UGANDA MANAGEMENT INSTITUTE

PUBLIC PARTICIPATION AND PRIMARY EDUCATION SERVICE DELIVERY IN BUGAMBE SUB COUNTY, HOIMA DISTRICT

BY

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A DISSERTATION SUBMITTED TO SCHOOL OF MANAGEMENT SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER'S OF MANAGEMENT STUDIES (PUBLIC ADMINISTRATION AND MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE

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DECLARATION

I, **Aminah Bukenya**, hereby declare that this dissertation entitled "*Public Participation and Primary Education Service Delivery: A Case of Selected Primary Schools in Bugambe Sub County, Hoima District*" is my original work and it has not been submitted to any other institution for any award.

Signature…………….…………………

Date………………………………………..

APPROVAL

This piece of work has been submitted under our supervision, guidance and our approval as Uganda Management Institute's supervisors.

Signed……………………………………….Date………………………………

SUPERVISORS

Signature………………………………   Date………………………

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Signature………………………………   Date………………………

Mr. Robert Mugabe

DEDICATION

This dissertation is dedicated to my Mr & Mrs Bukenya, Dr. Lwanga Yasin and my children, Shanaya, Sharlene and Shaheed.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

CVI   : Content Validity Index

CVT   : Civic Voluntarism Theory

DEO   : District Education Officer

DIS   : District Inspector of Schools

EO   : Education Officer

FAO   : Food and Agriculture Organization

HDLG   : Hoima District Local Government

LGA   : Local Government Act

NA   : Needs assessment

PDP   : Participatory Development Program

SAQs   : Self-administered questionnaires

SPSS   : Special Package for Social Scientists

UNDP   : United Nations Development Programme

UNEP   : United Nations Environment Programme

USAID   : United States Agency for International Development

ABSTRACT

The purpose of this study was to assess how public participation affected primary education service delivery in Bugambe Sub County. The objectives of the study were to find out the effect of public participation in program planning on primary education service delivery in selected primary schools in Bugambe Sub county, to examine the effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County and to assess the effect of public participation in program monitoring on primary education service delivery in selected primary schools in Bugambe Sub County. A cross sectional study design was adopted in this study where both qualitative and quantitative approaches were used for data collection and data analysis. The sample was 181 respondents but the study managed to get 158 respondents with a response rate of 89%. The simple random method was used to select teachers and school community members while purposive sampling was used to select headteachers, DEO, DIS and EO. For quantitative data, descriptive statistics (percentages and frequencies) were employed to establish the views of respondents on background information and each of the variables in this study while inferential statistics (correlation, coefficient of determination and regression) were used to test the hypothesis. Content analysis was used to analyze qualitative data. Findings revealed a positive weak effect (10.4%) of public participation in program planning on primary education service delivery. There was a weak positive effect (9.7%) of public participation in program implementation on primary education service delivery. There was a weak positive effect (11.4%) of public participation in program monitoring on primary education service delivery. It was concluded that one dimension of public participation in planning (that is participation in decision-making) significantly affected primary education service delivery while participation in problem identification did not. In addition, only one dimension of public participation in implementation (that is participation in resource mobilization) significantly affected primary education service delivery while participation in needs assessment did not. Lastly, the two dimensions public participation in monitoring and evaluation (that is participation in quality assurance and participation in taking corrective action) significantly affected primary education service delivery but participation in quality assurance had a larger effect. It was concluded that public participation significantly affected primary education service delivery in Bugambe Sub County.

INTRODUCTION

1.1 Introduction

Public service operates in the heart of people's basic human needs (Serban, 2002). This implies that in planning for improvement and expansion of public service, the community should be consulted. Thus, this study was about public participation and primary education service delivery in Bugambe sub county, Hoima District. In this study, public participation was conceived as independent variable and education service delivery as dependent variable. Public participation was measured in terms of participation in program planning, participation in program implementation and participation in program monitoring. On the hand, primary education public service delivery was measured in terms of timeliness, quality, quantity and responsiveness in education service delivery. Chapter one presents the study background, problem statement, general objective, specific objectives, research questions, hypotheses, conceptual framework, significance of the study, justification of the study, as well as operational definitions.

1.2 Background of the study

1.2.1 Historical background

The problem of poor service delivery has been a major concern to policy makers and implementers all over the world (Cullen, 2006)s. Most developing countries' school systems have persistently failed to deliver quality primary education to children, which have resulted into approximately 100 million primary age children have either failed enter or complete primary school (Cullen, 2006). In the 1970s and 1980s, majority policy makers became concerned with education service delivery in developing countries. While there were impressive gains in enrolment in several parts across the world, the Sub Saharan African region inclusive, poor education service delivery led to the awareness that several children

completed school without the expected benefits. Increasing concern with the quality of education was intensely echoed in the protocols of World Conference on Education for All in Jomtien, Thailand in 1990 as well as the World Education Forum which took place in Daker, Senegal in 2000. In South Africa, a durable legacy from the past has been low education quality (Van der Berg, Taylor, Gustafsson, Spaull & Armstrong, 2011). This poor quality of services has become a source of widespread dissatisfaction.

Because of the concerns highlighted in the previous paragraph, public participation has been generally considered a core value in enhancing education service delivery (Cullen, 2006; Area Development Management Limited, 2006). The importance of public participation in education service delivery has for long time been recognized. Aristotle noted that public participation was vital for the fulfillment and development of the human personality for better education service delivery (Kenny, 2007).

According to Rahnema (cited in Mohammad, 2010), the roots of public participation ideology can be drawn to third world development. Considering the failure to achieve public education institutions' objectives leading poor education service delivery during 1950s and 1960s, calls by field activists and social workers became increasingly high, targeting to enhance implementation of public education institutions' objectives. The assumptions for the concerns about poor education service delivery were then that local populations were at the peripheral of education decision making process and as such the population did not own up the implementation of education activities as it would have if it participated in such decision-making. Hence, participation as a mechanism to enable the achievement of intended education objectives through inclusion (empowerment) was proposed.

The idea of public participation in government education activities has gained momentum to improve education service delivery (Mohammad, 2010). Modern scholars involved in education development have been advocating for people's participation in public education activity implementation because they believe public education objectives many not be attained if people do not meaningfully get involved in the decision-making and implementation of education activities (Mohammad, 2010). According to Simonovic and Akter (2006), decision making in education ought to consider various stakeholders as well as shades of opinions if decision outcomes of education are to uphold a high quality.

The roots in advancing governance directing countries to embrace "participatory democracy" the world over have increased pressure for public participation in education activities (Wight & Grindle, 2007). The increased pressure towards public participation is coming both from international agencies and citizens. For the later, the reason is that the citizens have realized the need to be part of decisions affecting their lives (Smith, 2003). Mohammad (2010) stated that the decentralization is a widely adopted technique to ensure that people participate in local development and the most appropriate institutions are the Local Government bodies that can offer a wide range of people's participation at the community level.

One of the advantages of public participation is a public that is better education. In addition to leaning about the subject matter, participants also learn the way and why governments make their decisions (Creighton, 2005: Creighton, 2005; Plummer: 2000). The community is an important part of the governance process; significantly, the community affects the decisions of the government aimed at the community. This influence informs the public administrators of their role towards the community, which helps to improve the standard of service delivery in local communities. It continually puts the government into check on how they should handle communal affairs (Plummer: 2000).

Thus, because of such benefits, many developing countries, African countries such Senegal, Malawi, Tanzania, Mozambique, Zimbabwe, Cote d'Ivoire, Ghana and Uganda, were pressured around the 1980s by aid agencies to adopt administrative decentralization reforms and programmes (Cohen & Peterson, 2009). One of the aims was to enhance the local communities to participate education development programmes to improve education service delivery.

One of the education reforms gaining momentum in Africa Public has been participation through the decentralization of government (Winkler Gershberg, 2003). With the purpose of enhancing more efficiency and accountability in education service delivery, several African countries have been embracing elected local governments where they have transferred to them more responsibilities and resources (Hanson, 2007). The education sector has not been exempted from being rocked by the same winds of change. Because of the increasing decline education service delivery that has resulted into decade of declining access to schooling, countries in Africa are empowering schools and communities to manage education service delivery. Public participation through decentralization of education in Africa spans a cross a range of limited deconcentration of systems from the central offices of Ministry of Education to regional offices and communities, managing and financing their own schools (Welsh & McGinn, 2008). A few countries in Africa have decentralized the delivery of education to regional and local governments as well as community boards. However, the most successful and common devolution has resulted from the community where local community members manage and finance their own schools, but not from government policy (Winkler Gershberg, 2003). This has a result of the community response to inadequate access to schooling for children arising from the failure of government to provide the most basic services. However, this form of public participation in education activities is usually associated with inequitable

because access to education services is weaker in the poorest people but also an indicator of the commitment people has to education and a indicator that poor illiterate citizens can also manage schools (Winkler, 2003).

In Uganda, promotion of communality participation in primary education through decentralization to enhance primary education service delivery is not totally new. Efforts to increase people participation can be traced way back in 1966 four years after independence with the abolition of regional governments, particularly in form of chiefdoms and monarchies (Mushemeza, 2003). A legal framework to re-decentralize based on regional governments was proposed during Uganda's post independence constitution although it never kick-started. In the early 1980s, the present Ugandan Government while still a guerilla force named the National Resistance Army (NRA) administered some decentralization such increased public participation in primary education for better primary education service delivery in the areas under its control. In 1986, when it came to power and from NRA to National Resistance (NRM) Movement government, it adopted country-wide decentralization among other policies with support from multinational donor agencies like the United Nations Development Program (UNDP) and the World Bank to promote public participation in primary education for better primary education service delivery. According to Kayuza (2013), the supporting Local Government Act (LGA) and the Ugandan Constitution provide for the structures and system of people's participation in the development process of a country. The Participatory Development Program (PDP) is a deliberate effort of the government to build mutual trust and hence, the willingness of Local Authorities such as Bugambe Sub County local officials through Hoima District Local Government, to respect and provide response to the decisions taken and identification of needs through citizen's participation process (Kayuza, 2013). Bugambe Sub County is situated within Hoima District Local Government, which is among districts in Uganda that

have undergone the administrative decentralization reforms to increase public participation in the district local government' activities to enhance education service delivery.

1.2.2 Theoretical background

This study was guided by the ladder of participation theory (Arnstein, 1960). According to Arnstein (1960) "there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process" (Burns, Hambleton and Hoggett, 2004, p. 156). Arnstein's contention point is the stakeholder on the receiving end of programs or projects. She highlights the difference between "stakeholder power" at the top (such as partnership and delegated power, stakeholder control), "tokenism" in the middle (such as placation, informing and consultation) and non-participation at the bottom (including manipulation and therapy). Arnstein's work is important to this study because in her theoretical explanation, she clearly recognized various participation levels from therapy or manipulation of stakeholders through to consultation as well as genuine participation (Dewachter, 2007). Thus, as applied in the context of this study, it is argued low levels public participation may be explanatory to the poor public education service delivery. This is because Arnstein argued that at the low level participation, the outcome participation is likely not be effectively achieved while at the high level participation is high, the outcome participation is likely to be effectively achieved (Strömblad & Bengtsson, 2015). Like any other academic work, Arnstein's framework has not been exempted from limitations. Some critics have argued that each of the steps of Arnstein's framework represents a very broad category which can linked to a wide range of experiences (Rosenstone & Hansen, 2012; Green & Gerber, 2001). For instance, at the level of "informing", there may be major variations in the quality and type of information flow. In reality therefore, participation levels may reflex a more multifaceted scale than a simple series of steps.

Thus, this study adopted the Civic Voluntarism Theory (CVT) to explain how public participation affected service delivery. The CVT was first known as the resources with its origin in the works of Verba and Nie in 1972 (Verba, Schlozman & Brady, 2005). The CVT is anchored on a socio-economic model of participation, which emphasizes three factors to account for participation. The assumptions of the CVT are that low public participation may be due to lack resources as one of the explanatory factors. The second factor is that it may be because the people lack psychological engagement in activities. The third factor it that it may be because people are outside the recruitment community networks which bring people into are outside the recruitment community networks that enable people to participate in activities. Thus, a lack of one of these factors or all will contribute low public participation in any activity.

The resources aspect is defined in terms of time, money and civic skills. Verba et al., (2005) conceptualize resources widely, not limited to human and educational resources, but time resources as well. They explained that low public participation may be because some people have limited time to participate in the education activities because they are so busy with non-education activities. Generally, the individual's social status - the education, job and income - will determine the extent of the individual participation in education activities: the better the people are educated, more they are affluent and the more they are in middle to high class, the more likely they will get involved (Verba et at., 2005; Brady, Verba & Schlozman, 2005; Parry et al., 2002).

The psychological engagement aspect focuses principally on the individuals' sense of efficacy (usefulness) in participation. According to Verba et al. (2005), citizens' sense of

efficacy is important because are more willing to participate in any activity if they feel their opinions and actions as are recognized as useful in influencing the outcome of decisions.

The recruitment networks aspect is focuses on the extent to which people receive requests for participation in any activity. Individuals may receive such request for participation from friends, relatives or acquaintances at work, in church, in the community or in organization. Verba et al., (2005) emphasizes the necessity of mobilization. They explained that people may fail to participate even when they have resources. For example, people may have a lot of free time and possess a singnificant sense of have plenty of efficacy (in other words, they are resource reach) but fail to participate if they are not networked or mobilized. This is because they may not be aware of how important their involvement is, or nobody has drawn their attention. Being called upon to get involved by other people is a vital facilitator for individual participation.

