.195, *p* = 0.011) had a statistically significant influence through fiscal decentralization on education service delivery.
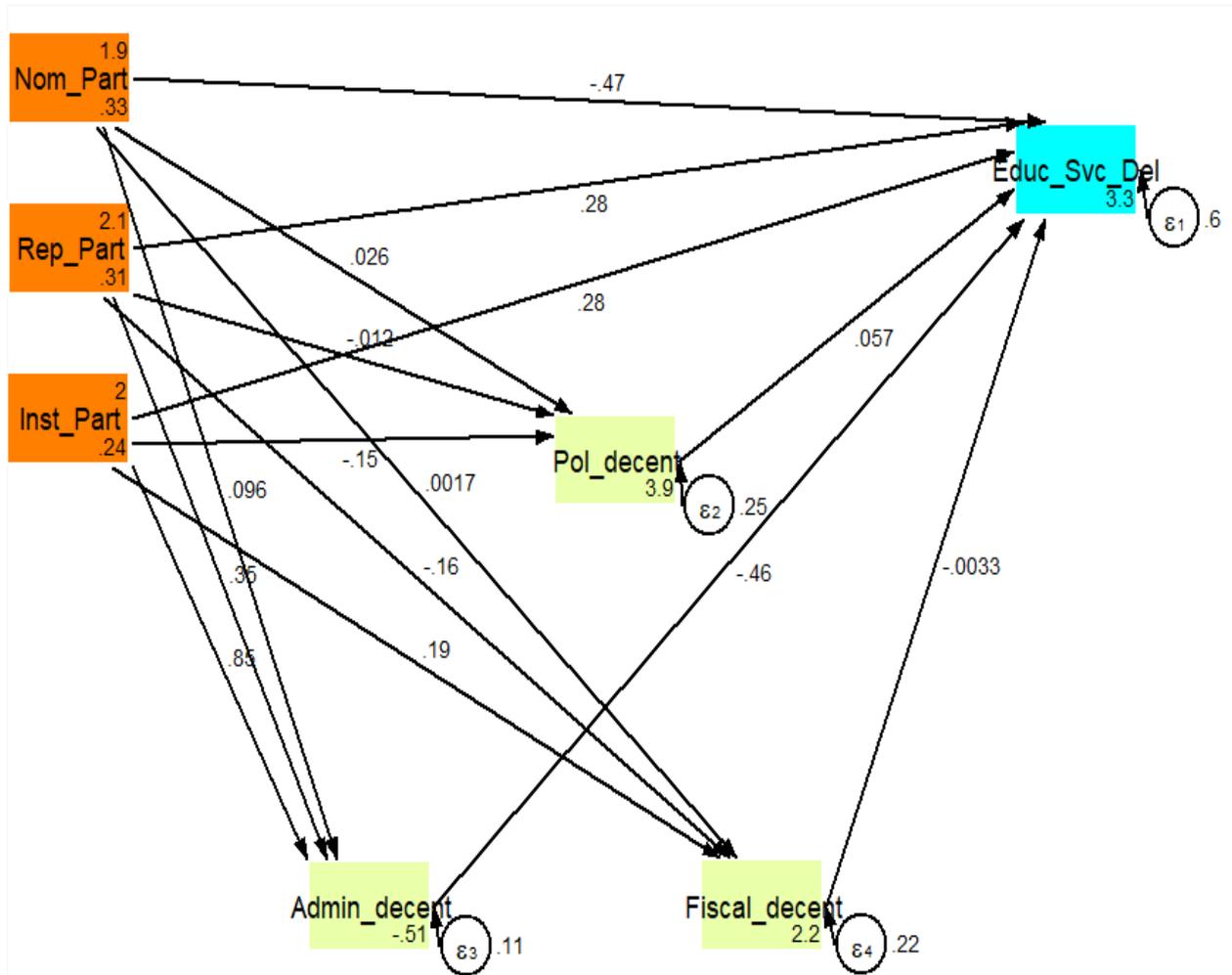
Fig. 2: Full SEM model of the interrelationships between citizen's participation, educational decentralization and Education service delivery

The Goodness of Fit analysis was thereafter conducted to establish the extent to which the model is fit to predict education service delivery. The resulting statistics were as presented in **Table** below;

