



**PUBLIC PARTICIPATION AND EDUCATION SERVICE DELIVERY IN KIBUKU
DISTRICT LOCAL GOVERNMENT**

BY

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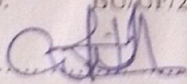
JUNE, 2026

DECLARATION

I affirm that this research report is entirely my own work, developed with honesty and in line with academic integrity standards. The ideas, analysis, and data presented reflect my personal effort and commitment, and I confirm that this proposal has not been submitted to this university before for any academic award.

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Date..... 20th - JULY - 2026.....

APPROVAL

This research report is submitted to the Faculty of Management Sciences, Humber College, in partial fulfillment of the requirements for the award of a Bachelor's Degree in Public Administration and Management. It is presented with the approval of my academic supervisor.

Mr. KANGAWO JORGE

Signature: 

Date: 28/07/2026

DEDICATION

This research work is dedicated to everyone who sparked my curiosity and kept me moving forward on this journey of learning. To my family especially my wonderful husband and parents—your steady support has been my absolute anchor, and your belief in me kept my passion alive. I am also deeply grateful to my colleagues, siblings, friends, classmates, and lecturers. Thank you for your guidance, wisdom, and constant encouragement; you have truly shaped my understanding and inspired my love for this field.

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LIST OF ACRONYMS

CVI	Content Validity Index
UNESCO	United Nations Educational, Scientific and Cultural Organization
NRC	Norwegian Refugee Council
ILO	International Labour Organization
ECOWAS	Economic Community of West African States
SPSS	Statistical Packages for Social Sciences
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
OPM	Office of Prime Minister
PLE	Primary Leaving Examinations
LGPA	Local Government Performance Assessment

ABSTRACT

The study examined the effect of public participation on education service delivery in Kibuku District Local Government. Specifically, it investigated the effect of participatory planning on education service delivery, assessed the influence of participatory implementation, and established the role of participatory monitoring and evaluation. The study was anchored on Stakeholder Theory and adopted a quantitative research approach within a cross-sectional design. A sample size of 207 respondents was determined using Krejcie and Morgan's table. Data were collected using a structured questionnaire, which served as the primary research instrument. The quantitative data obtained were coded and analysed using the Statistical Package for Social Sciences (SPSS) version 25.0. Correlation analysis was employed to test the relationships between the study variables, while regression analysis was used to determine the predictive effects of public participation dimensions on education service delivery. The study found positive and statistically significant effect public participation (participatory planning ($B=0.552$; $P>0.01$), participatory implementation ($\beta =0.437$, $p<0.01$) and participatory monitoring and evaluation ($\beta =0.509$, $p<0.01$)) on education service delivery. participatory planning had a stronger significant effect on education service delivery. The study concludes that education service delivery in Kibuku DLG is influenced by participatory planning, participatory implementation and participatory monitoring and evaluation. It recommends that local governments should integrate public input in planning, implementation and allow the local citizens to directly monitor and evaluate education services rendered to them.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, the statement of the problem, the purpose of the study, and the specific research objectives and questions. It further outlines the scope and significance of the study, introduces the conceptual framework that guided the research, and provides the operational definitions of key terms used throughout the report.

1.1 Background of Study

Globally, education service delivery is vital for societal development and poverty reduction because it provides the skills needed for economic and social progress (Das et al., 2004; MoFNP, 2015). Its aim is to empower citizens to transform society and reduce inequality (Boit et al., 2012). Education service refers to the range of activities and resources dedicated to providing educational opportunities and experiences to individuals (Twinomujuni et al., 2023). Education service, particularly in the context of public administration and service delivery, is a broad concept that encompasses the entire system and set of actions taken to provide learning and development opportunities to a population (Haura, 2021). Education service delivery is the systematic process of providing educational opportunities, including teaching, infrastructure, and learning materials, to students. It involves organizing, managing, and delivering services to meet academic needs and standards effectively, often focusing on quality, accessibility, and accountability in both public and private institutions (Twinomujuni et al., 2023).

In many developing contexts, the delivery of education services faces significant hurdles, for instance, globally according to the global education monitoring report by UNESCO, (2021) in 2020, 260 million young people of primary and secondary school age did not attend school. Many boys and girls who initially enrolled in school dropped out of primary education at an early stage. This trend reflects a broader global concern, as evidenced by statistics from 2019 showing that approximately 195 million young people were not attending secondary school. Such figures underscore the persistent barriers to educational attainment and the urgent need for interventions that promote retention and progression within the education system. More than 132 million young people and young adults did not have the possibility to take the school-leaving examination qualifying them to enter higher education or to graduate from school as the first step towards being qualified for work (UNESCO, 2021). While only 78% of the populations in Europe and Northern America have access to tertiary education, it is just 9% in

sub-Saharan Africa (NRC, 2024; World Bank, 2021). In recent years, progress in improving literacy levels among both young people and adults has remained slow. Worldwide, 17 per cent of women and 10 per cent of men over the age of 15 still lack reading and writing skills (UNESCO, 2021).

In Africa, the estimate rate of youth Not in Education, Employment or Training (NEET) in Africa in 2025 is almost one quarter of the youth population (23.2%) (ILO, 2025). Additionally, more than 14,000 schools were closed in West and Central Africa, affecting about 2.8 million children, as per latest available data of September 2024 (NRC, 2024). In Burkina Faso, Mali, Niger and Nigeria, about 8,400 schools were closed with about 1.7 million children affected (OCHA, 2025). This situation has continuously affected literacy rates, considering that, already in 2023, about 23.5 million youths in the Economic Community of West African States (ECOWAS) were illiterate (UNESCO, 2024). From both political and prevention perspectives, this situation carries the risk of ‘losing’ an entire generation, with far-reaching implications for medium- and long-term peace and security. The erosion of educational opportunities not only undermines human capital development but also threatens social cohesion, stability, and the prospects for sustainable governance.

The education service delivery system in Uganda has deteriorated, highlighted by a 27% teacher absenteeism rate (Nabasitu & Arinaitwe, 2024) and a concerning pupil-teacher ratio of 42.66 students per teacher, well above the global average of 21.75 (Kasirye et al., 2024). Textbook provision is critically low, with a student-to-textbook ratio of 1:194 in essential subjects (Nafula, 2024). Assessments show that 25% of Primary 3 learners can read nothing at the Primary 2 level, indicating serious literacy barriers. Furthermore, over 40% of schools lack proper sanitation and sufficient classroom space (Kitunzi, 2026).

Kibuku District faces significant challenges in education service delivery that undermine student learning and progression (Kolyangha, 2024). High student–teacher ratios, persistent teacher absenteeism, and inadequate school infrastructure are compounded by weak parental engagement and limited political support, contributing to elevated dropout rates (Nafula, 2024). The consequences are evident in recent examination outcomes. In 2023, 5,151 candidates sat PLE in Kibuku district and 1,322 candidates passed in divisions 1 and 2 which is equivalent to 26% (OPM, 2025). There were inadequate classrooms with a ratio of 1 to 101 instead of 1 to 53, there were inadequate desks; the desk to pupil ratio was 1 to 5 instead of 1 to 3 and insufficient latrines where the stance to pupil ratio was 1 to 80 instead of 1 to 40 (OPM, 2025).

Still in 2023 Kibuku recorded a Primary Leaving Examination (PLE) failure rate of 31.5% more than three times the national average of 10.4% with 1,622 candidates deemed ineligible for Senior 1 admission (Asiteza, 2024; Kolyangha, 2024). This poor performance placed Kibuku among the country's worst-performing districts and highlights urgent needs for targeted interventions to improve teacher presence, expand learning infrastructure, strengthen community and political support, and reduce dropouts (Kolyangha, 2024).

In addressing the problem of poor education service delivery, this study is guided by Stakeholder Theory, developed by Edward Freeman in 1984. The theory emphasizes that organizations must consider the interests of all stakeholders, including employees, citizens, and communities, in decision-making (Freeman, 1984). Applied to education, stakeholder theory suggests that schools and local governments must actively engage teachers, parents, learners, and community leaders to ensure policies and practices reflect community needs. It supports the idea that involving citizens and their organizations directly in planning, monitoring, and evaluation enhances responsiveness, equity, and sustainability in education outcomes. Thus, Stakeholder theory provides a robust framework for analyzing education service delivery as a collaborative process, where meaningful involvement of stakeholders enhances responsiveness, equity, and sustainability.