This Civic Voluntarism Theory is relevant to this study because it highlights that if community members lack the resources to participate, or feel their participation is not valued or are not linked to the network of people to convince them to participate, then they will not participate and this will compromise the public education service delivery. Put in the context of the study, it emphasizes that if the Hoima district community have the resources for participating in the district's education activities or a sense of efficacy (usefulness) in participation in the district's education activities or are mobilized into participating in the district's education activities, then education service delivery in the district will be better. On the contrary, if one aspect is lacking or all of the three aspects are lacking, public education service delivery in the district will be poor. On the other hand, Civic Voluntarism Theory has its own weaknesses and have been discussed in chapter two section 2.2 where the theory is discussed in detail.

1.2.3 Conceptual background

It was conceptualized in this study that more and relevant public participation would contribute to better primary education service delivery. On the other hand, less and irrelevant public participation would contribute to poor primary education service delivery. Public participation is a rich concept which varies with its definition and application (Simon-Vandenbergen, 2007; Lotz-Sisitka & O'Donoghue, 2008; Fraser et al., 2006). In this study, the applicable definition was adopted from Ribot (2007) who defined public participation as that ability for communities to participate in program execution and having control or powers over the program which affect the entire community. On the other hand, education service delivery may be defined in terms of timeliness and responsiveness of the education services offered by government entities (Hernon & Nitecki, 2001; Yong, 2000; Hernon & Nitecki, 2001; Bebko, 2000). Zeithaml, Parasuraman and Berry (2000) defines education service delivery as the provision of education services by governments or an organization or a group of individuals and ensuring that they reach those places and people to which they are intended. In this study, it will be measured in terms of number of quality of education service delivery, timeliness of education service delivery and quantity of education service delivery. The assumption of this study was that poor public participation in program planning, community program implementation and program monitoring would contribute to poor timeliness, quality, quantity and responsiveness of education services. On the other hand, better public participation in program planning, community program implementation and program monitoring would contribute to better timeliness, quality, quantity and responsiveness of education services.

1.2.4 Contextual background

This study was conducted in Bugambe Sub County in Hoima district in western Uganda. The sub county has four parishes and 70 villages. In Bugambe Sub County, the PDP is supposed

to enhance the community's participation in local education government programs to improve primary education service delivery. It is guided by the principles of awareness and knowledge of the Government education policies as well as priorities by citizens, self reliance, inclusiveness, transparency, openness, as well as downward and upward accountability. The program is structured to strengthen education institutions and Local Government to enhance decentralization to the grassroots. It is implemented by Local Governments and Ministry of Local Government with support from UNDP, Uganda.

Because of the PDP, there has been improvement in primary education service delivery indicators in Bugambe Sub County with 7 primary schools with an estimated enrolment rate of 3,920, classroom-pupil ratio at 1:57 with 4 schools without a complete and single permanent classroom (Advocates Coalition for Development and Environment, 2016). Despite the improved statistics, the education sector in Bugambe Sub County continues to encounter several educational challenges including high absenteeism levels, high dropout, inadequate facilities and limited parents and community participation (Advocates Coalition for Development and Environment, 2016).

On the other hand, there has been passive citizens' participation in education decision making in Bugambe Sub County on development matters that affect their children (Kayuza, 2013). This is based on the perceived or real failure of local authorities to deliver the education services as expected in Bugambe Sub County. Generally, the involvement of people in education activities has been described as one-time consultations. This has been the case where education officials engage the community once in a long period and especially when there is problem affecting education service delivery. Usually this kind of involvement of the local community in education activities can be described as passive and manipulative but not genuine because it only enables the local authorities to exercise their

rights to be heard. The public participation is supply focused and thus not inclusive. This is because the elite dominate the decision-making while the local community are either consulted about the problem or informed about decisions arrived at others who consider themselves experts. Furthermore, these public participations are hindered by negative attitudes and mistrust from both the communities themselves and the upstream technocrats. Because of the mistrust the local community members are not allowed to the people to influence policy marking in Local Governments. Therefore, the needs of people are not identified accurately to inform education policy decision making processes which results into situations of resentment as well as demonstrations due to development decisions made by local authorities (Kayuza, 2013). This often calls for costly and tireless interventions to solicit people's support of education decisions that are already taken. In most cases, the education decisions are reversed painfully. It is against this background that interests aroused to investigate public participation and education service delivery in Bugambe Sub County in Hoima district local government.

1.3   Problem Statement

Public participation in education is seen as a way of improving education service delivery through increased resources mobilization, improved schools' accountability to communities that they serve, ensuring a more cost effective utilization of resources and, importantly, be responsive to local needs (Pauline, 2003). Efforts to promote public participation in education programs in Uganda local governments have taken the form policy frameworks as well as the development of implementation modalities such as the enactment of the Local Council Statute of 1993, a mechanism of increasing citizen's participation. Bugambe Sub County is under Hoima District Local Government (HDLG), which is mandated to provide and deliver quality education services efficiently. The government of Uganda through decentralization, Participatory Development Program (PDP) and UNDP has tried to improve

public participation in Hoima District Local Government's education programs to enhance education service delivery (Kayuza, 2013). The decentralized education system in District Local Government is supposed to offer opportunities for increased beneficiaries' involvement in the direct decision making process in education services prioritization, quality, cost and preferences (Kayuza, 2013). This is attributed to the fact that, Hoima District Local Government is more acquainted to the beneficiaries' requirements, responsive to new developments and is in contact with communities in Bugambe Sub County. Devolution and delegation of power to Hoima District Local Government was expected to encourage more public participation in education decision making and to hold education policy makers accountable for the quality of education service provided.

Despite improvement in some education service areas such as enrolment rate of 3,920, classroom-pupil ratio at 1:57 (Advocates Coalition for Development and Environment, 2016) in Bugambe Sub County, primary schools still faced with numerous challenges including high dropout at 10.1% and high levels of absenteeism at 22.6% (Kayuza, 2013). Thus, poor primary education service delivery implies the value obtained from the public funds is not worthy and in addition, such service delivery negatively affects the image of the primary schools, local government and the central government. Therefore, this study was carried out to access how local public participation in the development activities affected primary education service delivery in Bugambe Sub County in Hoima District Local Government. This owed to the important connections between public participation and the key goals of allocative efficiency, technical efficiency, quality of service and improved mechanisms of accountability.

1.4   Purpose of the study

The purpose of the study was to assess how public participation affects primary education service delivery in Bugambe Sub County.

1.5   Objectives of the Study

The study was guided by the following objectives:

1. To establish the effect of public participation in program planning on primary education service delivery in selected primary schools in Bugambe Sub County.

2. To examine the effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County.

3. To assess the effect of public participation in program monitoring on primary education service delivery in selected primary schools in Bugambe Sub County.

1.6   Research Questions

The following research questions were answered:

1. What has been the effect of public participation in program planning on primary education service delivery in selected primary schools in Bugambe Sub County?

2. What has been the effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County?

3. What has been the effect of public participation in program monitoring on primary education service delivery in selected primary schools in Bugambe Sub County?

1.7   Hypotheses

The following null hypothesis (H_o) and alternative hypothesis (H_1) were tested:

H_o: Public participation in program planning has no significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County.

H_o: There is no significant positive effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County

H$_o$: Public participation in program monitoring has no significant positive effect on primary

education service delivery in selected primary schools in Bugambe Sub County

1.8   Conceptual Framework

The conceptual framework shows the relationship between public participation and primary

education service delivery.
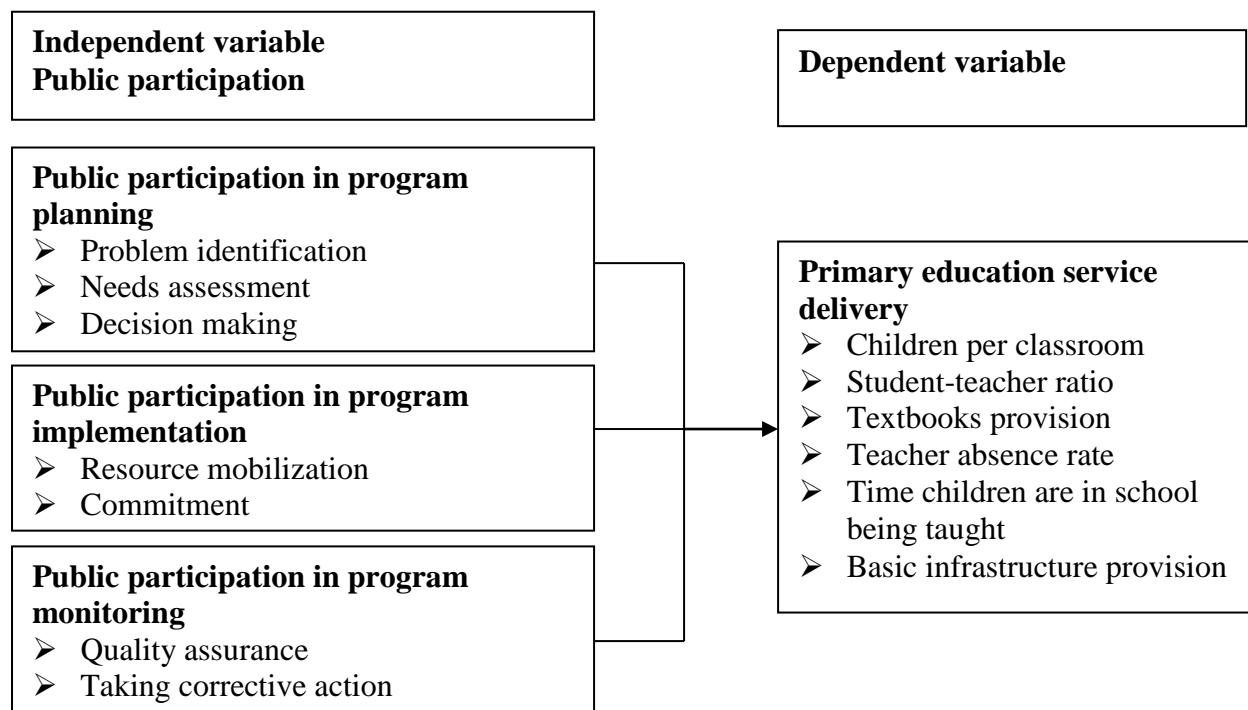
Figure 1.1: Relationship between public participation and primary education service delivery
Source: Based on Verba et al. (2005) Civic Voluntarism Theory (CVT)

The conceptual framework illustrates the effect of public participation (the independent

variable) on primary education service delivery (the dependent variable). It was

conceptualized that public participation has the following dimensions: public participation in

program planning, public participation in program implementation and public participation

in program monitoring. On the other hand, primary education service delivery has the

following dimensions: children per classroom, student-teacher ratio, textbooks provision,

teacher absence rate, time children are in school being taught and basic infrastructure

provision).

The Civic Voluntarism Theory (CVT) is used to explain how public participation affects education service delivery as depicted in the conceptual framework. According to the theory, members of the public have the resources for participating in the district's education activities or a sense of efficacy (usefulness) in participation in the district's education activities or are mobilized into participating in the district's education activities, then education service delivery in the district will be better. Thus, the conceptual framework shows that lack of or less public participation would contribute to poor education service delivery while more public participation would contribute to better education service delivery as shown in the following scholarly work. Embracing participatory planning has a significant positive impact on education service delivery because it makes sure that the intervention has more credibility in all community segments sine it will have been planned by a group that represents all community segments (Liffman, 2002). In addition, during education program implementation, reflecting the choices and decisions for the whole community can lead to improved education service delivery (Morgan, 2003). Lastly, FAO (2007) asserted that community participatory monitoring is not only aimed at measuring the program's effectiveness but also towards taking corrective action and building ownership to enhance outcomes and performance.

1.9   Significance of the Study

Study findings may be helpful to policymakers in institutions in Uganda. This is because the findings may be used to formulate education policies that may be implemented to improve the public participation in education activities for better service delivery. Study findings may be helpful to institutions in Uganda. This is because the findings may help the institutions understand how public participation affects their primary education service delivery and thus help them improve the public participation in terms of providing value-for-money services.

It is expected that the study findings may also suggest other areas that may need further research by the academicians who like to explore more about public participation. Findings may help the academicians enrich their knowledge about the effect of public participation on primary education service delivery, which knowledge may be used in their various professions.

1.10   Justification

Critical analysis of literature on public participation suggests that it paves way for organizations to be responsive to community needs and better service delivery (Mansuri & Rao, 2003). Community participation offers information about its preferences and obtains information which can influence its best choice. Both kinds of information may lead to better service delivery by organizations serving the community.

This study was also justified on the ground that if primary education service delivery in Bugambe Sub County remained poor, it may have negative consequences to the central government, district local authority and the beneficiaries of the education services in the district. For example, wastage of resources (for example, financial, human and time) may continue yet these resources could be invested in other development activities. In addition, if the children do not get the best education, they may end a problem to the local community because they may fail to get employment and turn to theft and drunkenness. Hence, this study is required to come with solutions that may prevent such negative consequences.

1.11   Scope of the Study

1.11.1 Geographical scope

The study was conducted in ten private and government primary schools in Bugambe Sub County in Hoima District. Hoima District is situated in Western Uganda. It is bordered by

Masindi District to the northeast, Buliisa District to the north, Kyankwanzi District to the east, Ntoroko District to the southwest, Kibaale District to the south as well as the Democratic Republic of Congo across Lake Albert to the west.

1.11.2 Content scope

The study covered the underlying key issues concerning public participation and primary education service delivery. Specific emphasis on public participation was put on public participation in program planning of programs, public participation in program implementation and public participation in program monitoring while primary education service delivery was restricted to timeliness in service delivery, quality, quantity and responsiveness of service delivery.

1.11.3 Time scope

The study utilized data for 5 years from 2011-2016. This is because complaints about public participation and poor primary education service delivery had been registered in this period. This period was enough to be able to give empirical evidence of the effects of public participation and success of programs.

1.12 Operational Definitions

Implementation: Will refer to the process of execution, practice of a plan or any deight that is aimed at doing something (Klein et al., 2012).