Goodness-of-fit statistics	Value
Root mean squared error of approximation	0.186, 95% CI (0.123–0.257)
Pclose	0.000, < 0.05
Comparative fit index (CFI)	0.935
Tucker-Lewis index (TLI)	0.613
Standardized Root Mean Squared Residual (SRMSR)	0.043
Coefficient of determination (CD)	0.782

Table 3: Goodness-of-fit statistics for the Full SEM Model

In **Table** a variety of goodness of fit test statistics. There is an unacceptable fit for the full model based on the Root Mean Squared Error of Approximation (RMSEA = $0.186 > 0.10$). There is however a good fit for the model based on the Standardized Root Mean Squared Residual (SRMSR) (SRMSR = $0.043 < 0.05$).

The Comparative Fit Index (CFI) of 0.935 being greater than 0.90 also reveals an acceptable fit of the model in predicting education service delivery. On the overall citizen participation in addition to educational decentralization combined influencing factors of education service delivery.

In order to get a much better fit, the aspects of citizen participation and education decentralization that were insignificant in the full SEM model were removed in the reduced SEM model. The estimates of the reduced SEM model were presented in **Table below:**

O. Coefficient and standard error of the Reduced SEM model relating citizen's participation and education service delivery in presence of educational decentralization

Variables	Coefficient	S.E.	Sig.	95% C. I	
				Lower	Upper
Direct Effects					
Education service delivery					
Administrative Decentralization	-.287	.111	**0.010***	-.505	-.070
Nominal Participation	-.492	.103	**0.000***	-.695	-.289
Representative Participation	.275	.135	**0.042***	.009	.539
Indirect Effects					
Educational decentralization					
Administrative Decentralization					
Nominal Participation	.096	.044	**0.028***	.010	.181
Representative Participation	.348	.052	**0.000***	.246	.449
Instrumental Participation	.849	.054	**0.000***	.742	.956
Fiscal Decentralization					
Representative Participation	-.164	.067	**0.015***	-.296	-.032
Instrumental Participation	.194	077	**0.011***	.044	.345

Table 4: Coefficient and standard error of the Reduced SEM model relating citizen's participation and education service delivery in presence of educational decentralization

P. SEM; Structural Equation Modeling, SEM model endogenous variables are Educational decentralization Aspects; exogenous variables are Citizen's participation Aspects, CI confidence interval.

Findings presented however reveal a significant influence of administrative decentralization (β = -.287, *p* = 0.010) on education service delivery in the Ugandan Local Governments. Findings similarly reveal nominal participation (β = -.492, *p* < 0.001) and representative participation (β =.275, *p* = 0.042) have statistically significant direct influence on education service delivery in the Ugandan Local Governments.