Numerous studies all over the world shows that public participation influences education service delivery (Ahmad & Said, 2023; Naeem & Iqbal, 2025) . However, these studies have been based in outside countries while some have been from developed countries hence not in the context of developing nations like Uganda. Also, there is still limited literature that shows the mechanisms through which public participation influences service delivery mostly at the local government setting. It's through these gaps that the researcher sought to investigate the effect of public participation on education service to bridge the existing gaps.

1.2 Statement of the Problem.

Good education services are critical as they directly affect people's everyday lives, build confidence between residents and authorities, and make sure community needs are addressed promptly (Chinedum, 2022). Despite reforms like funding for decentralized services, fairer distribution of resources, local governments still struggle with poor education service delivery (LGPA, 2020). The education service delivery in Uganda has deteriorated, highlighted by a 27% teacher absenteeism rate (Nabasitu & Arinaitwe, 2024) and a concerning pupil-teacher ratio of 42.66 students per teacher, well above the global average of 21.75 (Kasirye et al., 2024). With a student-to-textbook ratio of 1:194 in essential subjects (Nafula, 2024). Assessments

show that 25% of Primary 3 learners can read nothing at the Primary 2 level, indicating serious literacy barriers. Furthermore, over 40% of schools lack proper sanitation and sufficient classroom space (Kitunzi, 2026). In Kibuku District, the consequences are evident in recent examination outcomes. In 2023, 5,151 candidates sat PLE in Kibuku district and 1,322 candidates passed in divisions 1 and 2 which is equivalent to 26% (OPM, 2025). There are inadequate classrooms with a ratio of 1 to 101 instead of 1 to 53, the desk to pupil ratio was 1 to 5 instead of 1 to 3 and insufficient latrines where the stance to pupil ratio was 1 to 80 instead of 1 to 40 (OPM, 2025). Still, in 2023 Kibuku recorded a PLE failure rate of 31.5% more than three times the national average of 10.4% with 1,622 candidates deemed ineligible for Senior 1 admission (Asiteza, 2024; Kolyangha, 2024). This could be attributed to low public participation. It's due to these gaps therefore, this study sought to examine the effect of public participation on education service in Kibuku District Local Government.

1.3 Purpose of the Study.

The purpose of this study was to examine the effect of public participation on education service delivery in Kibuku District Local Government.

1.4 Research Objectives.

- i. To examine the effect of participatory planning on education service delivery in Kibuku District Local Government.
- ii. To assess the effect of participatory implementation on education service delivery in Kibuku District Local Government.
- iii. To establish the effect of participatory monitoring and evaluation on education service delivery in Kibuku District Local Government.

1.5 Research Questions.

- i. What is the effect of participatory planning on education service delivery in Kibuku District Local Government?
- ii. What is the effect of participatory implementation on education service delivery in Kibuku District Local Government?
- iii. What is the effect of participatory monitoring and evaluation on education service delivery in Kibuku District Local Government?

1.6.0 Scope of the Study

The scope of study included the content scope, geographical scope and time scope.

1.6.1 Content Scope

The study aimed to examine the effect of public participation measured in terms of participatory planning, implementation and monitoring and evaluation (Mathbor, 2008; Noori, 2017) on education service delivery observed into measurable constructs of service accessibility, students' performance, basic infrastructure and student-teacher ratio in the district local governments.

1.6.2 Geographical Scope

The study was carried out in Kibuku district local government. This was because Kibuku district has got high rates of poor education service delivery (Asiteza, 2024; Kolyangha, 2024). Also, there's limited literature available to provide deep insights on how public participation influences education service at the district thus, this study addressed the knowledge gaps.

1.6.3 Time Scope

The study being cross sectional, was conducted from August, 2025 to May, 2026. For secondary data, the study focused on institutional reports and empirical studies ranging from 2020 to 2025 for a better view of the evidence of the problem. The time frame represented a period where indicators of poor education service existed in Kibuku district local government.

1.7 Significance of the Study

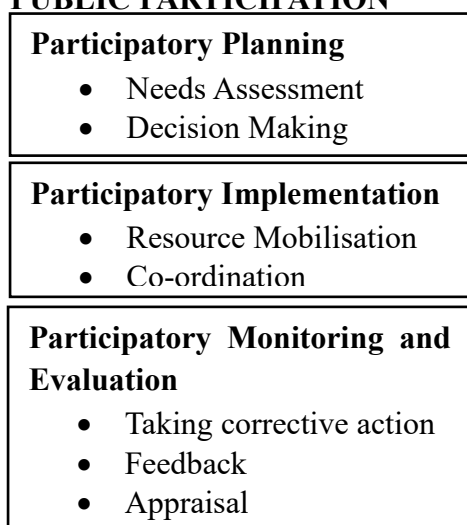
This study might help policymakers design more effective policies that strengthen public participation in education service. The findings informed improvements in local governance and the allocation of resources to ensure education services are responsive and sustainable.

The research may add to the literature on public participation and education service delivery, offering a basis for future studies in comparable settings.

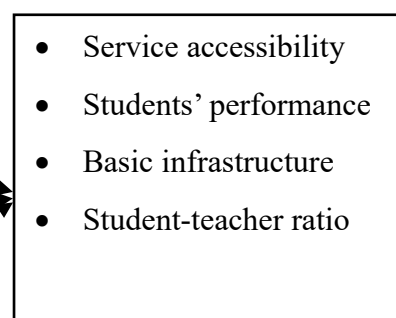
For practitioners, the study might clarify the local government's role in encouraging citizen engagement in education service delivery. It identified practical strategies to boost stakeholder participation and ultimately enhance the quality and responsiveness of education services.

1.8 Conceptual Framework

PUBLIC PARTICIPATION



EDUCATION SERVICE



Source: Based on Verba et al. (2005) Civic Voluntarism Theory (CVT).

Figure 1 Conceptual framework of public participation and education service delivery

Explanation of the conceptual framework

The conceptual framework above theorized that service delivery is dependent on public participation. Public participation through participatory planning, implementation, and monitoring and evaluation are essential dimensions that significantly enhance education service outcomes. Participatory planning uses local needs assessments and shared decision-making to align interventions with real community priorities identifying gaps in infrastructure, materials, teachers, and access and building ownership and transparency and participatory implementation helps to mobilizes local funds, in-kind support, and skills while coordinating schools, local government, and stakeholders to increase efficiency, avoid duplication, and ensure resources meet those identified needs. Participatory monitoring and evaluation provide regular feedback from teachers, students, and community members, appraises outcomes against goals, and guides corrective action so problems are fixed quickly and lessons are institutionalized; together these stages form a cycle that enhances relevance, quality, equity, accountability, citizen satisfaction and sustainability of education services.

1.9 Definitions of the terms

Education service refers to the range of activities and resources dedicated to providing educational opportunities and experiences to individuals (Haura, 2021).

Service delivery is defined as the relationship between policy makers, service providers, and consumers of those services, and encompasses both services and their supporting systems (MoLG, 2021)

Local governments. It refers to a political subdivision of a nation or state which is constituted by law and has substantial control of local affairs, including the power to impose taxes or to exert regulatory control over persons and property within its jurisdiction (Vodyanitskaya, 2021).

Public participation, as defined in the National Policy Framework for Public Participation (2007), is an open and accountable process through which individuals and groups within selected communities can exchange views and actively influence decision-making.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter constitutes a theory that guides the study, an empirical review of interrelated literature in the area of study as guided by the research objectives.

2.1 Theoretical Review

The research study was driven by the stakeholder theory which was developed by Freeman (1984).