Monitoring: Referred to the continuous tracking of major elements of program success by way of record keeping, regular surveillance and reporting systems as well as surveys and observation (World Bank, 2007).

Planning: Referred to the process of stating how to complete school activities within a certain timeframe, usually with defined stages, and with designated resources (Barnes, 2007).

Public participation: This refers to the process whereby an organization consults and involves the interested or affected individuals as well as government entities before decision making (Simon-Vandenbergen, 2007)

Public: Referred to ordinary people in general - the community residing in Bugambe Sub County and who served by primary schools found in this sub county (Pauline, 2003).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Doing a careful and thorough review of literature is essential when writing about research. This is because it helps to create a rapport with audience to the research and to sharpen the research focus including identification of the research gap in the current study. Thus, in this chapter, literature related to the study was reviewed. The chapter provides knowledge with which the research made observations, identifying gaps that needed to be filled and learned lessons. The introduction is followed by theoretical review to give a backbone to the chapter. This is followed by the actual literature review comprising of the subsections of how public participation planning, implementation and monitoring affects service delivery.

2.2 Theoretical Review

Theories can be used as point of reference to distinguish the amount and kinds of participation including their outcome. This study adopted the Civic Voluntarism Theory (CVT) to explain how public participation contributes to service delivery. In the CVT, resources are paramount in influencing individual participation in activities to enhance service delivery, although the individuals' psychological attitudes and mobilization are also recognized as key players in explaining participation as well. Resources are the overriding factors in explaining participation though the attitudes are also important (Verba et al., 2015). First, even when people have a positive psychological attitude such as willing to participate but not have participatory resources will less likely participate in the activity and therefore will have difficult in improving service delivery (Dewachter, 2007). These resources include money, time and individual skills: those who have more available time, higher incomes and the required skills will more participate in activities to improve service delivery compared to those who do not have. However, the researcher of this study did not

agree with the argument that resources are the overriding factors determining an individual's participation an activity to improve service delivery. This is because an individual may have the resources (the time, money and the skills) but so long as the individuals is not willing to participate due to lack of interest or if people are not invited/mobilized to do so, they will not. Thus, it was argued in this study that all the three factors were more or less equally important to determine the quality of public participation that would education service delivery.

Second, psychological engagement is a factor that increases an individual's participation (Strömblad & Bengtsson, 2015). Verba et al. (2015) argued that people who are more interested in the activities that take place around them and more endowed with knowledge about the same activities have a higher chance of taking an active role in participating to improve service delivery. Apart from having interest in and knowledge about the activities, people's participation will be higher if they have greater psychological attachment to the activities. Thus, taking into consideration the two major factors so far reviewed, the idea the CVT puts forward is that people who feel that they have the necessary resources (that is are personally qualified/skilled to participate in activities and have more money and time to invest in the activities) and those who are more psychologically engaged (that is they have a great attachment to the activities) are more likely to involved in the activities, compared with those who feel limited resources or are less attached to the activities (Strömblad & Bengtsson, 2015).

The third factor determining an individual's degree of participation in an activity is recruitment community networks. Verba et al. (2015) argued that under their CVT argued that people do not simply choose to participate on their own but dependent to their recruitment community networks associated with the activities executed to improve service

delivery. The argument is the more an individual is social networked with people involved in an activity intended to improve service delivery whether networking is at either home, workplace, religious gathering or any other social gathering, the chances of such a person being invited/mobilized to participate in the said activity are higher compared to another person with limited social network (Rosenstone & Hansen, 2012; Green & Gerber, 2001).

The application of the CVT has been in several research works that have sought to explain why people in certain settings have low public participation levels compared to others in different institutions and cultural settings. Some the findings of these research works have emphasized the distinction between individual and group resources in promoting public participation in activities trying to address problems that affect the community. One clear issue that comes out of the findings is the bondage that develops in groups where by the groups bound together by ideological ties are able to overcome the lack of individual resources of their members and this promotes the participation of their members in activities. The theory has been widely quoted and emphasized, and it is probably the most important theory of participation in the literature today.

However, like most other theories, CVT has its own limitations. One of the limitations of CVT is that it uses the socioeconomic status in predicting of participation of the local community and determining the civic values of the people from the local community. Various authors have concluded from their studies that people who usually participate in an activity are generally higher-status individuals compared to non-participants. For example, Verba et al. (2015) in their study established that in the category of active participants, there were more while and in the category of in-active participants, there were fewer individuals of high-status. However, the reality is that there are societies such as in the developed countries with more middle class and better educated people who still find it difficult to

participate in activity for some reason such as having no time to do so. Even here in Uganda, more wealth and educated people are found in the capital city but still some fail to participate in an activity for one reason or another. This is a paradox of using socioeconomic status as an important determinant of participation.

Another limitation of the CVT is explained by verba et al (2015). They write:

> *The socioeconomic status explanation is weak in its theoretical underpinnings. It fails to provide a coherent rationale for the connection between the explanatory socioeconomic variables and participation. Numerous intervening factors are invoked - resources, norms, stake in the outcome, psychological involvement, greater opportunities, favorable legal status and so forth. However, there is no clear specified mechanism linking socioeconomic statuses to activity (Verbal et al, 2015).*

They go further to argue that according to the CVT, people who have more resources are will participate in activity more than those with fewer resources. For example, the people who are rich and have plenty of time according to CVT are more likely to contribute money to an activity and have time to participate in such an activity. Yet this is not true because in many cases because individuals who rich and have plenty of leisure time would rather go for vacationing, playing sports or watching television instead participating in certain activities. Thus, based on these arguments, other theories are considered in this study and are reviewed in the following sub-sections.

2.3   Public Participation in Program Planning and Service Delivery

2.3.1   Problem identification and primary education service delivery

Problem identification helps in determining where the constraints in service delivery occur, when the constraints occur, how the constraints occur, and why the constraints occur (Barnes, 2007). The purpose of problem identification to understand the constraints in service delivery and factors causing constraints in service delivery so that effective interventions are develop to reduce or eliminate the problem and to design evaluation mechanisms to measure changes in problem severity and to manage influences. By involving

the community to identify their problems, it helps the school managers to design the approaches that are best suiting the community's needs (Berkowitz, 2012).

2.3.2   Needs assessment and primary education service delivery

Needs assessment is a precise procedure to get an exact, exhaustive picture of a system's qualities and shortcomings, with a specific end goal to enhance it and address existing and future challenges (Edwards & Gaventa, 2001). A community needs assessment appraisal distinguishes assets accessible and qualities in the group to address the issues of youth, kids and families. The assessment concentrates on the community's abilities as well as its subjects/citizens, societies, and organizations. It provides a system to identifying and creating services and solutions as well as building communities which help and sustain children together with families. A community assessment can be restricted to an arrangement of statistic data from enumeration records, consequences of reviews led by others as well as causal criticism from group accomplices (Giele, Stone & Vaugeois, 2006). Assessments can be extended to integrate concentration bunch discourses, interviews with partners, town gatherings, mail or phone studies to the community and partnership members.

Needs assessment (NA) are carried out to to ensure that the genuine needs of groups are tended to by the education programmes (Liffman, 2002). It involves research and methodical meeting with group partners and school recipients before the instruction program is outlined and actualized. NA distinguishes problems and needs and involves the people who are meant to benefit from the education program. Potential issues can be distinguished early and a good NA will gauge responses, inclinations and needs before any ultimate conclusions are made. NA must consolidate getting the actualities and also the suppositions of a representative sample of must consolidate getting the actualities and also the suppositions of an agent test of recipients and different partners to guarantee that their worries are heard and incorporated

into the education program and policy formulation. As indicated by Edwards and Gaventa (2001), the principle reasons for a NA are to:

- Provide decision-makers and communities with actualities and information to enable them to settle on rectify choices;

- Undertake precise listening, which "offers voice" to poor and other difficult to-achieve recipients/beneficiaries;

- Obtain feedback on preferences and priorities with the goal that government can plan to utilize limited resources in the most ideal way. The community assumes a major part in establishing their needs.

2.3.3 Decision making and primary education service delivery

Decision making in communities is a procedure of engaging and empowering communities to identify their requirements, design activity, oversee and manage school activities and assess the consequences of their activities (Burtler, 2007). Community decision-making is inherent to community development. School community members make their own choices; they choose how much outside help they need. A community may be geographically based, for example, an area, city, or country town, a system of connections based around a typical character, for example, ethnicity, or intrigue, for example, game or music. For a group to take control of its own improvement, a gathering of individuals must be set up to cooperate to seek after their objectives (Chatty, Baas and Fleig, 2003). Regularly these gatherings are lawful elements, for example, fused social orders or altruistic trusts. Other starting gatherings might be little and approximately organized. As per Tekman, Ebru Deniz et al. (2012), bunches fluctuate by they way they decide. A few gatherings, particularly littler ones, lean toward non-progressive structures and aggregate basic leadership. Formal associations will have paid staff, including directors, and may have a representing board. In some extremely nearby groups, the perspectives of older folks might be especially huge.

This is in concurrence with Wilcox's (2010) continuum contribution hypothesis of open support, which gives choosing together as one the five levels of public participation.

2.4   Public Participation in Program Implementation and Service Delivery

2.4.1   Resource mobilization and service delivery

Resources are the money related and non-monetary supplies that assistance to satisfy instructive requirements. They incorporate cash, the aptitudes, time commitments and administrations of people, and gear and materials. Asset assembly is the way toward distinguishing and acquiring assets for the training program. Training program require both money related and non-budgetary assets. SHAFOCS (2011) battles that asset preparation is giving individuals the chance to give". It isn't an end itself yet rather a procedure where assets are exchanged from the individuals who control and can provide for the program. He includes that assets are empowering agents of program exercises. In help of Sera, Kleymeye (2009) watches that asset assembly is the procedure by which assets are requested by the program and gave by contributors and groups.

USAID (2002) watched that various wellsprings of subsidizing could build your freedom and adaptability to execute programs and lessen dependence on outer financing. UNEP (2006) watches that asset activation is far reaching process including vital making arrangements for program financing. They include that asset activation gives answers to the accompanying inquiries, in what capacity can an association raise the salary expected to complete the program mission, where are the required assets, how would you manage your association and work.

Partner subsidizing is one of the methods for asset activation. Partner commitments are either done in real money or kind e.g. arrive, staff, office space from groups is an indication

of sense of duty regarding the program objective (Edwards and Gaventa, 2001). It exhibits a substantial way that our accomplices put on the normal advantages. To guarantee that duties for partner commitment are respected, DEO, DIS and EO ought to sufficiently examine the arranging, spending plan and money related administration frameworks with which accomplice offices are working without misconception of the arranging and monetary condition. The capacity of nearby groups to assume control obligation of putting resources into and managing program benefits are not to be viably surveyed or bolstered (Liffman, 2002). At the point when groups are empowered to meet their commitment inside the subsidizing arrangement, benefit conveyance through open cooperation can be ensured. In perspective of this disclosure, it is prescribed that groups must be arranged and actualize operation and upkeep intends to guarantee that the high feeling of proprietorship showed through the installment of partner subsidizing could be converted into better administration conveyance.

2.4.2 Implementation commitment and organizational performance

Organizations may have the most consistent arrangement comprehensible for accomplishing its goals and the arrangement may pass cost/advantage investigations with distinction, however in the event that school group individuals in charge of doing it are unwilling or unfit to do as such, little will happen (Klein et al., 2012). This conclusion, regularly connected with base up researchers, is, indeed, additionally vital to the best down point of view - frequently under the title of 'manner' (Klein and Sorra, 2007). While both view the variable as 'basic' to powerful usage, a hard-line top-down point of view would see implementer duty being formed fundamentally by the substance of the arrangement and its ability (asset) arrangements - both of which can as far as anyone knows be 'controlled' from the best. A fundamentalist base up view would tend to see duty as being impacted substantially more by the institutional setting, and hierarchical partners.

In general, commitment improves the implementation of organizational strategic plans (Mantere & Vaara, 2008; Korsgaard et al., 2005; Kim & Mauborgne, 2009). Commitment leads to engagement of organizational members to implementing organizational objectives (Klein et al., 2012). The more one is committed, the more one would tend to psychologically and emotionally engage in one's role within the organization too. Commitment typically results in action so it is relevant to examine when looking at strategy issues that involve doing, such as strategy implementation. Commitment generally refers to intending to continue in a line of action (Agnew, 2009). More specifically, commitment to an object in the workplace denotes a strong bond reflecting dedication and responsibility for a target (Klein et al., 2012).

As indicated by the administration inquire about, the accomplishment of any exertion of the association is emphatically connected with the group duty. It is extremely laborious to accomplish authoritative destinations without the help of school group individuals (Ahire et al., 2007). It has been contended that accomplishment of authoritative goals will be more effective if the school group individuals are conferred (Senge, 2000). It is additionally noticed that school group individuals assume a basic part in forming the accomplishment of vital changes in associations. School people group individuals assume an unequivocal part in outlook changes in basic zones (Hoffman and Hagerty, 2004).

Numerous quality writings examine the significance of school group individuals' dedication in the executing procedure to the execution firms. It has been recommended that school group individuals' dedication is one of the significant determinants of fruitful execution (Kim and Mauborgne, 2009). Research has recommended that the adequacy of the authoritative endeavors is dictated by clearness of value objectives for an association (Senge,

2000; Stalk et al., 2002). This examination set up that administration/representative sense of duty regarding execution fundamentally influenced authoritative execution.