There was a statistically significant indirect influence through administrative decentralization by nominal participation (β =.096, *p* = 0.028), representative participation (β =.348, *p* < 0.001) and instrumental participation (β =.849, *p* < 0.001). Other results reveal a statistically significant indirect effect of representative participation (β = -.164, *p* = 0.015) and instrumental participation (β =.194, *p* = 0.011) had a statistically significant influence through fiscal decentralization.
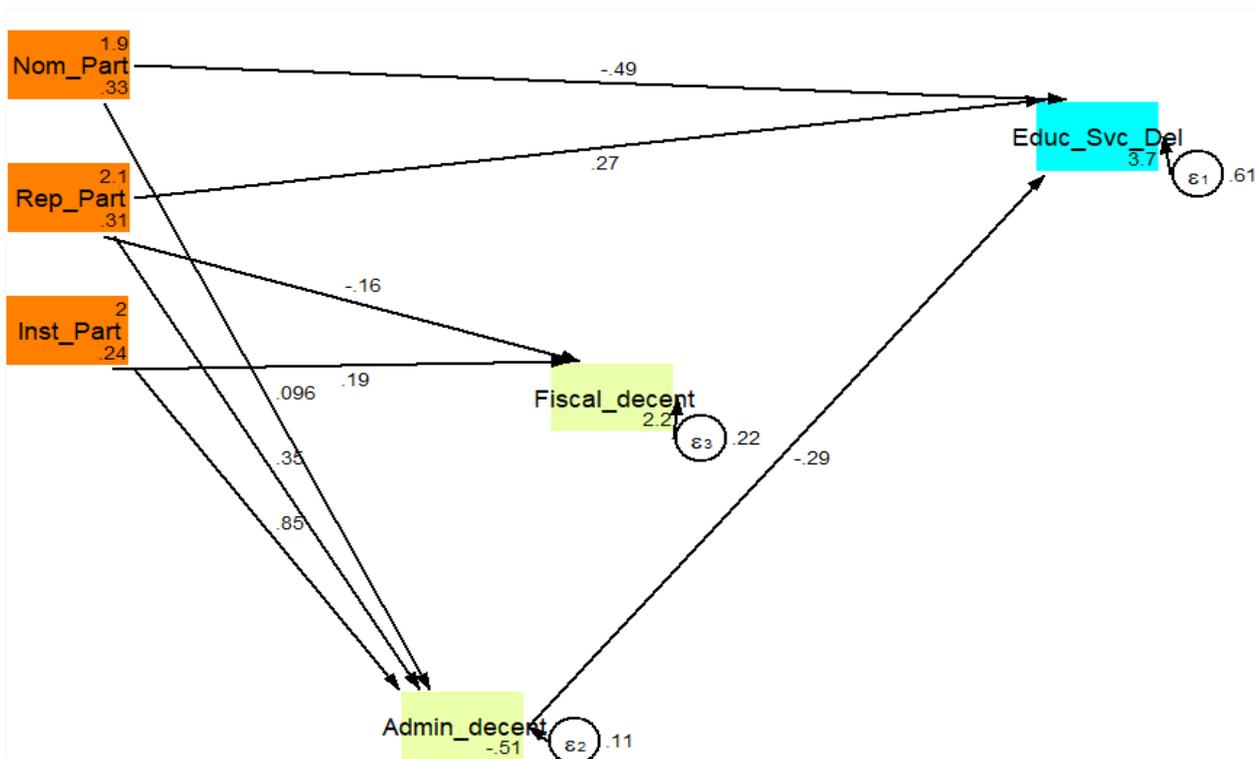

Fig. 3: SEM; Structural Equation Modeling, SEM model endogenous variables are Educational decentralization Aspects; exogenous variables are Citizen's participation Aspects, CI confidence interval.

Q. Reduced SEM model relating citizen's participation and education service delivery in presence of educational decentralization in Selected Local Governments in Uganda

The Goodness of Fit analysis was thereafter conducted to establish the extent to whether the reduced model predicts better education service delivery. The resulting statistics were as presented in **Table** below;

Goodness-of-fit statistics	Value
Root mean squared error of approximation	0.105, 95% CI (0.047–0.170)
Pclose	0.000, < 0.05
Comparative fit index (CFI)	0.971
Tucker-Lewis index (TLI)	0.914
Standardized root mean squared residual (SRMSR)	0.025
Coefficient of determination (CD)	0.777

Table 5: Goodness-of-fit statistics for the Reduced SEM Model

There is a good acceptable fit for the reduced model based on the Standardized Root Mean Squared Residual (SRMSR) (SRMSR = 0.025 < 0.05). This is compounded by the Comparative Fit Index (CFI) of 0.971 being greater than 0.90 also reveals an acceptable fit of the reduced model in predicting education service delivery. The reduced model fits as well much better than the full model in predicting education service delivery.

R. Evaluation of the Different Paths

As a way of deciding on most appropriate path to be adopted for better education service delivery, additive model was applied to get the different paths as depicted in Figure 6. The results in this regard were as presented in **Table below:**

Path		Direct Effect	Indirect Effect	Total Effects
Path 1	Nominal-Education Service Delivery	-0.49	-	0.49
Path 2	Representative-Education Service Delivery	0.27	-	0.27
Path 3	Nominal→ Administrative Decentralization → Education Service Delivery	0.096	-.029	0.02784
Path 4	Representative→ Admin Decentralization → Education Service Delivery	.35	-.29	0.1015
Path 5	Instrumental→ Admin Decentralization → Education Service Delivery	.85	-.29	0.2465

Table 6: Direct, Indirect and Total Effects on Education service delivery in Selected Local Governments in Uganda

The path findings indicate nominal participation and representative participation as having no indirect effects on education service delivery. However, the paths with indirect effects are lowest with nominal participation through administrative decentralization at 2.8% followed by path 2 with total effects of representative participation through administrative decentralization at 10.1%. Path 5 with instrumental participation through administrative decentralization had the highest total effects at 24.7%. This result demonstrates the pivotal role of administrative decentralization in combination with instrumental participation in propelling education service delivery. In all the direct effect contributes 0.4893 which is at 48.9% and the indirect effect contributes 0.0925 which at 9.25% which makes a total contribution of 58.15% .To note however a modified model is needed as none of the paths is sufficient and even in combination contribute around 58% towards education service delivery in selected local governments in Uganda. Hence the model here in below as a contribution to knowledge.