2.1.1 Stakeholder Theory

Stakeholder theory was originally articulated by (Freeman, 1984). The theory emphasizes that organizations exist within a network of relationships and must consider the interests of all stakeholders not only shareholders or managers, but also employees, citizens, communities, and government institutions. Stakeholder Theory holds that effective service delivery depends on balancing and integrating these diverse interests through inclusive decision-making and accountability mechanisms (Freeman, 1984). Applied to education service delivery, the theory suggests that schools and local governments must actively engage teachers, parents, learners, and community leaders as stakeholders whose voices shape policies and practices. When stakeholders are excluded, service delivery suffers due to lack of ownership, weak accountability, and poor alignment with community needs (Hörisch et al., 2014). Conversely, when stakeholders are meaningfully involved, they contribute to shared responsibility, improved resource utilization, and stronger trust in institutions (Bridoux & Stoelhorst, 2022). Thus, stakeholder theory provides a framework for understanding education service delivery as a collaborative process. It supports the idea that involving citizens and their organizations directly in planning, monitoring, and evaluation enhances responsiveness, equity, and sustainability in education outcomes (Morad, 2021). This made it particularly relevant for analyzing how local government structures can improve service delivery through participatory governance and stakeholder engagement.

2.2.0 Conceptual Review

2.2.1 Public Participation

Public participation represents the structured process through which local citizens, communities, and non-state actors actively influence, share control over, and contribute to public decisions and resource allocations that directly affect their lives (Bukonya, 2020). Rather

than treating citizens as passive consumers of government programs, modern public administration frameworks view the public as primary stakeholders whose localized knowledge and oversight are vital for institutional transparency. Within the public sector, citizen engagement acts as a democratic accountability tool. It bridges the communication gap between state actors and local communities, ensuring that public interventions are responsive to the actual needs on the ground. In this investigation, public participation is not evaluated as a broad, singular event, but as a continuous cycle divided into planning and monitoring phases.

2.2.2 Participatory Planning

Participatory Planning is fundamentally a collaborative approach to development and decision-making that moves away from centralized, top-down models by actively involving all relevant stakeholders in the process (Suazo, 2019). Participatory planning is an inclusive decision-making paradigm that engages community members, parents, school management committees, and local leaders in identifying educational priorities, setting development goals, and allocating resources. In decentralized education systems, this dimension shifts the power dynamic away from top-down administrative mandates toward collaborative co-design. Operationally, participatory planning involves community-driven needs assessments, joint budgeting sessions, and collaborative problem-solving (Oketayot, 2021). When local stakeholders are actively involved in designing educational strategies such as determining where to build new classrooms or how to allocate capitation grants the plans gain immediate local legitimacy and beneficiary ownership. This upfront alignment ensures that school development initiatives match the urgent socioeconomic and infrastructural realities of the community. The core goal is to ensure that the final plan reflects the true interests, needs, and priorities of the people who will be affected by it, thereby fostering a shared sense of responsibility and ownership over the outcomes (Suazo, 2019).

2.2.3 Participatory Implementation

Participatory Implementation is fundamentally defined as the active involvement of citizens and stakeholders in the execution or delivery phase of public policies and services, moving beyond just planning (Whitaker, 1978). Participatory implementation is the action phase of the project cycle, where community members, parents, and local stakeholders actively contribute their labour, resources, and skills to execute agreed-upon education programs. Instead of letting external contractors handle every task, this phase relies on direct community co-production (UN, 2021). In practice, participatory implementation can mean parents volunteering to build classrooms, local committees managing the distribution of scholastic materials, or communities

organizing school feeding programs. When local citizens invest their own time and tangible resources into school projects, it creates a powerful sense of psychological ownership. This community buy-in shields public assets from vandalism, reduces operational costs, and ensures that project funds are utilized directly on the ground rather than being lost to bureaucratic red tape. It is often discussed under the umbrella of co-production, where citizens cooperate with public officials to share the responsibility for service delivery (Whitaker, 1978).

2.2.4 Participatory Monitoring and Evaluation

Participatory monitoring and evaluation (PM&E) is a collaborative tracking and assessment framework where primary beneficiaries, rather than external experts, are placed in control of measuring project progress and determining success. Instead of prioritizing rigid, upward donor accountability, PM&E emphasizes downward social accountability, learning, and immediate corrective action (Obegi & Kisimbii, 2018). In practice, PM&E relies on local transparency of information and structured feedback loops. It empowers community members to monitor teacher attendance, track the utilization of educational funds, inspect infrastructural projects, and evaluate student learning environments (Kiraga, 2023). By embedding citizens into the oversight framework, PM&E creates an early warning system that catches operational gaps, limits resource leakages, and compels school administrators to maintain high operational standards (Mayanja, 2020). Participatory monitoring and evaluation refer a collaborative process that brings together local beneficiaries, implementing agencies, and key policymakers to decide, together, how project progress will be measured (Innes & Booher, 2007). Stakeholders agree on which indicators to track, how data should be collected, and how findings will be used to inform decisions and actions. Woodhill et al., (2005) describe it as a simple, ongoing process of gathering information about a project's progress so people involved can reflect on what's working and what's not. That reflection essentially self-evaluation helps teams adjust their actions as they go, keeping the project on track toward its goals

2.2.5 Education Service delivery

Education service delivery serves as the ultimate dependent variable of this study, reflecting the efficiency, quality, equity, and accessibility of public educational interventions. In public management, service delivery is not merely measured by the presence of physical schools; it is evaluated through the quality of the academic and administrative outputs (Bukonya, 2020). Operationally, education service delivery is measured using metrics such as student-to-teacher ratios, timely provision of learning materials, infrastructural adequacy (like clean latrines and safe classrooms), teacher performance, and overall literacy or completion rates (Mayanja,

2020). High-quality delivery implies that educational services are reliable, transparently funded, and capable of meeting human capital needs effectively (UN, 2021).

2.3.0 Empirical Review of Literature

This section presents a review of related literature organized around the study's research questions. It synthesizes insights from earlier scholars to highlight existing knowledge and perspectives on the subject. In doing so, it also identifies research gaps that remain unaddressed, thereby providing a clear justification for the current study.

2.3.1 Participatory Planning and Education Service delivery.

Participatory Planning is fundamentally a collaborative approach to development and decision-making that moves away from centralized, top-down models by actively involving all relevant stakeholders in the process (Suazo, 2019). The core goal is to ensure that the final plan reflects the true interests, needs, and priorities of the people who will be affected by it, thereby fostering a shared sense of responsibility and ownership over the outcomes (Suazo, 2019).

Previous studies indicate that public participatory planning has a direct effect on education service delivery (Ahmad & Said, 2023; Kumari et al., 2024; Musyarapah & Helmiannoor, 2020; Rey & Nasrudin, 2025; Wriston & Duchesneau, 2024). For instance; a study by Kumari et al., (2024) that examined community-based education on Students' Performance in India that involves local stakeholders in planning and delivery. They found out that such approaches strengthen school community ties, boost student engagement, and build practical skills, which in turn improve motivation and classroom performance. They concluded that integrating community actors supports academic and non-academic gains and recommend scaling community-linked pedagogies with structured school–community collaboration.

Similarly, a research study by Ahmad & Said, (2023) on the effect of community participation in education on quality of education: evidence from a developing context., results of the study indicated a significantly positive correlation between community participation and all the three indicators of quality of education. The study advances the proposition that community participation in education is a strong and positive predictor of access, retention, and attendance. The authors recommend participatory mechanisms of school management committees, parent associations, local monitoring while stressing the need for capacity building and inclusive representation. Correspondingly, Rey & Nasrudin, (2025) analysed cases where communities helped shape curriculum, governance, and school plans, focusing on marginalized students. They report more culturally relevant curricula, better alignment with local needs, improved

student behavior, and measurable achievement gains for disadvantaged groups. The paper concludes that community-driven policies enhance accountability and narrow gaps but warns that deliberate efforts are needed to include marginalized voices and correct power imbalances.

In a case study that assessed participatory planning for school infrastructure in Indonesia revealed that projects designed with local input better match community needs, receive more local maintenance, and are used more effectively, improving facility quality and utility. The authors conclude that participatory infrastructure planning increases ownership and sustainability and advise formal community input mechanisms, contracting transparency, and technical support to translate priorities into feasible designs (Musyarapah & Helmiannoor, 2020). Similarly, a synthesis review on the effects of coordinated family and community engagement on students' academic, social, and emotional development. The review found that authentic engagement two-way communication, shared decision-making, sustained collaboration links to higher test scores, greater graduation rates, and improved social-emotional outcomes (Wriston & Duchesneau, 2024).