2.5 Public Participation in Program Monitoring and Evaluation and Service Delivery

2.5.1 Quality assurance and primary education service delivery

Quality ISO 9000 (2005) states that quality affirmation is a training procedure which endeavors to stop mistakes occurring in the projects procedure enabling it to be correct first time. It includes recognizing the regions of concern, the correct control focuses to be assessed at restorative activities set up and the documentation supporting this to be recorded and kept. Quality affirmation is a continuous procedure that guarantees the conveyance of concurred guidelines. These concurred guidelines should make each program, of which the quality is guaranteed has the potential capacity to accomplish a high caliber of substance. The objective of value affirmation is to enhance administrations and subsequently it should happen on at all levels and be a consistent procedure.

As the program develops, its operations and quality process must advance and be refined to keep pace with the progressions. To guarantee reliable quality in this powerful condition, a continuous sense of duty regarding development and change is basic. This sense of duty regarding constant change is exhibited through recorded quality confirmation, instruments (National Planning Authority, 2005).

2.5.2 Corrective action and primary education service delivery

USAID (2004) asserts that restorative activity is a change that is executed to address a shortcoming distinguished in a program administration framework. Ordinarily remedial activities are executed because of group grievance, unusual levels of interior non similarity,

non congruities distinguished amid inside, unfriendly, or insecure patterns in item and process observing. The way toward deciding a restorative activity requires ID of moves that can be made to avert or relieve the shortcoming. These activities are regularly alluded to as counter measures. Adequacy is by and large idea to be enhanced by tending to the main drivers of the issue (now and again the underlying driver of event and non-discovery are thought about independently.

Nonetheless, where conceivable an investigation is attempted to recognize different territories, items procedures or administrations, which might be influenced by same issue and survey the plausibility of conveying the counter measures crosswise over to those procedures. Further, these might be frameworks set up to guarantee that the issue is considered in future episodes where new items, procedures or administrations are presented, or existing items, procedures or administrations are altered. This can be accomplished through change of the disappointment modes and impacts (National Planning Authority, 2005).

2.6   Summary of the literature

The literature shows how public participation in program planning, implementation and monitoring/evaluation affects service delivery. Barnes (2007) and Berkowitz (2012) explained how lack of involving the community in problem identification could compromise service delivery. Edwards and Gaventa (2001) emphasized the importance of public participation in needs assessment in relation to service delivery. Tekman et al. (2012) focused on the contribution of poor public participation in decision-making towards poor service delivery. Edwards and Gaventa (2001) expounded on public participation in resource mobilization enabling more resources for better service delivery. Kim and Mauborgne (2009) showed how community implementation commitment is important in enhancing

service delivery. National Planning Authority (2005) emphasized the role of public participation in quality assurance and corrective action. However, all these studies by other researchers focused on effect of public participation on education service delivery in other countries or areas of service delivery such as participation poverty reduction processes, development, learning, strategy, health, democracy, project success to mention some. However, none of the studies specifically focused on assessing the contribution of effect of public participation on primary education service delivery in Bugambe Sub County, a gap which this study sought to fill.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

A methodology is needed to explain why a research wants to do the research in a particular way. It helps others know that the researcher knows what he/she is doing. It is a systematic way to solve a problem. Chapter three presents the methodology which was employed in the study. its includes the research design, population of the study, sample size and sample selection, techniques used to sample respondents, procedure, methods of data collection, instruments used to collect data, quality control (reliability and validity) and data analysis.

3.2   Research Design

This study adopted a cross-sectional study design combining both quantitative and qualitative techniques to collect and analyze data. The cross-section research enabled the researcher to carry out the study at a particular time across different categories of respondents. The quantitative approach was used to collect data using a coded questionnaire so that it can be statistically manipulated into number while qualitative approach was used to collect data using interview guides such that the data collected was presented in narrative format given that it was not easy to manipulate it statistically as Mugenda and Mugenda (1999) suggested. It has been argued that when both quantitative and qualitative approaches are triangulated they help in enriching the interpretation of findings of the study, as it was the case in this study.

3.3   Study Population

The study population included ten primary schools, Hoima District Local government official and Bugambe Sub County school community members. Therefore, the population study will include 1 District Education Officer (DEO), 2, District Inspector of Schools

(DIS), 1 Education Officer (EO) Special Needs, 10 headteachers, 98 primary teachers and

120 school community members. Thus, the total population in this study was 232.

3.4   Sample Size

A sample size of 181 respondents was determined using a table provided by Krejcie and

Morgan (See Appendix 1) as cited in Amin (2005). The sample size and selection is further

presented in Table 3.1 below.

Table 3.1: Sample size and selection

Staff Category	Population	Sample	Sample Technique
DEO	1	1	Census sampling
DIS	2	2	Census sampling
EO	1	1	Census sampling
Headteachers	10	7	Simple random sampling
Primary school teachers	98	78	Simple random sampling
School community members	120	92	Simple random sampling
Total	232	181	

Source: Adopted from Hoima District Human Resource Department (2012) and guided by Krejcie and Morgan (1970) sampling technique

From Table 3.1, the first column presents the various categories of people the study targeted.

The second column shows the total population of the targeted categories of people. The third

column shows sample of people that were selected from the targeted category of people. The

last column shows how the various category samples were selected.

3.5   Sampling Techniques and Procedure

3.5.1   Simple random sampling

This method was employed to select teachers and school community members. Simple

random sampling is a probability sampling technique that involves selecting respondents

from a given population by chance (DiCicco-Bloom & Crabtree, 2006). Simple sampling

was used in this study because it gave an equal chance of headteachers, teachers and school

community members to be selected given that number was big and not all headteachers, teachers and school community members were selected.

3.5.2 Census sampling

Census sampling was used to select head teachers, DEO, DIS and EO. Census sampling is a non-probability sampling technique that involves selecting all respondents in population to participate in the study (DiCicco-Bloom & Crabtree, 2006). This was because the census sampling techniques helped the research to collect information about the study variable from everyone in a particular population.

3.6 Data Collection Methods

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

3.6.1 Questionnaire survey method

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

3.6.2 Face to face interview

This method of data collection was used to collect data from head teachers, DEO, DIS and EO because it enabled the researcher to establish rapport with these categories of respondents (Amin, 2005). The rapport that was established helped the researcher to gain the

cooperation of head teachers, DEO, DIS and EO while seeking information related to issues that were investigated. The face-to-face interview data collection method furthermore allowed the researcher to obtain in depth data through probing and clarify ambiguous questions (Mugenda & Mugenda, 2009). In this study, semi-structured interviews were designed to collect data. Open-ended questions were used to allow the researcher to ask other questions depending on the information that emerged from the dialogue between the interviewee and interviews. Semi structured interview are the mostly used interview formats for qualitative research (DiCicco-Bloom & Crabtree, 2006). In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often required stimuli to clarify or expand their own ideas and answers more widely, in order to reach a broader understanding during the study.

3.7   Data Collection Instruments

During the study, the researcher used two data collection instruments, which included interview guides and questionnaires as explained below.

3.7.1   Questionnaire

A questionnaire is a data collection instrument where a set of questions are developed to enable the researcher collect data from a significant number of subjects (Mugenda & Mugenda, 2009). A questionnaire contains written questions to be answered by respondents. In this study, closed-ended questions or "closed question" were adopted to enable respondents to choose an appropriate response from list of responses already determined by the researcher, which enabled to obtain quantitative data. The questionnaire was self-administered in that respondents responded to the questions on his/her own with minimal help from the researcher when it was required (Mugenda & Mugenda, 2005). Self-

administered questionnaires (SAQs) accompanied with a Lirket scale using ordinal labels from 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree to 5 = strongly agree was used to collect quantitative data from headteachers, teachers and school community members. The reason for using SAQs to collect data from headteachers, teachers and school community members was to save on time because their number was big to interview.

3.7.2   Interview guide

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

3.8   Data Quality Control

3.8.1   Validity

Prior to using the research instruments to collect data from the field, a validity test was conducted to determine whether the questions were capable of obtaining information that was required to answer the objectives of this study. To achieve this, two lecturers at UMI conversant with study area of this study were requested to review the questions to see whether they were capable of obtaining information that was required to answer the objectives of this study. After the lecturers reviewed and rated questions they perceived as

relevant and not relevant a Content Validity Index (CVI) for the questionnaire was calculated suing the following formula.

CVI = Items rated relevant
 Total number of items

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

Table 3.2: Validity of questionnaire

Raters	Relevant items	Not relevant items	Total
Rater 1	31	9	40
Rater 2	28	12	40
Total	59	21	80

CVI   = $\frac{59}{80}$ = .738

From Table 3.2 and the calculation based on the formula, it was established that CVI was .738 which was above the recommended 0.70 (Amin, 2005). The questionnaire was considered suitable for collecting data.

3.8.2   Reliability

after establishing the validity of the questionnaire that the questions were capable of obtaining information that was required to answer the objectives of this study, the next step was to determine the reliability of the questionnaire. In other words, the next step was determine whether the instrument would enable collecting consistent or similar information from the respondents and this was assessed using Cronbach's coefficient alpha. Thus, to achieve this, the questionnaire was pilot-tested on 20 respondents while reliability tests were

computed with the aid of SPSS package using the following formula to establish the Cronbach's Coefficient Alpha.

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum SDi^2}{\sum SDt^2}\right)$$

Where α = coefficient alpha

$\sum SDi^2$ = sum variance of items

$\sum SDt^2$ = sum variance of scale

The Cronbach's coefficient alpha (α) reliability shows the extent to which the research instrument is able to obtain consistent information about what is being investigated. The higher α value shows higher consistence in the information obtained. The findings are presented on the following table.

Table 3.3: Reliability of questionnaire

Variable	Alpha	No. of items
Public participation in program planning	. 723	14
Public participation in program implementation	. 740	8
Public participation in program M&E	.789	8
Education service delivery	750	10

Table 3.3 shows that the Cronbach reliability coefficients for the variables the questionnaire was above the recommended .70 (Amin, 2005). Because of this, the questionnaire was considered reliable for collecting data.

3.9   Procedure of Data Collection

When Uganda Management Institute (UMI) approved the proposal, the researcher obtained a letter of introduction from UMI which was presented to Bugambe Sub County to be permitted to carry out the study in the district. The researcher developed a letter of consent that was presented to the respondents to request them indicate that freely accepted to participate in the study by providing the required information to issues that study sought to

answer after respondents consented, questionnaires were distributed. Adequate time was given to the respondents to respond to the questionnaires which were collected upon there were completely filled. The researcher sorted them and coded them for analysis.

3.10 Data Analysis

3.10.1 Quantitative data analysis

Coded (quantitative) information was entered in a PC program known as a Special Package for Social Scientists (SPSS) for analysis. Descriptive statistics were used were used to determine insights about the respondents responded to various questions to decide the dissemination of respondents on individual data and on the questions under each of the variable (Mugenda & Mugenda, 2009). Inferential measurements were utilized to test the assumptions under each of the hypotheses. Spearman rank request connection and coefficient of assurance were utilized to test the hypotheses given that the scales utilized as a part of the survey were ordinal (Sekaran, 2003). The connection coefficient (*rho*) was utilized to decide the quality of the association between the factors because the scale (that is strongly disagree, disagree, not sure, agree and strongly agree) used in the survey was ordinal. It is suggested that with an ordinal scale, Spearman rank is appropriate for deciding associations since it does not include means and standard deviations, which are insignificant with ordinal information (Amin, 2005). The coefficient of determination was utilized to decide the impact of one variable on another variable given that the correlation coefficient just decides relationship. The sign of the correlation coefficient (+ or -) was utilized to decide the nature of relationship. The significance of the correlation (p) was utilized to decide the extent to which the independent variables affected the dependent variable. The regression coefficient (R) decided the straight association between indicators of the independent variables and the dependent variable (Mugenda & Mugenda, 2009). This was then be squared and adjusted to

determine how much variance is in the dependent variable was caused by the dimensions of the independent variables as per hypothesis.

3.10.2 Qualitative data analysis

Content analysis was used to analyze qualitative data (Mugenda & Mugenda, 2009). During content analysis, a thematic approach was used to edit and reorganize the qualitative data it into meaningful phrases and themes, categories and patterns were identified. The themes that emerged in relation to each guiding question from the interviews, were presented as quotations in the results for illustrations to accompany the quantitative data.

3.11   Measurement of Variables

The likert scale with standardized response which ranges from scale of five to one as strongly agree to strongly disagree respectively was used to measure the extent to which respondents agree or disagree with the statement. The response over several items and respondents were summed up to give the overall level of agreement or disagreement. The variables in the interviews and observation schedules were categorized using nominal scale.

3.12   Ethical Considerations

The standards of research morals - educated assent, protection and secrecy, and exactness were clung to amid the investigation. Members got full revelation of the idea of the examination, the dangers, advantages and options, with a stretched out chance to make appropriate inquiries in regards to the exploration. The scientist treated all data gave by members greatest secrecy. Genuineness was kept up all through the exploration procedure: In revealing information, results, techniques and methods keeping in mind the end goal to stay away from creation, distortion, or deception of information. All citations utilized and sources counseled were unmistakably recognized and recognized by methods for references.

A letter of approval from the division of higher degrees was given as a demand to authorization to direct the examination. A covering letter went with the examination instruments clarifying the reason for the investigation and the surveys were conveyed straightforwardly to the respondents in their particular zones for filling and were gathered quickly the filling in was finished. The introductory letter was likewise used to give access to the meeting procedure, which was done on arrangement.

<div align="center">**CHAPTER FOUR**</div>

<div align="center">**PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**</div>

4.0   Introduction

This chapter presents the background characteristics of respondents, study findings, analysis

and interpretation, basing on objectives of the study.

4.1   Response Rate

Response rate (otherwise called fulfillment rate or return rate) in overview look into alludes

to the quantity of individuals who addressed the study partitioned by the quantity of

individuals in the example. It is generally communicated as a rate. A low reaction rate can

offer ascent to examining inclination if the non-reaction is unequal among the members in

regards to introduction as well as result. In this investigation, the example was 181

respondents yet the examination figured out how to get 158 respondents. The break down is

shown in the following table.