S. Contribution to Knowledge

In spite of the above casual effect of Citizen Participation on service delivery there was still need to improve the whole spectrum of citizen participation hence the current study initiated the following new citizen Participation model as contribution to knowledge.
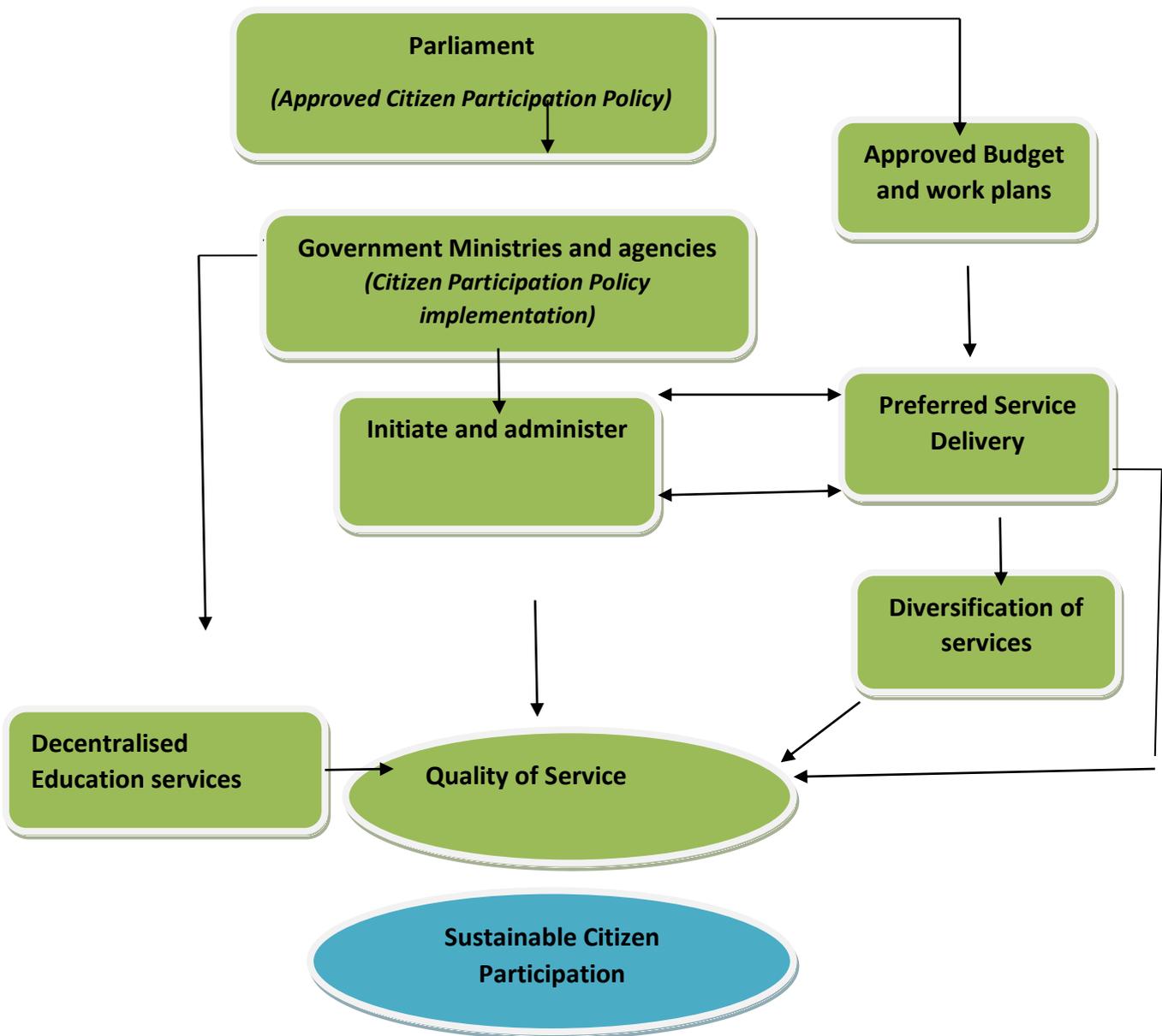
Fig. 4: Sustainable predilection Citizen Participation Model (SUPCIP MODEL)