Despite robust evidence that public participatory planning improves education service delivery in varied international settings, there is a clear geographic and contextual gap. It is in light of this gap in the existing literature that the present study was conducted in Kibuku District. Employing a cross-sectional research design and a quantitative approach, the study sought to harmonize prior findings and contribute fresh insights to the body of knowledge on education service delivery.

2.3.2 Participatory Implementation and Education Service delivery.

Participatory Implementation is fundamentally defined as the active involvement of citizens and stakeholders in the execution or delivery phase of public policies and services, moving beyond just planning (Whitaker, 1978). It is often discussed under the umbrella of co-production, where citizens cooperate with public officials to share the responsibility for service delivery (Whitaker, 1978).

Extant literature posits that participatory implementation has a positive effect on education service delivery (Mansuri & Rao, 2024; Patel & Patel, 2024; Wriston & Duchesneau, 2024). For instance, a study of community-driven school financing and local resource mobilisation in the rural India found that when communities participate in implementation through fundraising, in-kind contributions, and local labour, the schools experience measurable improvements in infrastructure and learning materials, leading to higher attendance and better learning

environments. The authors conclude that participatory resource mobilisation increases sustainability of interventions and local ownership (Mansuri & Rao, 2024). Similarly, a multi-country study in India, demonstrated that participatory implementation at local level conduits additional resources to schools and increases transparency. Where schools and communities jointly prioritised spending, the allocation of funds better matched classroom needs (textbooks, furniture, sanitation), leading to improved learning conditions (Patel & Patel, 2024). The review cautions that outcomes depend on local fiscal capacity and the strength of coordination mechanisms between local government and school bodies (Patel & Patel, 2024).

Correspondingly, in a study of the effects of coordinated family and community engagement on students' academic, social, and emotional development found that authentic engagement two-way communication, sustained collaboration links to higher test scores, greater graduation rates, and improved social-emotional outcomes. Authors recommend institutionalizing engagement through formal coordination mechanisms and monitoring impacts over time (Wriston & Duchesneau, 2024). A mixed-methods evaluation in Kenya in regards to School Management Committees (SMCs) in resource mobilisation and coordination found that mobilising community resources (cash and labour), coordinating volunteer support, and negotiating with local government for resources correlated with improvements in school infrastructure and marginal gains in pupil retention. The study concludes that capacity-building for participatory implementation strengthens resource mobilisation and coordination (Ndung'u & Wanjiru, 2023).

Lastly, a study by Bukenya, (2020) that assessed how public participation affected primary education service delivery with an objective of assessing the effect of public participation in program implementation on primary education service delivery in selected primary schools where a cross-sectional study design and both qualitative and quantitative approaches were used for data collection and data analysis, found a weak positive effect of public participation in program implementation on primary education service delivery.

Much as most scholars found a positive effect between public participatory implementation and education service delivery, some found a weak effect. It is in light of this gap in the existing literature that the present study was conducted in Kibuku District. Employing a cross-sectional research design and a quantitative approach, the study sought to harmonize prior findings and contribute fresh insights to the body of knowledge on education service delivery.

2.3.3 Participatory Monitoring and Evaluation and Education Service delivery.

Participatory monitoring and evaluation refer a collaborative process that brings together local beneficiaries, implementing agencies, and key policymakers to decide, together, how project progress will be measured (Innes & Booher, 2007). Stakeholders agree on which indicators to track, how data should be collected, and how findings will be used to inform decisions and actions. Woodhill et al., (2005) describe it as a simple, ongoing process of gathering information about a project's progress so people involved can reflect on what's working and what's not. That reflection essentially self-evaluation helps teams adjust their actions as they go, keeping the project on track toward its goals.

Previous studies indicate that public participatory monitoring and evaluation has a direct effect on education service delivery (Kavutha et al., 2025; Mayanja, 2020; Mbogo, 2023; Natif & Irechukwu, 2022). For instance, A study was conducted to examine the effect of monitoring and evaluation on the performance of the Strengthening School Readiness (SSR) project in Rwanda. The researcher employed a mixed-methods approach, integrating both quantitative and qualitative techniques to capture a comprehensive understanding of the project's outcomes. The findings revealed that monitoring and evaluation play a critical role in enhancing the performance of the SSR project, underscoring their importance in ensuring accountability, improving implementation, and strengthening overall project effectiveness. This is confirmed by the Pearson correlation test which shows that there is a positive relationship between formative evaluation and performance of the SSR project (Natif & Irechukwu, 2022). Similarly, a research study by Mayanja, (2020) on participatory monitoring and evaluation for quality programs in higher education found out that participatory program monitoring and evaluation has a positive significant effect on the quality of programs in higher education.

A study was undertaken to investigate the influence of appraisal services on the academic performance of public secondary school students in Kitui West Sub-County, Kenya. Guided by the objective of examining how appraisal services affect student achievement, the researcher sought to establish whether systematic evaluation and feedback mechanisms contribute to improved learning outcomes. The findings indicated some evidence of significant influence of appraisal services. The study concluded that appraisal services influenced student's academic performance (Kavutha et al., 2025). Research study of participatory monitoring and evaluation on the performance of early childhood development education project in Kilifi County, Kenya, where descriptive survey research methodology was employed, regression analysis results

indicated that participatory monitoring and evaluation significantly influence of early childhood development education project (Mbogo, 2023).

Lastly, a study by Bukenya, (2020) that assessed how public participation affected primary education service delivery in Bugambe Sub County with an objective of assessing the effect of public participation in program monitoring on primary education service delivery in selected primary schools in Bugambe Sub County. The study adopted a cross-sectional research design, employing both qualitative and quantitative approaches for data collection. The analysis revealed a weak but positive effect of public participation in program monitoring on the delivery of primary education services. This suggests that while community involvement contributes to improvements in service delivery, its influence remains limited and requires further strengthening to achieve more substantial outcomes.

Looking at the above literature, there is a clear geographic and contextual gap and much as most scholars found a positive effect between public participatory M&E and education service delivery, some found a weak effect. In response to the identified gap in the literature, this study was conducted in Kibuku District. A cross-sectional research design combined with a quantitative approach was employed to build upon and harmonize prior findings, thereby contributing new insights to the existing body of knowledge.

2.4. Gaps identified from the literature review.

Despite robust evidence that public participation improves education service delivery in varied international settings (Ahmad & Said, 2023), there is a clear geographic and contextual gap. Much as most scholars found a positive effect between public participation and education service delivery (Ahmad & Said, 2023; Mansuri & Rao, 2024; Naeem & Iqbal, 2025), some found a weak effect (Bukenya, 2020). In response to the identified gap in the literature, this study was conducted in Kibuku District. A cross-sectional research design combined with a quantitative approach was employed to build upon and harmonize prior findings, thereby contributing new insights to the existing body of knowledge..

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design, describes the study population, and explains the determination of the sample size and the sampling techniques employed. It further outlines the types and sources of data, the procedures for data collection, and the measurement of variables. In addition, it discusses the validity and reliability of the research instruments, highlights the ethical considerations observed, and acknowledges the limitations encountered in the study.

3.1 Research Design

A research design is a roadmap that guides the study (Creswell, 2014). This study used a cross-sectional design and a quantitative method to explore how aspects of public participation relate to education service delivery. A quantitative approach was appropriate because it lets the researcher collect numerical data that clarify whether and how these relationships exist in the real world. It also made it practical to gather data from many respondents and to use statistical tests to examine the connections between variables (Creswell, 2014).

A cross-sectional research design was used because it allows data to be gathered at a single point in time, providing a snapshot that makes it possible to draw conclusions about the target population. This approach is practical and efficient for identifying patterns and relationships without following participants over a long period (Creswell, 2014).

3.2 Study Target Population

A population is a group of cases or events that share key characteristics, allowing researchers to generalize findings from a study sample to that larger group (El-Gohary, 2009). The target population was total number of people, or items that the researcher anticipates to examine and make reference to (Roszi et al., 2021). The theoretical study population under consideration was comprised of employees of specific departments at Kibuku DLG. This included administration department, district education department, headteachers, teachers, school community members and local leaders.