Table 4.1: Response rate

Respondents	Sampled size	Responses received	Percentage %
DEO	1	1	100
DIS	2	1	50
EO	1	1	100
Headteachers	7	7	100
Primary school teachers	78	67	86
School community members	92	81	88
Total	181	158	89

Source: Data from field

Table 4.1 shows the response rates were above the recommended two-thirds (67%) response

rate (Amin, 2005; Mugenda & Mugenda, 1999). According to Amin (2005) and Mugenda

and Mugenda (1999), a 33% non-response is acceptable. According to Mundy (2002), a

study of a general population which aims to describe knowledge or behaviors, a 60%

response rate might be acceptable, although 70% would be preferable. Thus, a 11% non-

response rate in this study was considered acceptable given that it falls within the recommended response rates because it gives a response rate of 89%, which is above 67% by Amin (2005) and Mugenda and Mugenda (1999), above 60% and 70% by Mundy (2002). Therefore, the results were considered representative of what would have been obtained from the population.

4.2 Respondents' Background

Respondents were asked about their gender, highest education, years associated with school and age. Findings are presented in the following sub sections.

4.2.1 Respondents' gender

Gender is a vital aspect in any social situation that is variably affected by any economic or social phenomenon (Guest, 2012). Therefore, the researcher established respondents' gender. Results are presented in Table 4.2

Table 4.2: Respondents according to gender

Gender	Frequency	Percentage
Female	51	32.9
Male	104	67.1
Total	155	100.0

Source: Data from field

Results in Table 4.2 show that the majority 67.1% who participated in the study were males compared to female respondents. This is due to the fact that the proportion of male respondents associated with school activities is higher compared to that of female ones. Thus, the implication of these findings is that information about public participation in program planning, public participation in program implementation, public participation in program monitoring and primary education service delivery using the sample was not gender biased.

4.2.2 Respondents' level of education

Education is an important attribute which can influence an individual's disposition and the technique for seeing and looking at particular social marvels (Konrad and Hartmann, 2012). During the study, the researcher sought the education level of respondents and results are presented in Table 4.3.

Table 4.3: Respondents according to highest education level

Education level	Frequency	Percentage
Primary	63	40.6
"O" level	40	25.8
"A" level	4	2.6
Tertiary	10	6.5
University	33	21.3
Other	5	3.2
Total	155	100.0

Source: Data from field

Results in Table 4.3 show that the majority 69% of the respondents who participated in the study had obtained tertiary education level. This may be attributed to the fact that most participants were beneficiaries and most of these have not gone beyond tertiary education. Thus, the implication of these findings is that the education background of the respondents did not bias the information using the sample that participated in this study.

4.2.3 Respondents years associated with school with the school

During the study, the researcher established the duration of respondents in service. Results are presented in Table 4.4.

Table 4.4 Respondents according to years associated with the school

Duration	Frequency	Percentage
Below one year	79	51.0
1-2 Years	58	37.4
3-5 Years	18	11.6
Above 10 years	0	0
Total	155	100.0

Source: Field data

Results in Table 4.4 indicate that all respondents (100%) worked with schools for not more than five years. This is because the school was introduced in 2007. Thus, to the present, the school has been in existence for a period of five years.

4.2.4 Age of respondents

During the study, the researcher sought the age of respondents. Age of the respondents was important in that it helped determine whether the sample that participated in this study represented the age population distribution of the respondents. Results are presented in Table 4.3.

Table 4.3: Age of respondents

Age	Frequency	Percentage
20-30 years	58	37.4
31-39 years	40	25.8
40-49 years	23	14.8
Above 49 years	34	21.9
Total	155	100.0

Source: Field data

Results in Table 4.3 indicate that the majority respondents (over 60%) were aged 20-39 years. This is attributed to the fact that these are most activities age group at the school. Thus, the implication of these findings is that information using the sample was not biased age of the respondents.

4.2 Public Participation in Program Planning and Primary Education Service Delivery

It is recommended that before testing hypotheses, descriptive statistics should be first computed for each of the variables (Plonsky, 2007). Therefore, the researcher adopted this approach whereby descriptive statistics used were percentages and frequencies since the questionnaire was accompanied by an ordinal scale.

4.2.1 Descriptive results about public participation in program planning Primary education service delivery

During the study, the researcher presented to respondents fourteen items about public participation in program planning by showing their opinion on each item using a five-point Likert Scale as indicated in Table 4.4. After data presentation, the researcher made an analysis and interpretation of findings.

Table 4.4: Findings about public participation in program planning

Items about participation in decision making	SD	D	NS	A	SA
1. The community participates in the decision-making of schools	55 (35%)	58 (38%)	7 (5%)	10 (6%)	25 (16%)
2. The community work together with officials to make decisions of schools	47 (30%)	62 (41%)	5 (3%)	30 (19%)	11 (7%)
3. The community of schools is involved from the beginning rather after decisions are made	39 (25%)	83 (54%)	6 (4%)	10 (6%)	17 (11%)
4. The community of schools has a clear idea of making decisions for the school program	40 (26%)	78 (50%)	3 (2%)	13 (8%)	21 (14%)
5. The community of schools generates ideas for the school program	43 (28%)	70 (44%)	7 (5%)	7 (5%)	28 (18%)
6. The community of schools participates in organizing ideas into goals for the of the school program	51 (33%)	67 (43%)	8 (5%)	21 (14%)	8 (5%)
Items about participation in problem identification	**SD**	**D**	**NS**	**A**	**SA**
7. The community of schools is informed about the problems of the school program	30 (19%)	78 (50%)	6 (4%)	12 (8%)	29 (19%)
8. The community of schools is consulted about problems of the school program	34 (22%)	75 (48%)	4 (3%)	17 (11%)	25 (16%)
9. The community of schools involved in identifying problems of the school program	50 (32%)	64 (41%)	4 (3%)	17 (11%)	20 (13%)
10. The community of schools is empowered to identify problems of school	31 (20%)	70 (45%)	7 (5%)	37 (24%)	10 (6%)
Items about participation in education needs assessment	**SD**	**D**	**NS**	**A**	**SA**
11. The community of schools is informed about the education needs assessment of school activities	33 (21%)	66 (43%)	7 (5%)	19 (12%)	30 (19%)
12. The community of schools is consulted about the education needs assessment of school activities	33 (21%)	67 (43%)	7 (5%)	21 (14%)	27 (17%)
13. The community of schools is involved in actual education needs assessment of school activities	50 (32%)	56 (36%)	4 (3%)	22 (14%)	23 (15%)
14. The community of schools is empowered to conduct education needs assessment of school activities	34 (22%)	62 (40%)	8 (5%)	42 (27%)	9 (6%)

Source: Data from field

Key: SD= Strongly Disagree; D= Disagree; NS=Not Sure; A=Agree, SA=Strongly Agree

In Table 4.4, respondents who strongly agreed and those who agreed were combined to form one category of respondents who consented with the statement. On the other hand,

respondents who strongly disagreed and those who disagreed were combined to form one category of that opposed the items while those who were not sure were considered neutral. In the following paragraph, the interpretation draws from comparing responses from three categories.

Participation in decision-making

According to results in Table 4.4, the majority respondents opposed six items on participation in decision-making (items 1-6) compared to those who consented and those that were not sure. The percentages which opposed the statements ranged from 71% to 79% while those that were not sure ranged between 2% and 5% and those that opposed were between 17% and 26%. This shows that the majority respondents held the view that the community did not participate in the decision-making of schools and did not work together with officials to make decisions of schools. In addition, the community of schools was not involved from the beginning rather after decisions were made and it did not have a clear idea of making decisions for the school program. Lastly, the community of schools did not generate ideas for the school program and it did not participate in organizing ideas into goals for the of the school program.

Participation in problem identification

Results in Table 4.4 show that the majority respondents were opposed to the four items on participation in problem identification (items 7 to 10) in comparison with those who consented and those that were not sure. The percentage of respondents who opposed the items ranged between 65% and 73% while those that were not sure were between 3% and 5%, and percentages which concurred were between 24% and 30%. Therefore, findings indicate that the majority respondents held the view that the community of schools was not informed and consulted about problems of the school program, involved in identifying problems of the school program and empowered to identify problems of school.

46

Participation in taking corrective action

Most respondents opposed the four items about participation in taking corrective action (items 11 to 14) compared to respondents who concurred and those that were not sure. The percentages of respondents who opposed the items ranged between 62% and 85% while those that were not sure ranged from 3% to 5% and those that supported the items were between 29% and 33%. Therefore, findings indicate that the majority respondents held the opinion that the community of schools was not informed and consulted about the education needs assessment of school activities, involved in actual education needs assessment of school activities and empowered to conduct education needs assessment of school activities.

Interview findings

Interview findings shade more light on public participation in program planning. For example, when asked whether they were satisfied with the public participation in program planning of school activities and explain how the community participated, the Key Informants revealed the following:

> *Public participation in planning is poor. For example, not all school stakeholders participate in the planning because some appear not interested and others are pushed to the peripheral by those that powerful financially or well connected. In addition, some school management committees have outlived their usefulness. They have served for more than five years and are not active. Hence, they appear to have lost interest in school programmes as they rarely come to school (Interview with Key Informant X, 6th November 2015).*

The findings show that some school stakeholders were rarely involved in the primary school planning processes. This might be ascribed to absence of time, constrained responsibility regarding the school, and insufficient learning about school administration. Assessors of schools give specialized counsel all through the change arranging procedure to guarantee that schools work inside the affirmed rules and directions. They examine the change designs before supporting them for ahead accommodation to the district education office. Key

Informant Y reported, "*The inspectors have helped schools to put in place strategies to address weak areas in the course of implementing the plan (Interview with Key Informant Y, 7th November 2015)*".

Pupils' involvement in improvement planning encourages cooperation and helps in implementation of school activities. Interview findings revealed that in some schools, pupils were engaged in several school activities of improvement planning such as attending school performance review meetings, maintaining discipline and involvement in fundraising. For example, Key Informant Z had this to say, "*Pupils' participation in some schools begins with the school performance review meeting, which is attended by the head girl, head boy and prefects, to present the pupils' views to the stakeholders (Interview with Key Informant Z, 8th November 2015)*". However, pupils' participation level varies according to school priorities and the micro politics as Key Informant Z reported, "*Pupils are not involved in designing the plan, but are involved in carrying out some of the set targets in the improvement plan (Interview with Key Informant Z, 8th November 2015)*". Sharing of duties among partners, including understudies, is a piece of circulated initiative that advances successful school administration. Students' association in change arranging is a piece of participatory arranging, which encourages them to comprehend school needs, accomplishments and difficulties. Insufficient cooperation of group individuals restrains the degree to which schools can accomplish the set focuses in change designs. Key Informant Y reported, "*Some of the parents and community members do not understand what the school development is all about. However much you explain some do not understand and unable to participate in the planning (Interview with Key Informant Y, 7th November 2015)*".

Thus, it can be observed that the findings from interviews support findings obtained using the questionnaires. What comes out is that the community participated in the planning of

activities of the school. However, this participation was limited at the initial stages where they were consulted on a few issues and mainly informed about the requirements of the school and then the senior bureaucrats and professional planners have since dominated the planning processes of the school.

4.2.2 Descriptive results about primary education service delivery

Respondents responded to 10 items about primary education service delivery by showing the level to which they agreed or disagreed with the aid of a five point likert scale as indicated in Table 4.5. The analysis and interpretation follows the presentation of findings.

Table 4.5: Findings about primary education service delivery

Items about primary education service delivery	SD	D	NS	A	SA
1. The school has enough classrooms for the pupils	40 (26%)	63 (40%)	13 (8%)	7 (5%)	32 (21%)
2. The number of pupils per teacher is low	42 (27%)	62 (40%)	9 (6%)	20 (13%)	22 (14%)
3. The school provides enough reading materials such as textbooks to pupils	54 (35%)	59 (39%)	5 (3%)	10 (6%)	27 (17%)
4. Teachers are always in class to teach pupils	44 (28%)	70 (46%)	9 (6%)	8 (5%)	24 (15%)
5. School's education services are easily accessed	42 (27%)	70 (45%)	6 (4%)	6 (4%)	31 (20%)
6. The school provides adequate time for children to learn	45 (29%)	63 (41%)	8 (5%)	12 (8%)	27 (17%)
7. The school provide clean water to pupils	64 (41%)	52 (34%)	5 (3%)	12 (8%)	22 (14%)
8. The school provide food to pupils	53 (34%)	75 (49%)	5 (3%)	14 (9%)	8 (5%)
9. The school provide a good classrooms for better learning environment to pupils	70 (45%)	61 (39%)	8 (5%)	8 (5%)	8 (5%)
10. The school have good toilets/latrines for pupils	94 (61%)	40 (26%)	5 (3%)	8 (5%)	8 (5%)

Source: Data from field

Key: SD= Strongly Disagree; D= Disagree; NS=Not Sure; A=Agree, SA=Strongly Agree

According to results in Table 4.5, the majority respondents opposed all the 10 items on primary education and service delivery compared to those who consented and those that were not sure. The percentages which opposed the statements ranged from 66% to 87% while those that were not sure ranged between 3% and 8% and those that opposed were between 10% and 27%. This shows that the majority respondents held the view that that schools did not have enough classrooms for the pupils, the number of pupils per teacher was

low and school did not provide enough reading materials such as textbooks to pupils. In addition, teachers were always in class to teach pupils, school's education services were not easily accessed and schools did not provide adequate time for children to learn including clean water, enough food to pupils, better learning environment and good toilets/latrines for pupils.

Thus, after establishing the views of respondents on each variable under objective one, the researcher used inferential statistics to test the first hypothesis whether public participation in program planning affected primary education service delivery. Findings are presented in section 4.2.3.