T. Key concepts and Operationalisation of the Sustainable predilection Citizen Participation Model (SUPCIP MODEL)

For a model to be successful it must be approved by the parliament and cabinet in order for it to become a government policy. Fundamentally it is therefore the role of Parliament to determine and make overall policy decisions for Government hence the approval of the sustainable Citizen Participation Policy is within the parliament's mandate.

The governments ministries are agencies are responsible for overseeing the day to day operation of the citizen participation Policy implementation as well as handling the budget approval to provide a financial framework for the decision making process and that the Citizen Participation policy implementation has been

planned for. Budgeting is a critically important part of the Ministries planning process.

Implementation of the citizen Participation Policy alongside decentralised education services leads to Quality of service. Establishing Relationships with the citizens require a complete adjustment of the government culture and a feeling of urgency on the part of the entire government.

Maintaining good Quality of services within government is not an exact process. It is a dynamic procedure that needs to be monitored by government and altered to meet implementation goals.

The biggest challenge most governments including Uganda government are facing is to assume that preferred service delivery is expensive and therefore can only be done after realizing sufficient revenues. Allocating a budget and

Starting with what is available then continuously improve is always the shortest way for government to take over the citizen's trust and move faster in the process of even increasing revenue stream. The real work for the preferred service delivery is to ensure that the government approves a budget for it and that it is a continuous process. Citizen needs are continuously changing, especially in the current age of social media, automated advanced technology and client analytics. Government should stay on top of these changes to effectively reach the Citizens.

In the context of open service delivery, governments increasingly rely on the collaboration of citizens in the service delivery processes. However, not all competent citizens are willing to collaborate on all aspects of government, which is why achieving preferred citizen choices with key Citizens becomes important.

The most important principles of government is to ensure that you have a diversified portfolio of programs. The government should be capable of differentiating the services but without compromising on the Quality in order to gain the trust of citizens and be able be able to reap and create more revenue streams.

Implementing a sustainable citizen participation policy call for government leadership to identify when each phase of the strategic intervention is needed in order to achieve the desired sustainability. In order to work successfully, there must be a process of communication, consultation and trust building in order to establish a united team to achieve the desired results.

It is important to note that sometimes Citizen Participation Policy Approval, Implementation and Execution can be tricky (Rukanyangira, N., Muyinda, W. M., & Mawa, M., 2018) and basically, the government and the Execution team must work as one team and each person involved in performance of any responsibilities should act conscientiously and the entire government must all work to achieve the stated desired results.

VI. CONCLUSION

The current study was set ascertain the contribution of citizens' participation to education service delivery in presence of decentralization as to come up with a unified model for improvements in Uganda.

In a nutshell, the current Study therefore suggests that, for a citizen participation Policy to be sustainable, it must address important concerns at the macro level, such as: economic efficiency (innovation, prosperity, and productivity), social equity (education, poverty, community, health and wellness, human rights) and environmental accountability (climate change, land use, biodiversity.

VII. RECOMMENDATIONS

In the current study appropriate citizen participation specifically instrumental participation was indicated as paramount in enhancing education service delivery in local governments but without administrative decentralization this

contribution would not be adequately enhancing. Therefore arising from the study results is that administrative decentralization was crucial in strengthening the role the instrumental participation in as far as education service delivery was concerned. Therefore the study highly recommends that government as well as other stakeholders including the key strategic partners in Uganda should adopt the *Sustainable predilection Citizen Participation Model (SUPCIP MODEL)*. This will enable the determination process of improving the existing education and service delivery policies. In this regard, the *Sustainable predilection Citizen Participation* Policy shall be a pivot for citizen participation that changes the mindset of the citizens and offer new ways of meeting citizens preferred service delivery sustainably.

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