3.3 Sample Size and Sampling Techniques

Sample size refers to the actual number of respondents from which the research intends to collect information (Omona, 2013). From a total population, a total of 207 respondent was considered and determined by Cochran's formula ($Z = 1.96$, $P = 0.25$ and $e = 0.05$).

$$n = \frac{Z^2 * p(1-p)}{e^2}$$

$$n = \frac{1.96^2 * 0.25(1-0.25)}{0.05^2}$$

$$n = 207$$

Based on Cochran's formula above, the sample size will be 207 respondents.

Simple random and purposive sampling method was used in the study at Kibuku local government in departments. These included; administration department, district education department, headteachers, teachers, school community members and local leaders. Simple random sampling techniques was applied to minimize on the inclusion of irrelevant elements in the target population in order to get reliable information and provide equality to each participant to be selected for the study since it prevents biasness and purposive sampling technique was used to select head teachers and DEO, DIS and EO which fall under the district education department because they are few and knowledgeable about the study under investigation. This sampling techniques were applied to minimize on the inclusion of irrelevant elements in the target population in order to get reliable information and provide equality to each participant to be selected.

3.4 Type and Sources of Data

The study utilized both primary and secondary sources of data. Primary data was collected through the administration of structured questionnaires, which were later analysed using the Statistical Package for Social Sciences (SPSS). This analysis enabled the researcher to draw meaningful conclusions and formulate practical recommendations. Secondary data was obtained from published reports, journal articles, theses, conference proceedings, and credible websites. These sources provided valuable insights that complemented the primary data and were instrumental in assessing the research problem under investigation (poor education service delivery).

3.5 Data Collection Method and Data Collection Instrument

Data collection is the process of gathering, measuring, and examining reliable information from a range of relevant sources so researchers can answer questions, solve problems, assess results, and anticipate future trends. It's the practical work that turns curiosity into evidence and helps inform sound decisions (Dawson, 2002). The study used survey research, a quantitative method that gathers information from a defined population using a structured set of questions. A questionnaire was administered to respondents because it provides a consistent, objective way to collect data from many people, minimizing researcher bias and making comparisons across

responses straightforward (Dawson, 2002). Closed-ended questions were used to give respondents time to consider their answers and to reduce bias in data collection.

The questionnaire used a five-point Likert scale and was organized into three sections: Part A for demographic information, Part B for measures of the independent variables, and Part C for the dependent variable. This format created more standardized response options and helped produce more consistent, comparable results.

3.6 Data Collection Procedure

The researcher first secured formal approval from the Faculty of Management Sciences at Busitema University. Thereafter, official permission was obtained from the Kibuku District Local Government to administer the questionnaires to the targeted respondents. This process ensured that the study adhered to institutional requirements and respected ethical standards of research. The collection of data was carried out face-to-face: respondents completed the questionnaires in person, after which the research team collected the completed forms for coding and analysis. This approach helped to ensure proper authorization, encouraged respondent participation, and allowed the team to address any immediate questions or clarifications (Kothari, 2004).

3.7 Data Analysis

The data obtained from the study was carefully edited, coded, and tabulated. This process involved the construction of frequency tables and the computation of descriptive statistics such as percentages, means, and standard deviations. The analysis was conducted using the Statistical Package for Social Sciences (SPSS) version 25. To further explore the relationships among the study variables, correlation analysis was performed to determine the direction, strength, and degree of association. Finally, multiple regressions were performed to determine the predictive power of the independent variables (Participatory Planning, Participatory Implementation and Participatory monitoring and evaluation) on the dependent variable (education service delivery).

3.8 Data Quality Control

3.8.1 Validity of the Research Instruments

Validity refers to how accurately an instrument measures the specific variable or construct it is intended to assess. In other words, the degree to which the results were trusted as true reflections of what is being studied (Lada et al., 2009). We did this to make sure our questions were reliable, accurate, and truly fit our target group. We used established, well-researched

methods and asked trusted experts to judge which items were relevant and which ones weren't and the outcomes were generated using $CVI = \frac{\text{Relevant Items}}{\text{Total Number of Items}} \times 100\%$.

CVI results above the threshold of 0.7 were considered (Kimberlin & Winterstein, 2008; Kothari, 2004).

3.8.2 Reliability of the Research Instruments

Reliability refers to the extent to which an instrument produces consistent results over repeated applications (Creswell, 2014). To ensure the questionnaire is reliable, we conducted a pilot test with 15 employees who were not part of the main study sample. The pilot participants completed the questionnaire, after which we calculated Cronbach's alpha to assess internal consistency. Items or scales that meet or exceed the 0.70 threshold were retained. This pre-testing step helped confirm that the instrument yields stable, consistent responses and that respondents interpreted the questions as intended. (Strainer, 2003; Nunnally, 1978).

Table 3.1 Showing Reliability

Variables	Item	Cronbach's Alpha	CVI
Participatory Planning	10	0.770	0.771
Participatory Implementation	09	0.706	0.711
Participatory Monitoring and Evaluation	12	0.830	0.807
Education Service Delivery	14	0.790	0.801

Source: Primary Data, 2026

3.9 Ethical Considerations

Ethical considerations were central throughout the study because the topic is sensitive. Key measures included protecting participants' anonymity and confidentiality, minimise any risk of harm, and obtain informed consent and all necessary permissions before data collection begins. These steps ensured respect for participants' rights and the integrity of the research.

Anonymity meant that the researcher cannot identify individual participants; personal names and identifying details are neither collected nor linked to respondents' answers. Confidentiality meant the researcher knows participants' identities but keeps them private. Risk of harm involved identifying and minimizing physical, emotional, or reputational dangers, and informing participants about any foreseeable risks before they consent (Fleming & Zegwaard, 2018).

Informed Consent: The cornerstone of ethical research is "informed consent" (Denzin & Lincoln, 2011). Informed Consent. Participants were fully briefed on the study's procedures, data utilization policies, their right to information access, and the voluntary nature of withdrawal at any stage without consequence. Following this comprehensive disclosure, participants provided voluntary consent to engage in the study (Fleming & Zegwaard, 2018).

Institutional Permission. To mitigate participant skepticism and foster trust, the researcher secured an official introductory letter from the university. This document formally verified that the study was strictly academic and guaranteed that all collected data would be used exclusively for research purposes.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the empirical findings regarding the effect of public participation on education service delivery in Kibuku District Local Government. The presentation of data is structured around three specific research objectives: to examine the effect of participatory planning on education services, to assess the effect of participatory implementation on education service delivery, and to establish the effect of participatory monitoring and evaluation on education service delivery. Qualitative data were organized into broad thematic categories aligned with these objectives. Concurrently, quantitative data were processed into frequency counts and converted into descriptive statistics for presentation.

4.1 Response Rate

Out of the 207 questionnaires distributed to the participants, 172 were completed and returned, representing an 83.1% response rate. According to Amin (2005), a response rate exceeding the 50% minimum threshold is statistically adequate for empirical analysis. Consequently, the high return rate achieved in this study provides a reliable basis for data interpretation.

4.2 Demographic Information

These demographic data enabled the researcher to profile the characteristics of the study participants. According to Kothari (2004), respondent characteristics are critical as they directly influence the nature, reliability, and interpretation of the research findings.

4.2.1 Gender of the Respondents

Table 2 Gender Characteristic

Gender	Frequency
	Percent
	Valid Percent
	Cumulative Percent
Male	76
	44.2

	44.2
	44.2
Female	96
	55.8
	55.8
	100
Total	172
	100
	100

Source: Primary Data, (2026)

As seen from the table above, the gender distribution, with males comprising 44.2% and females 55.8% of respondents, suggests a female-dominated public. This imbalance may reflect broader gender dynamics in Kibuku district, which could influence how public participation is perceived and managed. However, the presence of both genders ensures that the findings capture diverse perspectives, making the data sufficiently representative for analyzing the impact of public participation on education service delivery.

4.2.2 Age Characteristics

Table 3 Showing Age Characteristics

Age	Frequency Percent Valid Percent Cumulative Percent
18 to 30	20 11.6 11.6 11.6
31 to 40	68 39.5 39.5 51.2
41 to 50	67 39.0 39.0 90.1

51 and above	17
	9.9
	9.9
	100.0
Total	172
	100.0
	100.0

Source: Primary Data, (2026)

The results indicate that majority of the respondents (39.5%) were between 31 to 40 years of age. The implication of this is that Kibuku district is mostly occupied by young energetic individuals who are relatively more mature in their personal lives and ability to understand and participate in education service delivery activities.