4.2.3 Testing first hypothesis

The first null hypothesis stated, "Public participation in program planning has no significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County" while the first alternative hypothesis stated, "Public participation in program planning has a significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County". The researcher used Spearman rank order correlation coefficient (*rho*) to determine the strength of the relationship between public participation in program planning and the primary education service delivery. The coefficient of determination was employed to establish the effect of public participation in program planning on the primary education service delivery. The significance of the coefficient (p) was employed to test the hypotheses through comparing p to the level of significance at 0.05. This procedure was used to test other hypotheses; hence lengthy introduction was not repeated in the subsequent sections of testing hypothesis. Table 4.6 shows results from the first hypotheses.

Table 4.6: Correlation matrix for public participation in program planning and primary education service delivery

	Public participation in program planning
Primary education service delivery	$rho = .323$ $rho^2 = .104$ P=.000 n=155

Source: Field data

Findings show that there was a weak positive correlation ($rho = .323$) between public participation in program planning and primary education service delivery. The coefficient of determination, which is a square of the correlation coefficient ($rho^2 = .104$) was calculated and expressed as a percentage in order to determine the variation in primary education service delivery due to public participation in program planning. Thus, findings show that public participation in program planning accounted for 10.4% variance in primary education service delivery. The findings were tested to establish the level of significance (p) and it is indicated that level of significance of the correlation (p = .000) which is below the recommended level of significance at 0.05. Therefore, there was a significant effect. This the null hypothesis, "Public participation in program planning has no significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County" was rejected while alternative hypothesis "Public participation in program planning has a significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County" was accepted.

These findings imply that the weak correlation means that a change in public participation in program planning was related to a small change in primary education service delivery. The positive nature of the correlation signified that the change in public participation in program planning and primary education service delivery was in the same direction whereby better public participation in program planning was related to better primary education service delivery and poor public participation in program planning was related to poor primary education service delivery.

A regression analysis was further conducted to determine the effect of the dimensions of public participation in program planning (participation in decision making and participation in problem identification) on primary education service delivery. Findings are presented in Table 4.7, accompanied with an analysis and interpretation.

Table 4.7: **Effect of dimensions of public participation in program planning on primary education service delivery**

Regression Statistics					
Multiple R	.449				
R Square	.202				
Adjusted R Square	.191				
Standard Error	7.736				
Observations	155				

ANOVA					
	df	SS	MS	F	Sig F
Regression	2	2298.81	1149.41	19.21	.000
Residual	152	9095.94	59.84		
Total	154	11394.75			

	Coefficients	Standard Error	t Stat	P-value
Intercept	24.95	2.49	10.03	.000
Participation in decision making	.80	.14	5.56	.000
Participation in problem identification	-.10	.19	-.55	.583

Source: Data from field

Findings in Table 4.7 show a moderate linear relationship (Multiple R = .449) between the combination of dimensions of public participation in program planning (participation in decision making and participation in problem identification) and primary education service delivery. Going by the adjusted R Square, it is shown that the combination of dimensions of public participation in program planning (participation in decision making and participation in problem identification) account for 19.1% variance in primary education service delivery. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 19.21) was less than the critical significance at .05. Hence, the findings were accepted.

The coefficients findings show that only participation in decision-making singularly had a significant effect on primary education service delivery because the significant p-value (p-value = .000) was less than the critical significance at 0.05. Participation in problem identification did not significantly affect primary education service delivery given that the significant p-value (p-value = .583) was greater than the critical significance at 0.05.

4.3   Public Participation in Program Implementation and Primary Education Service Delivery

Before testing hypothesis two; the researcher presented descriptive statistics relating to public participation in program implementation which were presented, analyzed and interpreted. Results are presented in the next subsection.

4.3.1   Descriptive statistics on public participation in program implementation

The researcher presented to respondents eight items about public participation in program implementation. They indicated their level of agreement or disagreement using a five-point likert scale as indicated in Table 4.8. The analysis and interpretation follows the presentation of findings.

Table 4.8: Findings about public participation in program implementation

Items about participation in resource mobilization	SD	D	NS	A	SA
1. The community of schools is informed about the resource mobilization for the school activities	30 (19%)	75 (49%)	5 (3%)	14 (9%)	31 (20%)
2. The community of schools is consulted about the resource mobilization for the school activities	36 (23%)	65 (42%)	5 (3%)	21 (14%)	28 (18%)
3. The community of schools is involved in actual resource mobilization for the school activities	52 (34%)	64 (40%)	4 (3%)	15 (10%)	20 (13%)
4. The community of schools is empowered in the resource mobilization for the school activities	45 (29%)	69 (45%)	5 (3%)	24 (15%)	12 (8%)
Items about community implementation commitment	**SD**	**D**	**NS**	**A**	**SA**
5. School community members have been committed to contributing financially to school activities	34 (22%)	78 (50%)	6 (4%)	11 (7%)	26 (17%)
6. School community members have been committed to contributing materially to school activities	33 (21%)	71 (46%)	6 (4%)	22 (14%)	23 (15%)
7. School community members have been committed to contributing morally to school activities	49 (32%)	62 (39%)	4 (3%)	19 (12%)	21 (14%)
8. School community members have been committed to help their children with school requirement	64 (41%)	56 (36%)	7 (5%)	19 (12%)	9 (6%)

Source: Data from field

Key: SD= Strongly Disagree; D= Disagree; NS=Not Sure; A=Agree, SA=Strongly Agree

Participation in resource mobilization

According to results in Table 4.8, the majority respondents opposed all the items on participation in resource mobilization (items 1 to 4) compared to those who consented and those that were not sure. The percentages of respondents who opposed the statements ranged from 65% to 74% while those that were not sure constituted 3% and those that consented were between 23 to 32%. This shows that the majority respondents held the view that the community of schools was not informed and consulted about the resource mobilization for the school activities, involved in actual resource mobilization for the school activities and empowered in the resource mobilization for the school activities.

Community implementation commitment

According to results in Table 4.8, the majority respondents opposed four items on community implementation commitment (items 5 to 8) compared to those who consented and those that were not sure. The percentages of respondents who opposed the statements ranged from 65% to 74% while those that were not sure who ranged between 3% and 5%

and those that consented were between 18% and 29%. This shows that the majority respondents held the view that school community members were not committed to contributing financially, materially and morally to school activities and were not committed to help their children with school requirement.

Interview findings

Interview findings shade some light on how the community participated in implementing the school. For example, when the Key Informants were asked the extent the community participated in implementation of the school activities, Key Informant X reported

> *The community participates in collecting local materials. It was easier to collect materials than contribute money due to poverty and ignorance. Sometimes the local community contributes materials for construction of classroom blocks… contributes sand, stones, bricks, money, or physical labor (Interview with Key Informant X, 6th November 2015)".*

The community acts as the main witness to all important ceremonies and functions which take place at schools. Key Informant Y reported, "*The community is always invited to attend meetings and school functions such as speech days, school open days, music festivals, games and sports competitions to witness and evaluate school performance (Interview with Key Informant Y, 7th November 2015)*".

However, public participation is also limited by some factors which include ignorance, illiteracy as well as political interference. Key Informant Z said:

> *Some members of the community are illiterate and do not know the value of education, hence withdraw children from school. In addition, politicians interfere in school management and discourage the local community from participating in some programme for example contributing money towards construction of classrooms and paying for children to have lunch at school (Interview with Key Informant Z, 8th November 2015).*

The local people participation in development of the primary school is very essential to improve education. However, community participation is still very low. There is low turn-up of the local people to involve themselves in development processes. The community does

not respond positively to participate in development activities. Key Informant X stated that "*The community members are very complicated and do not want to participate in development of their school. They argue that they do not have money and time to participate in school programs (Interview with Key Informant X, 6th November 2015)*". This statement shows the extent the community did not support the development of their school.

After establishing respondents' views on public participation in program implementation, the next step was to test the second hypothesis using inferential statistics in order to find out whether public participation in program implementation contributed to primary education service delivery. Findings are presented in section 4.3.2.

4.3.2   Testing second hypothesis

The second null hypothesis stated; "There is no significant positive effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County" while the second alternative hypothesis state, "There is a significant positive effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County". Spearman rank order (*rho*) was employed to test the hypothesis. Results are indicated in Table 4.9.

Table 4.9: Correlation matrix for between public participation in program implementation and primary education service delivery

	Public participation in program implementation
Primary education service delivery	$rho = .312$ $rho^2 = .097$ p=.000 n = 155

Source: Field data

Table 4.9 indicates that there was a positive weak correlation (*rho* =.312) between public participation in program implementation and primary education service delivery. The

coefficient of determination (rho^2 = .097) shows that public participation in program implementation accounted for 9.7% variance in primary education service delivery. The findings were tested to establish the level of significance (p) and it is indicated that level of significance of the correlation (p=.000) which is below the recommended level of significance; 0.05. Therefore, there was a significant effect. From the results obtained, the null hypothesis; "*There is no significant positive effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County*" was rejected while the alternative hypothesis "*There is a significant positive effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County*" was accepted.

The weak correlation implies that a change in public participation in program implementation was related to a small change in primary education service delivery. The positive nature of the correlation signifies that a change in public participation in program implementation and primary education service delivery was in the same direction whereby better public participation in program implementation was related to better primary education service delivery and vice versa.

The coefficients findings show that only participation in resource mobilization singularly had a significant effect on primary education service delivery because the significant p-value (p-value = .000) was less than the critical significance at 0.05. Participation in needs assessment did not significantly affect primary education service delivery given that the significant p-value (p-value = .746) was greater than the critical significance at 0.05.

A regression analysis was further conducted to determine the effect of the dimensions of public participation in program implementation (participation in needs assessment and

participation in resource mobilization) on primary education service delivery. Findings are

presented in Table 4.10, accompanied with an analysis and interpretation.

Table 4.10: **Effect of dimensions of public participation in program implementation on primary education service delivery**

Regression Statistics					
Multiple R	.504				
R Square	.254				
Adjusted R Square	.244				
Standard Error	7.477				
Observations	155				

ANOVA					
	df	SS	MS	F	Sig F
Regression	2	2896.84	1448.42	25.91	.000
Residual	152	8497.91	55.91		
Total	154	11394.75			

	Coefficients	Standard Error	t Stat	P-value	
Intercept	24.83	2.23	11.13	.000	
Participation in needs assessment	.07	.22	.32	.746	
Participation in resource mobilization	1.04	.20	5.10	.000	

Source: Data from field

Findings in Table 4.10 show a moderate linear relationship (Multiple R = .504) between the

combination of dimensions of public participation in program implementation (participation

in needs assessment and participation in resource mobilization) and primary education

service delivery. Going by the adjusted R Square, it is shown that the combination of

dimensions of public participation in program implementation (participation in needs

assessment and participation in resource mobilization) account for 24.4% variance in

primary education service delivery. These findings were subjected to an ANOVA test, which

showed that the significance (Sig F = .000) of the Fishers ratio (F = 25.91) was less than the

critical significance at .05. Hence, the findings were accepted.

The coefficients findings show that only participation in resource mobilization singularly

had a significant effect on primary education service delivery because the significant p-value

(p-value = .000) was less than the critical significance at 0.05. Participation in needs

assessment did not significantly affect primary education service delivery given that the significant p-value (p-value = .746) was greater than the critical significance at 0.05.

4.4 Public Participation in program monitoring and Primary Education Service Delivery

Before testing hypothesis three; the researcher presented descriptive statistics relating to public participation in program monitoring were presented, analyzed and interpreted. Results are presented in the next subsection.

4.4.1 Descriptive results about public participation in program monitoring and evaluation

The researcher presented to respondents eight items about public participation in program monitoring and evaluation. They indicated their level of agreement or disagreement using a five-point likert scale as indicated in Table 4.11. The analysis and interpretation follows the presentation of findings

Table 4.11: Findings about public participation in program monitoring and evaluation

Items about participation in quality assurance	SD	D	NS	A	SA
1. The community of schools is informed about the quality assurance of the school activities	34 (22%)	68 (44%)	5 (3%)	19 (12%)	29 (19%)
2. The community of schools is consulted about the quality assurance of the school activities	36 (23%)	70 (45%)	7 (5%)	17 (11%)	25 (16%)
3. The community of schools is involved in actual quality assurance of the school activities	53 (34%)	63 (41%)	4 (3%)	13 (8%)	22 (14%)
4. The community of schools is empowered in the quality assurance of the school activities	45 (29%)	47 (31%)	6 (4%)	47 (30%)	10 (6%)
Items about participation in taking corrective action	**SD**	**D**	**NS**	**A**	**SA**
5. The community of schools is informed about the corrective action to be taken for the school activities	33 (21%)	82 (54%)	5 (3%)	10 (6%)	25 (16%)
6. The community of schools is consulted about the corrective action to be taken for the school activities	37 (24%)	76 (49%)	5 (3%)	14 (9%)	23 (15%)
7. The community of schools is involved in actual corrective action for the school activities	54 (35%)	64 (41%)	6 (4%)	12 (8%)	19 (12%)
8. The community of schools is empowered in taking the corrective action for the school activities	42 (27%)	75 (49%)	6 (4%)	24 (15%)	8 (5%)

Source: Data from field
Key: SD= Strongly Disagree; D= Disagree; NS=Not Sure; A=Agree, SA=Strongly Agree

Participation in quality assurance

According to results in Table 4.11, the majority respondents opposed four items on participation in quality assurance (items 1 to 4) compared to those who consented and those that were not sure. The percentages of respondents who opposed the statements ranged from 60% to 75% while those that were not sure who ranged between 3% and 5% and those that consented were between 22% and 36%. This shows that the majority respondents held the view that most of the respondents were of the view that the community of schools was not informed and consulted about the quality assurance of the school activities nor was it involved in actual quality assurance and empowered in the quality assurance of the school activities.

