



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

BY

CHEMONGI HAMIDU

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**A RESEARCH REPORT SUBMITTED TO FACULTY OF MANAGEMENT
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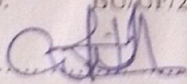
JUNE, 2026

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.

Student Name: CHEMONGI HAMIDU

Registration No: BU/UP/2023/3747

Signature 

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

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