4.2.3 Education Level Characteristics

Table 4 Education Level Characteristics

Education level	Frequency
	Percent
	Valid Percent
	Cumulative Percent
Other	30
	17.4
	17.4
	17.4
Primary	32
	18.6
	18.6
	36
Secondary	40
	23.3
	23.3
	59.3
Certificate	33
	19.2
	19.2
	78.5
Diploma	15

	8.7
	8.7
	87.2
Degree	11
	6.4
	6.4
	93.6
Postgraduate	11
	6.4
	6.4
	100
Total	172
	100
	100

Source: Primary Data (2026)

The findings in the table above show that majority of the respondents have a secondary level of education (23.3%) and followed by certificate holders with 19.2%. This implies that most of the respondents had lower level of education therefore they have no knowledge and ability to understand how their participation can influence education service delivery.

4.2.4 Experience of the Respondents

Table 5 Showing Respondents Experience

Experience	Frequency
	Percent
	Valid Percent
	Cumulative Percent
Less than 2 years	28
	16.3
	16.3
	16.3
3-5 years	41
	23.8
	23.8
	40.1
6-10 years	43
	25.0
	25.0

	65.1
Over 10 years	60
	34.9
	34.9
	100.0
Total	172
	100.0
	100.0

Source: Primary Data (2026)

The results indicate that the largest proportion of respondents (34.9%) had been associated with the schools for over 10 years. This finding implies that the majority of participants possess extensive experience, providing them with the necessary institutional insight to contribute effectively to improving education service delivery.

4.3 Correlation Analysis

Correlation analysis assesses how strongly two variables are related, with the correlation coefficient indicating both the direction and strength of this relationship. In this study, coefficients significant at the 0.01 level reflect meaningful associations between the variables.

Table 6 Correlation Analysis Results

	(1)	(2)	(3)	(4)
Participatory Planning (1)	1			
Participatory Implementation (2)	.575**	1		
Participatory Monitoring and Evaluation (3)	.546**	.471**	1	
Education Service Delivery (4)	.552**	.437**	.509**	1

** . Correlation is significant at the 0.01 level (2-tailed). N=172

Source: Primary Data (2026)

4.3.1 Participatory Planning and Education Service Delivery

Results in Table 6 indicate that participatory planning is positively associated with education service delivery ($r = 0.552$, $p < 0.01$). This implies that improvements in participatory planning particularly through effective needs assessment and inclusive decision-making are linked to enhanced education service delivery.

4.3.2 Participatory Implementation and Education Service Delivery

Results in Table 6 suggest a strong positive association between public participatory implementation and education service delivery ($r = 0.437$, $p < 0.01$). This indicates that greater public involvement in implementation particularly through resource mobilisation and effective coordination is linked to improved education service delivery.

4.3.3 Participatory Monitoring and Evaluation and Education Service Delivery

Results in Table 6 shows a positive correlation between participatory monitoring and evaluation and education service delivery ($r = 0.509$, $p < 0.01$). This finding suggests that involving the public in monitoring and evaluation provides a significant impetus for improving education service delivery.

4.4 Regression Analysis

A regression analysis was conducted to determine the predictive power of the independent variables on the dependent variable. Results are shown in the subsequent tables.

4.4.1 Participatory Planning and Education Service Delivery

Table 7 Participatory Planning and Education Service Delivery

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.477	.197		7.505	.000
Participatory Planning	.542	.063	.552	8.636	.000
	R=.552	R ² =.305	Adj.R ² =.301	F=74.577	.000

a. Dependent Variable: Education Service Delivery

Source: Primary Data (2026)

The results in Table 7 show that public participation in planning accounts for 30.1% of the variation in education service delivery (Adj. $R^2 = .301$, $p < 0.01$). This means that participatory planning plays a significant role in shaping how education services are delivered, although 69.9% of the variation is influenced by other factors outside this model. The regression analysis further confirms this relationship, revealing a positive and significant effect of participatory planning on education service delivery ($\beta = 0.552$; $p < 0.01$; $F = 74.577$).

4.4.2 Participatory Implementation and Education Service Delivery

Table 8 Participatory Implementation and Education Service Delivery

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.092	.171		12.213	.000
Participatory Implementation	.408	.064	.437	6.326	.000
	R=.437	R ² =.191	Adj.R ² =.186	F=40.024	.000

a. Dependent Variable: Education Service Delivery

Source: Primary Data (2026)

The results in Table 8 show that participatory implementation accounts for 18.6% of the variation in education service delivery (Adj. $R^2 = .186$, $p < 0.01$). This means that while participatory implementation plays a significant role in shaping education service delivery, the remaining 81.4% of the variation is explained by other factors not included in this model. The regression analysis further confirms this relationship, indicating a positive and significant effect of participatory implementation on education service delivery ($\beta = 0.437$; $p < 0.01$; $F = 40.024$).

4.4.3 Participatory Monitoring and Evaluation and Education Service Delivery

Table 9 Showing Participation in Monitoring and Evaluation and Education Service Delivery

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.570	208.		7.559	.000
Participatory Monitoring and Evaluation	.516	.067	.509	7.720	.000
	R=.509	R ² =.260	Adj.R ² =.255	F=59.601	.000

a. Dependent Variable: Education Service Delivery

Source: Primary Data (2026)

The results in Table 9 show that public participation in monitoring and evaluation explains 25.5% of the variation in education service delivery (Adj. $R^2 = .353$, $p < 0.01$). This means that involving communities in monitoring and evaluation plays a significant role in shaping how education services are delivered, while the remaining 74.5% of the variation is accounted for by other factors outside this model. The regression analysis further reinforces this finding, showing a positive and significant effect of participatory monitoring and evaluation on education service delivery ($\beta = 0.509$; $p < 0.01$; $F = 59.601$).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the discussion of the study's findings, followed by the conclusion, recommendations, limitations of the study, and suggestions for future research.

5.1.0 Discussion of the Study Findings

The study sought to examine the effect of participatory planning on education service delivery. The findings confirmed that participatory planning has a positive and significant effect on education service delivery. This relationship underscores the importance of involving stakeholders in the early stages of educational decision-making. Specifically, needs assessment plays a critical role in ensuring that educational priorities reflect the actual demands of communities. When stakeholders are engaged in identifying gaps in infrastructure, teaching resources, or learner support, the resulting plans are more responsive and aligned with local realities. This participatory approach reduces mismatches between policy intentions and community expectations, thereby enhancing service delivery outcomes.

Similarly, findings suggest that participatory decision making strengthens accountability and ownership in the education sector. By allowing parents, teachers, and community leaders to contribute to decisions on resource allocation, program design, and priority-setting, schools become more transparent and inclusive. This collective decision-making process not only improves trust between communities and education authorities but also fosters sustainability, as stakeholders are more likely to support and monitor initiatives they helped shape. These results are consistent with earlier studies of Kumari et al., (2024) in India who found that involving local stakeholders in planning has a positive significant effect on education service delivery. Furthermore, the findings are in line with the study by Ahmad & Said, (2023) that

also revealed that there is a significantly positive correlation between community participation and all the three indicators of quality of education.

Interpreted through the lens of stakeholder theory as advanced by Freeman (1984), the findings of this study reveal that public participatory planning in education service delivery is a collaborative ecosystem. Stakeholder theory posits that an organization's success and long-term sustainability are intrinsically tied to its relationships with all individuals or groups who can affect or are affected by its objectives. In this context, effective education service delivery is not solely the responsibility of central government or school administrators, but requires the active, decentralized involvement of parents, teachers, students, local leaders, and community members. The findings demonstrate that when community members are actively engaged in the planning phases of educational initiatives, their compliance, sense of ownership, and responsibility toward supporting schools significantly increase. Conversely, excluding the community or treating residents merely as passive service recipients rather than active stakeholders often leads to parental indifference, resistance to school policies or financial contributions, and educational service poor performance.