Participation in taking corrective action

According to results in Table 4.11, the majority respondents opposed four items on corrective action (items 5 to 8) compared to those who consented and those that were not sure. The percentages of respondents who opposed the statements ranged from 73% to 76% while those that were not sure who ranged between 3% and 4% and those that consented were between 20% and 24%. This shows that the majority respondents held the view that the community of schools was not informed and consulted about the corrective action to be taken for the school activities. In addition, it was not involved in actual corrective action for the school activities and empowered in taking the corrective action for the school activities.

Interview findings

In support of the findings obtained using the questionnaire were interview findings. For example, when asked whether community participated in monitoring and evaluation of school activities, the Key Informant X responded as follows, "*It is only the chairperson of the SMC who is vigilant and actually comes to monitor to see what is on the ground. This is*

because he is someone who is more enlightened compared to others (Interview with Key Informant X, 6ᵗʰ November 2015)".

In addition, Key Y revealed how the inspectors monitor school activities and how other stakeholders were involved in monitoring as follows:

> *The Inspector of schools makes choices about the schools to monitor based on the available resources and location. The involvement of other stakeholders, such as sub-county leaders, school management committees and political leaders in school inspection is limited. The motorcycles inspectors use are old and are always complaining of lack of facilitation. Failure to inspect schools accounts for poor teaching and learning in our schools (Interview with Key Informant Y, 7ᵗʰ November 2015).*

Thus, the poor monitoring of schools by schools' inspectors did not keep school managers vigilant but as well not focused on targets and priorities. The number of schools compared to inspectors available made it hard to offer technical support to head teachers, teachers as well as conduct routine monitoring. School inspectors are hence not capable of monitoring and supervising all schools. Key informant Z reported, "*They are very few inspectors compared to the existing schools; hence some rural schools can spend a whole year without seeing an inspector. The district should recruit more inspectors so that schools are inspected effectively (Interview with Key Informant Z, 8ᵗʰ November 2015)*". Thus, findings show that the community participated in monitoring and evaluation of school activities. However, where it necessitates technical capabilities, the community did not participate in monitoring and evaluation of school activities.

After establishing respondents' views on public participation in program monitoring, the next step was to test the second hypothesis using inferential statistics. Findings are presented in section 4.4.2.

4.4.2 Testing third hypothesis

The third null hypothesis stated, "Public participation in program monitoring has no significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County" while third alternative hypothesis stated, "Public participation in program monitoring has a significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County". Spearman rank order correlation coefficient (rho) was employed to test the hypothesis. Table 4.12 presents the results.

Table 4.12: Correlation matrix for public participation in program monitoring and primary education service delivery

	Public participation in program monitoring
Primary education service delivery	rho = .337 Rho^2 = .114 P = .000 n = 155

Source: Field data

Results in Table 4.12 indicate that there was a positive weak correlation (rho = .337) between public participation in program monitoring and primary education service delivery. The coefficient of determination (rho^2 = .114) shows that public participation in program monitoring accounted for 11.4% variance in primary education service delivery. The findings were tested to establish the level of significance (p) and it is indicated that level of significance of the correlation (p=.000) which is below the recommended level of significance; 0.05. Therefore, there was a significant effect. From the results obtained, the null hypothesis;; "*Public participation in program monitoring has no significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County*" was rejected while the alternative hypothesis "*Public participation in program monitoring has a significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County*" was accepted

Thus, the weak correlation implies that a change in public participation in program monitoring was related to a small change in primary education service delivery. The positive nature of the correlation signified that the change in public participation in program monitoring and primary education service delivery was in the same direction whereby better public participation in program monitoring was related to better primary education service delivery and vice versa.

A regression analysis was further conducted to determine the effect of the dimensions of public participation in program monitoring and evaluation (participation in quality assurance and participation in taking corrective action) on primary education service delivery. Findings are presented in Table 4.13, accompanied with an analysis and interpretation.

Table 4.13: **Effect of dimensions of public participation in program monitoring and evaluation on primary education service delivery**

Regression Statistics					
Multiple R	.600				
R Square	.360				
Adjusted R Square	.352				
Standard Error	6.926				
Observations	155				

ANOVA					
	df	*SS*	*MS*	*F*	*Sig F*
Regression	2.00	4102.38	2051.19	42.75	.000
Residual	152.00	7292.37	47.98		
Total	154.00	11394.75			

	Coefficients	*Standard Error*	*t Stat*	*P-value*
Intercept	17.65	2.39	7.39	.000
Participation in quality assurance	1.21	0.16	7.80	.000
Participation in taking corrective action	0.33	0.14	2.26	.025

Source: Data from field

Findings in Table 4.13 show a moderate linear relationship (Multiple R = .600) between the combination of dimensions of public participation in program monitoring and evaluation (participation in quality assurance and participation in taking corrective action) and primary

63

education service delivery. Going by the adjusted R Square, it is shown that the combination of dimensions of public participation in program monitoring and evaluation (participation in quality assurance and participation in taking corrective action) account for 35.2% variance in primary education service delivery. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 42.75) was less than the critical significance at .05. Hence, the findings were accepted.

The coefficients findings show that both participation in quality assurance and participation in taking corrective action singularly had a significant effect on primary education service delivery because the significant p-values (p-value = .000 and -value = .025) were less than the critical significance at 0.05. Participation in quality assurance affected primary education service delivery more than participation in taking corrective action did because it had the least significant p-value.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This chapter presents the summary of study findings, discussion, conclusions and recommendations based on objectives of the study.

5.1   Summary

5.1.1 Public participation in program planning and primary education service delivery

The first objective of this study was "To find out how public participation in program planning affects primary education service delivery in selected primary schools in Bugambe Sub County". The research question was, "How has public participation in program planning affected primary education service delivery in selected primary schools in Bugambe Sub County?" The study tested the hypothesis, "Public participation in program planning has a significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County" which was accepted. Findings revealed a positive weak relationship between public participation in program planning and primary education service delivery whereby better public participation in program planning was related to better primary education service delivery. On the other hand, poor public participation in program planning was related to poor primary education service delivery. Public participation in program planning accounted for 10.4% variance in primary education service delivery. A further analysis using a regression established a moderate linear relationship between participation in decision making, participation in problem identification and primary education service delivery. Findings further revealed that participation in decision making and participation in problem identification accounted for 19.1% variance in primary education service delivery. However, only participation in decision-making singularly had a

significant effect on primary education service delivery. Participation in problem identification did not significantly affect primary education service delivery. Interview findings collaborated the quantitative findings in that they revealed that despite some school stakeholders participated in the planning, other stakeholders were rarely involved in the primary school planning processes due lack of time, limited commitment to the school, and inadequate knowledge about school management.

5.1.2 Public participation in program implementation and primary education service delivery

The second objective of this study was "To examine how public participation in program implementation affects primary education service delivery in selected primary schools in Bugambe Sub County". The research question was, "What has been the effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County?" The hypothesis were the tested stated, "There is a significant positive effect of public participation in program implementation on primary education service delivery in selected primary schools in Bugambe Sub County" which was accepted. This was because the study established a weak positive relationship between public participation in program implementation and primary education service delivery whereby better public participation in program implementation was related to better primary education service delivery. On the other hand, poor public participation in program implementation was related to poor primary education service delivery. Public participation in program implementation accounted for 9.7% variance in primary education service delivery. A further analysis using a regression established a moderate linear relationship between participation in needs assessment, participation in resource mobilization and primary education service delivery. Participation in needs assessment and participation in resource mobilization accounted for 24.4% variance in primary education service delivery.

However, only participation in resource mobilization singularly had a significant effect on primary education service delivery. Participation in needs assessment did not significantly affect primary education service delivery. Interview findings also showed that the community acted as key witness to all important functions and ceremonies that take place at schools. Furthermore, interview findings revealed that the community was always invited to attend meetings and school functions such as speech days, school open days, music festivals, games and sports competitions to witness and evaluate school performance. However, community involvement is also limited by certain factors including poverty, illiteracy, ignorance and political interference.

5.1.3 Public participation in program monitoring and primary education service delivery

The third objective of this study was "To assess how public participation in program monitoring affects primary education service delivery in selected primary schools in Bugambe Sub County". The research question was, "How does public participation in program monitoring affect primary education service delivery in selected primary schools in Bugambe Sub County?" The hypotheses tested stated, "Public participation in program monitoring has a significant positive effect on primary education service delivery in selected primary schools in Bugambe Sub County" which was accepted. This was because findings revealed a weak positive relationship between public participation in program monitoring and primary education service delivery whereby better public participation in program monitoring was related to better primary education service delivery. On the other hand, poor public participation in program monitoring was related to poor primary education service delivery. Public participation in program monitoring accounted for 11.4% variance in primary education service delivery. A further analysis using a regression established a moderate linear relationship between participation in quality assurance, participation in

taking corrective action and primary education service delivery. Participation in quality assurance and participation in taking corrective action accounted for 35.2% variance in primary education service delivery. Both participation in quality assurance and participation in taking corrective action singularly had a significant effect on primary education service delivery. However, participation in quality assurance affected primary education service delivery more than participation in taking corrective action did because it had the least significant p-value. Interview findings revealed that the poor monitoring of schools by inspectors of schools did not keep school managers vigilant, but also not focused on priorities and targets. The number of schools, compared to available inspectors made it difficult to offer technical support to teachers, head teachers, and conduct routine monitoring.

5.2   Discussion

5.2.1   Public participation in program planning and primary education service delivery

The study centred around the participation of key stakeholders in the process of school program planning, that it; school management committees, community members, pupils and school inspectors. The stakeholders are responsible for a range of duties and responsibilities during the process of school program planning. This study categorized stakeholders into three separate groups with different duties. These included the professionals inspectors who acted as enforcers/regulators, volunteers (school management committees) who acted as custodians of moral guidance, school values and consumers (Community and pupils) who were recipients of education services. The categories appear to elucidate the varying levels of public participation in several stages as well as the duties they play in planning. The reviewed literature showed that stakeholders' participation in planning creates a sense of

commitment, ownership as well as continuation of education service delivery (Hargreaves & Hopkins, 2001).

The study established although there was public participation in some aspects of school planning, the some school stakeholders did not participate in the decision-making of schools and did not work together with officials to make decisions of schools. Furthermore, it was established that some school stakeholders were not involved from the beginning rather after decisions were made, did not have a clear idea of making decisions for the school program, did not generate ideas for the school program and did not participate in organizing ideas into goals for the of the school program. Mubyazi abd Hutton (2003) argued that lack of or low public participation in program planning occurs due to several causes or factors. These factors include challenges in the choice if appropriate mix of representatives to make sure that public views are integrated in decision making and a lack of a lack of regular approach on the way to involve such communities. The latter partly occurs because of lacking knowledge amongst the personnel in charge of planning.

The levels of participation in school program planning of varying actors vary according to responsibilities and roles. The involvement of school management committees in school program planning depended on the commitment of members to serve the community.
Schools have passive and active members who determine the extent to which members participated in program planning. Pupils rarely or never participated in main stages of improvement planning due to the fact that they were more recipients of activities that are planned that implementers. Sharing duties among stakeholders, pupils inclusive was part of distributed leadership which enhances efficient primary education service delivery (Mugenyi, 2015). The participation of pupils in improvement planning is part of

participatory planning that aids them to comprehend achievements, school priorities as well as challenges.

Findings from this study showed that proper working relationship between other stakeholders and teachers outside and within the school are critical in the managing the process of school program planning. However, certain schools whose working relationship with governing body, school inspectors as well as politicians experienced challenges in management of program planning. This study affirmed findings from previous studies which reealed that friendly and collegiality working relationships with stakeholders are important factors in the process of school program planning (Hargreaves & Hopkins, 2001; IOB, 2008; MacGilchrist & Mortimore, 2007).

One of the reasons why there was a positive relationship between public participation in program planning and primary education service delivery can be based on Lewis and Hinton (2008) observation that public participation in planning offers a framework and process for the public to explore core values, establish a future goal as well as work towards attaining that goal. Findings of this study support Bamaberger (2001) who observed that public participation in school program planning can aid the who community by creating positive change in education service delivery. This is because it empowers the community in running of school activities. The community becomes more aware of school activities and has the equipment to provide feedback to change in school programs in an efficient way. It leads to informed decision-making among various school stakeholders, puts together fragmented efforts, minimizes duplication, enables efficient resource utilization and identifies and solves problems of the school. It identifies the stakeholders' priorities for the use of school resources in an effective manner.

5.2.2 Public participation in program implementation and primary education service delivery

This study established that most school stakeholders were not informed and consulted about the resource mobilization for the school activities, involved in actual resource mobilization for the school activities and empowered in the resource mobilization for the school activities. Thus, given the positive relationship between school program implementation and primary education service delivery established in this study, these shortcomings in public participation in school program implementation compromised primary education service delivery.

It was established that inspectors of schools, community and school management committees were more involved in the implementation of school programs compared to other stakeholders. The community members and pupils (as consumers) were least involved in the implementation of school programs. This suggests that enforcers and implementers were accountable to local community members. These findings were in agreement with previous research carried out in the UK by Giles (2005) which established that pupils were least involved while teachers and head teachers were usually involved. The involvement of school management committees in implementation of school programs varied. Reasons similar to those found in England accounted for low participation of some of the school stakeholders in Bugambe Sub County, like personal attitude, community path, lack of confidence and knowledge of the planning process, lack of training and language barriers (MacGilchrist & Mortimore, 2007).

The findings of this study support the argument extended by authors that the failure to involve people in the implementation and design of school programs leads to limited success of several school initiatives (Cernea, 2001; FAO, 2000; Hinchcliffe et al., 2005; Kottak,

2001; Oakley, 2001; Uphoff, 2001; World Bank, 2008). Public participation in school program implementation makes sure that there is reflection of community needs and priorities in school activities and motivates communities into operating and maintaining school activities after school completion (Mwesigey, 2011).