The findings further depict that collective needs assessment is supreme for enhancing education service delivery. This is further supported by Musyarapah & Helmiannoor, (2020) who revealed that projects designed with local input better match community needs, receive more local maintenance, and are used more effectively, improving facility quality and utility. The findings suggest that enhancing on education service delivery demands local governments to ensure that the public is involved in decision making. This will arise as a result of decentralized governance structures that establish participatory budgeting, empower community-led school committees, and create direct criticism forums for citizens to monitor education performance. Lastly, findings seem to agree with the findings of Wriston & Duchesneau, (2024) who found that authentic shared planning, shared decision-making, sustained collaboration links to higher

test scores, greater graduation rates, and improved social-emotional outcomes. These findings suggest that participatory planning through effective needs assessment and inclusive decision-making creates a framework where education services are better tailored, more accountable, and ultimately more effective. The significant statistical association observed in this study highlights participatory planning as a key driver of improved educational outcomes, consistent with the principles of stakeholder theory, which emphasizes the value of engaging diverse actors in shaping organizational performance.

5.1.2 Participatory Implementation and Education Service Delivery

The study sought to assess the effect of participatory implementation on education service delivery, and the findings revealed a positive and significant relationship between the two. This outcome is consistent with Patel & Patel (2024), who demonstrated that participatory implementation at the local level improves education service delivery by channelling additional resources to schools and enhancing transparency. Similarly, Bukenya (2020) confirmed that public participation in program implementation positively influences primary education service delivery, reinforcing the importance of community involvement in execution processes.

Viewed through Freeman's (1984) Stakeholder Theory, participatory implementation emerges as a critical driver of education service delivery, particularly through resource mobilisation and coordination. Resource mobilisation ensures that financial contributions, materials, and human capital are directed to areas of greatest need. When parents, teachers, and community committees jointly mobilise and allocate resources, waste is minimized, corruption is reduced, and spending is aligned with classroom priorities. This collective effort strengthens ownership and sustainability of educational initiatives, making schools more responsive to community demands.

Equally important, coordination highlights the necessity of synchronizing the efforts of diverse stakeholder groups. Effective participatory coordination establishes clear roles, open communication channels, and shared timelines among local leaders, parents, and school staff. The findings reveal that when communities actively coordinate school projects, education service delivery is optimized through

timely project completion, enhanced teacher support, and improved infrastructure. Conversely, weak coordination often results in logistical bottlenecks, misaligned priorities, and abandoned projects, undermining the effectiveness of service delivery.

The significance of collective resource mobilisation is further supported by Mansuri & Rao (2024), who found that community participation in implementation through fundraising, in-kind contributions, and local labour leads to measurable improvements in school infrastructure and learning materials. These improvements foster higher attendance and better learning environments, while also increasing sustainability and local ownership of interventions. Such findings highlight that participatory implementation not only strengthens accountability but also ensures that education services are tailored to local realities.

Finally, the results suggest that improving education service delivery in local governments requires communities to consistently coordinate school activities. Wriston & Duchesneau (2024) similarly observed that public coordination and sustained collaboration have a significant positive effect on education service delivery. Taken together, these findings underscore that participatory implementation through resource mobilisation and coordination remains a vital mechanism for strengthening accountability, transparency, and responsiveness in the education sector.

5.1.3 Participatory Monitoring and Evaluation and Education Service Delivery

The study further sought to establish the effect of participatory monitoring and evaluation on education service delivery. The findings confirmed that participatory monitoring and evaluation has a positive and significant effect on education service delivery. This suggests that when stakeholders are actively engaged in taking corrective action, providing feedback, and conducting appraisal, schools are better able to identify weaknesses, adjust strategies, and strengthen accountability. These participatory practices foster transparency and responsiveness, ultimately driving improvements in education service delivery. These results are consistent with earlier studies of Natif & Irechukwu, (2022) in Rwanda who revealed public monitoring and evaluation plays a key role in the performance of the strengthening

school readiness projects. This can be achieved by actively involving local communities in data collection, establishing open stakeholder review forums, using citizen-led school scorecards, and building the capacity of local school management committees to track project indicators. The findings are in line with the study by Mbogo, (2023) in Kenya that indicated that participatory monitoring and evaluation significantly influence of early childhood development education project. This results are in line with those by Mayanja, (2020) who also found out that participatory program monitoring and evaluation has a positive significant effect on the quality of programs in higher education.

Anchored through Freeman's (1984) stakeholder theory, the findings reveal that participatory monitoring and evaluation driven by taking corrective action, feedback, and appraisal serves as the vital accountability mechanism for education service delivery. Stakeholder theory maintains that long-term organizational success relies on creating robust channels for dialogue, assessment, and mutual accountability among all affected parties. In education delivery, monitoring and evaluation cannot be treated as a distant, external inspection; it demands the active involvement of local stakeholders to assess school progress and safeguard educational standards. The appraisal demonstrates that when parents, teachers, and local committees jointly evaluate teacher performance, student attendance, and project milestones, they generate a transparent and accurate picture of school status.

This collective appraisal feeds directly into the feedback loop, ensuring that community insights, grievances, and observations are openly communicated to school administrators and local authorities without bureaucratic delays. Most critically, the findings show that this collaborative oversight enables immediate corrective action, allowing stakeholders to reallocate funds, address teacher absenteeism, or repair deteriorating infrastructure on the spot. When communities actively participate in appraisal, feedback, and corrective loops, education service delivery is optimized through heightened institutional transparency, rapid problem-

solving, and sustained academic standards. Conversely, marginalizing stakeholders from the monitoring and evaluation process silences the community voice, conceals administrative failures, and leads to a systemic decline in educational quality.

The findings suggest that enhancing on education service delivery calls local governments to embrace corrective action that come from the public. This will arise as a result of establishing functional social accountability mechanisms, institutionalizing citizen-led grievance redress procedures, and empowering community oversight structures to enforce compliance with education delivery standards. The findings also suggest that enhancing education service delivery requires local governments to grip service appraisal and feedback from the public. This is supported by Kavutha et al., (2025) in Kenya who also found that public appraisal has a positive significant effect on academic performance of public secondary school students.

5.2. Conclusion

Based on the results from the study, we present the following conclusions.

The study sought to examine the effect of participatory planning on education service delivery. The study established that participatory planning has a positive and significant effect on education service delivery. The study concludes that, the involvement of local stakeholders in needs assessment ensures that the allocation of educational resources directly addresses the most urgent community priorities, such as infrastructure deficits and teacher shortages. Furthermore, embedding public consultation into institutional decision-making fosters deep community ownership, enhances local government transparency, and minimizes resource misappropriation.

Similarly, the study assessed the effect of participatory implementation on education service delivery. The findings confirm that involving the public during implementation stages yields a positive effect on service outcomes. Consequently, the researcher concludes that to optimize

education service delivery, district local governments **must** actively engage local communities in resource mobilization and service coordination.

Lastly, the study established the effect of participatory monitoring and evaluation on education service delivery. The empirical data reveal that public involvement in monitoring and evaluation has a positive and significant effect on educational services. The researcher therefore concludes that to enhance service delivery, local governments should embrace community-driven corrective actions and foster environments that welcome public feedback and performance appraisals.

5.3 Recommendations.

Based on the above conclusions, the researcher makes the following recommendations.

In order to improve education service delivery, local governments, through the District Education Officer (DEO), should institutionalize mandatory lower-local government budget conferences to capture community-led **needs assessments** on school infrastructure and teacher shortages.

District planning units should also integrate stakeholders into **decision-making** by training and empowering School Management Committees to co-author school development plans, thereby minimizing resource misappropriation and strengthening accountability.

In order to improve education service delivery, authorities should formalize frameworks for resource mobilisation by establishing matching-grant systems that encourage community contributions such as materials or labour for teachers' housing.

In addition, local government leadership should form collaborative coordination task forces comprising headteachers, village councils, and parents to jointly manage school feeding initiatives and track scholastic materials, ensuring timely delivery and deep local ownership.

Lastly, should institutionalize regular community barazas (public town halls) and citizen-led school scorecards to provide open platforms for feedback and appraisal of teachers and inspectors.

To complement this, local administrations should also enforce a strict grievance redress mechanism that obligates education officers to take immediate corrective action on issues such as teacher absenteeism or misuse of Universal Primary Education funds.

5.4. Limitations of the Study.

The research relied on structured, closed-ended questionnaires rated on a five-point Likert scale, meaning respondents could only select from predefined options. As a result, their personal insights on public participation and how it affects education service delivery weren't captured.

Additionally, the study applied a cross-sectional design that collects data at a single point in time, which limits the ability to track changes in the variables.

Data was only gathered from one district local government; broader conclusions couldn't be drawn; highlighting the need for further research across multiple local governments.

5.5. Areas of Further Research

To better understand how public participation influences education service delivery in local governments, future research should incorporate a process variable either as a mediator or moderator to clarify the mechanisms involved.

A qualitative approach is also recommended to capture deeper insights beyond numerical data. Adopting a longitudinal design will allow researchers to observe changes over time and draw stronger conclusions.

Lastly, replicating the study in other local governments would strengthen generalizability and

provide a broader view of the relationship.

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APPENDICES

Appendix I: Data Collection Letter

 **BUSITEMA UNIVERSITY**
Pursuing Excellence

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FACULTY OF MANAGEMENT SCIENCES

To: OFFICE OF CHIEF ADMINISTRATIVE
OFFICER, KIBUKU DISTRICT
LOCAL GOVERNMENT.

Date: 28th June 2026

Dear Sir/Madam,

Permitted to do the study

23/06/26

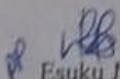
RE: CLEARANCE FOR DATA COLLECTION

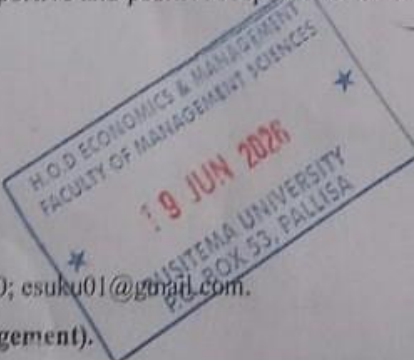
On behalf of Busitema University, Faculty of Management Sciences, please allow me extend my appreciation to your organization for the continued support and commitment to providing services to our community. The Faculty looks forward to continuously partner with your organization in pursuance of excellence of our students by exposing them to practical learning experiences.

It's a University requirement that every student must carry out research and write a report in order to satisfy the requirement for the award of a Bachelor's Degree. The purpose of this letter is therefore to humbly request you to allow our fore mentioned student, who is in 3rd year of study on a programme of Bachelors of Business Administration/Bachelor of Public Administration of Busitema University, to carry out research by way of collecting data in your esteemed organization.

We look forward to your supportive and positive response to our request above.

Yours faithfully,


Esuku Joseph
+256772181090/+256701181090; esuku01@gmail.com.
Ag. HOD (Economics & Management).



Appendix II: Questionnaire

Dear respondent,

I am a Bachelor of Public Administration and Management student at Busitema University conducting a study on public participation and education service delivery in Kibuku District Local Government as part of my degree requirements. You have been selected as a valued respondent. The study is purely academic and all information will be kept strictly confidential. Please kindly spare a few minutes to provide honest and accurate answers to the questions. Thank you for your time and cooperation.

SECTION A: BACKGROUND INFORMATION

Q1. Please indicate your gender by ticking the appropriate answer.

Male	Female
1	2

Q2. Please indicate your age brackets

18-30	31-40	41-50	51 and above
1	2	3	4

Q3. Indicate your level of education? (Please tick the highest)

Other	Primary	Secondary	Certificate	Diploma	Degree	Post graduate
1	2	3	4	5	6	7

Q4. Years spent while associated with the school(s).

Less than 2yrs	3-5yrs	6-10yrs	Over 10yrs
1	2	3	4

SECTION B:

Indicate the extent to which you agree with the following observations in local governments using a scale of 5= Strongly Agree (SA), 4= Agree (A), 3= Not Sure (NS), 2= Disagree (D) and 1= Strongly Disagree (SD)

CODE	PARTICIPATORY PLANNING	SD	D	NS	A	SA
NA	Needs Assessment	1	2	3	4	5
NA1	The community of schools is consulted about the education needs assessment of school activities					

NA2	The schools' community is involved in actual education needs assessment of school activities					
NA3	The schools' community is informed about the education needs assessment of school activities					
NA4	The community of schools is empowered to conduct education needs assessment of school activities					
NA5	The community of schools involved in identifying problems of the school program					
DM	Decision Making	1	2	3	4	5
DM1	The community work together with officials to make decisions of schools					
DM2	The community of schools has a clear idea of making decisions for the school program					
DM3	The schools' community generates ideas for the school program					
DM4	The community of schools is involved from the beginning rather after decisions are made					
DM5	The community of schools participates in organizing ideas into goals for the of the school program					
CODE	PARTICIPATORY IMPLEMENTATION	SD	D	NS	A	SA
RM	Resource Mobilization	1	2	3	4	5
RM1	The community usually pull funds to support school activities					
RM2	The community is informed about the resource mobilization for the school activities					
RM3	There's voluntary contribution by the community members to support school programs					
RM4	The community is consulted about the resource mobilization for the school activities					
RM5	The schools' community is empowered in the resource mobilization for the school activities					
C	Co-ordination	1	2	3	4	5

C1	School tasks and responsibilities are coordinated effectively among stakeholders					
C2	There was minimal duplication of effort between community groups and education officials during implementation					
C3	Regular coordination meetings take place between school staff, local officials, and community representatives.					
C4	Resources are allocated through coordinated processes involving community members					
CODE		SD	D	NS	A	SA
	PARTICIPATORY MONITORING AND EVALUATION	1	2	3	4	5
TCA	Taking Corrective Action					
TCA1	The community is consulted on the corrective action to be taken for the school activities.					
TCA2	The community of schools is informed about the corrective action to be taken for the school activities					
TCA3	The community is involved in actual corrective action for the school activities					
TCA4	The community is empowered in taking the corrective action for the school activities					
FB	Feedback	1	2	3	4	5
FB1	The general public is always consulted to give feedback on the schools' programs and policies					
FB2	Community feedback influences changes in school program, practices or policies.					
FB3	The community has established mechanisms to report issues related to education					
FB4	Feedback from the public was responded to in a timely manner					
FB5	Regular community meetings are held to discuss and evaluate education service issues					

A	Appraisal	1	2	3	4	5
A1	Residents are involved in evaluating the effectiveness of education programs and policies					
A2	All projects/programs done at the school are appraised by the community members/representatives.					
A3	Issues raised by the community during appraisal are taken seriously and addressed promptly					
CODE		SD	D	N	A	SA
ED	EDUCATION SERVICE DELIVERY	1	2	3	4	5
ED1	Schools have good classrooms for better learning environment to pupils					
ED2	The school has enough classrooms for the pupils					
ED3	The number of pupils per teacher is low					
ED4	School's education services are easily accessed					
ED5	The school provides enough reading materials such as textbooks to pupils					
ED6	The school provides adequate time for children to learn					
ED7	Teachers are always in class to teach pupils					
ED8	The school provides clean water to pupils					
ED9	The school provides food to pupils					
ED10	The schools have good toilets/latrines for pupils					
ED11	Our students perform well in the national exams					
ED12	High percentage of students pass exams as compared to those who fail					
ED13	Students don't walk for long distances to access the nearby schools					
ED14	All schools have enough toilets/latrines for students					

Thank you.

Appendix III: Work plan 2025-2026

ACTIVITY	Time it will be done
Identifying the Research Problem	August
Creating the Background and Problem Statement	September - November
Developing the Research Proposal	December - February
Obtaining Approval and Submitting the Research Proposal	March-April
Collecting and Analyzing Data	May
Compiling the Final Research Report	June
Approval and Submitting Research Report	End of June

Appendix IV: Research Budget

ITEM	QUANTITY
Stationary	35,000
Typing of research work	50,000
Printing and photocopying	170,000
Data (Internet)	120,000
Travelling	90,000
Binding (spiral & hard cover)	65,000
Miscellaneous	90,000
Grand total	620,000

CHEMONGI HAMIDU

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Top Sources

- 15% 65 Internet sources
- 7% 30 Publications
- 15% 5 Submitted works (Student Papers)

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