The positive relationship between public participation in school program implementation and primary education service delivery established in this study support Abasiekong (2002) who observed that public participation in school program implementation reduce delays in execution of school activities. This is because public participation in school program implementation can be used to increase the agreement and understanding of cost sharing (physical and financial contribution). In addition, public participation may be used to stimulate agreement and cooperation as well as prevent conflicts between different actors (Thwala, 2010).

The reason why a positive relationship exists between public participation in school program implementation and primary education service delivery is that public participation gives people a chance to initiate and devise strategies to enhance their situation. Empowerment is a process through which communities or/and individuals gain self-esteem, confidence, power and understanding necessary to articulate their concerns to make sure that action is taken to address them and more widely obtain control over their lives (Afsar, 2007).

Public participation in school program implementation plays a role of improving accountability, which contributes positively to primary education service delivery (Finsterbusch & Warren 2009). It involves creating increased transparency from community involvement in the school program implementation. According to Narayan (2005), community involvement in school program implementation ensures that school programs

implemented respond to the needs of the community. It also contributes towards community ownership of school programs. Public participation in school program implementation in the community is a means of mobilizing human and material resources - all directed to improving primary education service delivery.

Findings of this study support a study carried out by Akpomuvie (2010) which established that that school programs managed and executive by the community to outlive those imposed by a sponsor with no or limited public participation. Success indicator for the realization of school programs is high degree of community involvement which only can be assured when the initiative of the people is sufficiently stimulated to arouse their enthusiasm and wholehearted involvement in school program implementation (Anyanwu, 2002). The rationale is that if those directly concerned are properly engaged in implementation of school programs, there is an assurance of remarkable success.

5.2.3 Public participation in program monitoring and primary education service delivery

The positive relationship between public participation in school program monitoring and primary education service delivery established in this study supports Khwaja (2003) who observed that studies have found that participation of the stakeholders in monitoring and evaluation school programs improves program quality. It enhances a sense of stakeholders' ownership of school program activities and eventually promotes the possibility that school program activities as well as their impact could be sustainable.

The limited number of school inspectors affected monitoring of schools and support supervision to enhance the quality of service delivery. This shows that school inspectors offer limited support and guidance during the process of monitoring school activities which

results into the failure to regulate certain school programs. In line with IOB (2008) inadequate funds and inspectorate staff limit support services and school supervision. Consequently some schools are hardly inspected. However, where school inspection is carried out, it works as a catalyst to improve the school in education service delivery.

The following are the reasons that may explain why this study established a positive relationship between public participation in school program monitoring and primary education service delivery. According to Aubel (2009), public participation in school program monitoring ensures that school activities are relevant to students. Aubel (2009) further argued that it leads to effective school program implementation and enhances stakeholders' understanding of stakeholders of school program processes and strategy; what does not work, what works and why. The UNDP (2007) argued that such a positive relationship exists because public participation in school program monitoring contributes towards improved collaboration and communication between program actors who work at different levels of program implementation, promotes effective resource allocation and enhances accountability to stakeholders.

Other reasons that can explain the positive relationship between public participation in school program monitoring and education service delivery established in this study include the following. Some would consider public participation in school program monitoring to be an ideal form of participation, whereby school stakeholders themselves initiate the monitoring and play a major role in its implementation. Internally led public participation in school program monitoring is perceived as contributing to school capacity building and organizational strengthening (Rubin, 2005). As school stakeholders gain greater control over the monitoring and evaluation process, internally initiated monitoring and evaluation are also considered more likely to become sustained and integral part of school activities.

Findings of this study revealed that there are efforts to involve the school stakeholders in the monitoring and evaluation of the school. However, some stakeholders of the school were not consulted about the corrective action to be taken for the school and were not empowered in taking the corrective action for the school. Thus, public participation in school program monitoring and evaluation of the school was compromised. Basing on the positive relationship between public participation in school program monitoring and primary education service delivery, then primary education service delivery was also compromised. The short falls identified in this study about public participation in the monitoring run contrary to Isham, Narayan and Pritchett (2005) who observed that public participation in school program monitoring and evaluation should not merely use the stakeholders for data but also encourages them to voice and express their concerns, realities and the extent to which a given school program has impacted and improved education service delivery.

The finding about failure to empower some school stakeholders in taking the corrective action for the school programs runs contrary to the "Principle of Learning". The concept of leaning is the main underlying principle of public participation in the monitoring and evaluation. PRIA (2005) characterized stakeholder participatory evaluation as a process of collective and individual learning, describing it as an educational experience for several parties engaged in school development. People became more conscious and aware of their weaknesses and strength, their visions and wider social realities and perspectives of school outcomes. This process of learning creates conducive conditions to action and change leading to empowerment of the school stakeholders in monitoring and evaluation of school programs.

In addition, findings of this study show public participation in school program monitoring and evaluation did not lead to local capacity building given that the failure to empower the school stakeholders in taking the corrective action. The process of learning in stakeholder participation in monitoring and evaluation is considered as a means for capacity building (Estrella & Gaventa, 2009). Participants engaged in monitoring and evaluation acquire skills that strengthen their capacities for problem solving, decision making and planning (Wadsworth, 2001; UPWARD, 2007). Participants acquire greater understanding of several factors (external and internal) which affect the dynamics and conditions of the schools, the basis for their failures and successes, and the potential solutions or alternative actions (Campos & Coupal 2006).

5.3 Conclusions

5.3.1 Public participation in program planning and primary education service delivery

This study emphasizes the importance of public participation in school program planning as far as primary education service delivery is concerned. In this study, it was established that some stakeholders were involved in the planning of the school programs but not in all aspects. Because of this, primary education service delivery was compromised.

5.3.2 Public participation in program implementation and primary education service delivery

The study demonstrated the importance of public participation in school program implementation in that it creates a sense of ownership of school programs amongst stakeholders. In addition, limited public participation in school program implementation did not empower some stakeholders to enforce accountability and transparency among people

executing school activities. This contributed to wastage of school resources through unethical behavior.

5.3.3 Public participation in program monitoring and primary education service delivery

The third research question was answered and the hypothesis was accepted. This was because the study established a positive relationship between public participation in school program monitoring and primary education service delivery. This showed that public participation in school program monitoring plays an important role in primary education service delivery. Interview findings revealed that public participation in school program monitoring and evaluation of the school activities contributed to primary education service delivery but the contribution was not that big.

5.4 Recommendations

5.4.1 Public participation in program planning and primary education service delivery

Primary school administrators and boards of governors should improve public participation in school program planning to enhance primary education service delivery. This can be achieved through involving the school stakeholders in organizing ideas into goals for the school, informing and consulting the school stakeholders about the problems of the school activities, involving the school stakeholders in identifying problems of the school, and avoiding dominance by professionals of the school program plan-making process.

5.4.2 Public participation in program implementation and primary education service delivery

Primary school administrators and boards of governors should improve public participation in school program implementation to enhance primary education service delivery. This can be achieved through consulting the school stakeholders about implementation processes and needs assessment of the school including resource mobilization for the school. In addition, Primary school administrators and boards of governors should avoid dominance by professionals in the implementation of the school and inform the school stakeholders about implementation the school activities.

5.4.3 Public participation in program monitoring and primary education service delivery

Primary school administrators and boards of governors should improve public participation in school program monitoring and evaluation to enhance primary education service delivery. This can be achieved through consulting the school stakeholders about the corrective action to be taken for the school program activities, empowering the school stakeholders in taking the corrective action for the school programs.

5.5 Researcher's Contribution to the Body of Knowledge

Other studies had been conducted in other parts of world about how public participation affects primary education service delivery but not the context of Bugambe Sub County in Uganda. Thus, there was no evidence how public participation affected primary education service delivery in Bugambe Sub County. Moreover, other studies used different dimensions to measure public participation and primary education service delivery. Therefore, this study contributes new knowledge to the body of literature by providing evidence of the effect public participation on primary education service delivery in Bugambe Sub County.

5.6   Areas of Further Study

This research sought to establish the extent of and reasons for public participation and non participation in school program planning, school program implementation, monitoring and evaluation of school program activities in Bugambe Sub County. However, public participation is broad and as such, this study did not focus other aspects of public participation which will need further investigations. Future research studies based more on qualitative methods than quantitative methods are suggested. More specifically research on public participation in school sustainably, public participation in problem solving and public participation in school design are particularly encouraged due to the potential need to involve the school stakeholders to enhance education service delivery.

5.7   Limitations of the Study

During the course of carrying out the study, some challenges were faced. Subjectivity of respondents was one of the limitations of this research. Regardless of how carefully tested or written, each research is vulnerable to varying question interpretation, thus this particular limitation was recognized and accepted in this study. Looking at the scope of the study, some of the considered participants were too busy to attend to the research needs of the study given the nature of their work. Another challenge was related to time. Some respondents took long to allow to be interviewed and that it is possible that when they later accepted they could have not provided all the required information.

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APPENDICES

Appendix 1: Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	300	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

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Appendix 2: Questionnaire for headteachers, teachers and school community members

Dear respondent, I am Aminah Bykenya conducting research on public participation and primary education service delivery in Bugambe Sub County, Hoima District. The purpose of the study is partial fulfillments of the requirement of the Degree of a Masters of Arts in Management Studies (Public Administration and Management) of Uganda Management Institute (UMI), Kampala. I therefore request for your cooperation in answering the following questions. All information provided will be treated with utmost confidentiality thank you very much.

Section A: Background Information

1. Gender:
   Male ⬚   Female ⬚   (Please tick)
2. Highest education level
   Primary⬚evel   ⬚A level ⬚   Institution ⬚University ⬚Other
   (specify) ⬚

3. Years working with the organisation
   Less than 1 year ⬚1-2years ⬚   3-5 years ⬚   5-10 years ⬚Above10 years ⬚
4. Age
   20-30⬚   31-39 ⬚   40-49⬚   above 50 ⬚

Section B: Public participation in program planning

In the following section, please indicate the extent to which you agree or disagree with statements about public participation in program planning. Circle or tick the appropriate response based on the likert scale. In case you are not sure about an item, circle or tick the number under Not Sure. Please do not omit any item.

SD=Strongly Disagree D=Disagree   NS=Not Sure A= Agree SA: Strongly Agree

Items about participation in decision making	SD	D	NS	A	SA
1. The community participates in the decision-making of schools	1	2	3	4	5
2. The community work together with officials to make decisions of schools	1	2	3	4	5
3. The community of schools is involved from the beginning rather after decisions are made	1	2	3	4	5
4. The community of schools has a clear idea of making decisions for the school program	1	2	3	4	5
5. The community of schools generates ideas for the school program	1	2	3	4	5
6. The community of schools participates in organizing ideas	1	2	3	4	5

into goals for the of the school program					
Items about participation in problem identification					
7. The community of schools is informed about the problems of the school program	1	2	3	4	5
8. The community of schools is consulted about problems of the school program	1	2	3	4	5
9. The community of schools involved in identifying problems of the school program	1	2	3	4	5
10. The community of schools is empowered to identify problems of school					
Items about participation in education needs assessment	SD	D	NS	A	SA
11. The community of schools is informed about the education needs assessment of school activities	1	2	3	4	5
12. The community of schools is consulted about the education needs assessment of school activities	1	2	3	4	5
13. The community of schools is involved in actual education needs assessment of school activities	1	2	3	4	5
14. The community of schools is empowered to conduct education needs assessment of school activities	1	2	3	4	5

Section C: Public participation in program implementation

In the following section, please indicate the extent to which you agree or disagree with statements about public participation in program implementation. Circle or tick the appropriate response based on the likert scale. In case you are not sure about an item, circle or tick the number under Not Sure. Please do not omit any item.

SD=Strongly Disagree D=Disagree   NS=Not Sure A= Agree, SA: Strongly Agree

Items about participation in resource mobilization	1	2	3	4	5
1. The community of schools is informed about the resource mobilization for the school activities	1	2	3	4	5
2. The community of schools is consulted about the resource mobilization for the school activities	1	2	3	4	5
3. The community of schools is involved in actual resource mobilization for the school activities	1	2	3	4	5
4. The community of schools is empowered in the resource mobilization for the school activities	1	2	3	4	5
Items about community implementation commitment	SD	D	NS	A	SA
5. School community members have been committed to contributing financially to school activities	1	2	3	4	5
6. School community members have been committed to contributing materially to school activities					
7. School community members have been committed to contributing morally to school activities	1	2	3	4	5
8. School community members have been committed to help	1	2	3	4	5

Section D: Public participation in program monitoring & evaluation

In the following section, please indicate the extent to which you agree or disagree with statements about public participation in program monitoring and evaluation. Circle or tick the appropriate response based on the likert scale. In case you are not sure about an item, circle or tick the number under Not Sure. Please do not omit any item.

SD=Strongly Disagree D=Disagree   NS=Not Sure A= Agree, SA: Strongly Agree

Items about participation in quality assurance	SD	D	NS	A	SA
1. The community of schools is informed about the quality assurance of the school activities	1	2	3	4	5
2. The community of schools is consulted about the quality assurance of the school activities	1	2	3	4	5
3. The community of schools is involved in actual quality assurance of the school activities	1	2	3	4	5
4. The community of schools is empowered in the quality assurance of the school activities	1	2	3	4	5
Items about participation in taking corrective action					
5. The community of schools is informed about the corrective action to be taken for the school activities	1	2	3	4	5
6. The community of schools is consulted about the corrective action to be taken for the school activities	1	2	3	4	5
7. The community of schools is involved in actual corrective action for the school activities	1	2	3	4	5
8. The community of schools is empowered in taking the corrective action for the school activities	1	2	3	4	5

Section E: Service delivery

In the following section, please indicate the extent to which you agree or disagree with statements about service delivery. Circle or tick the appropriate response based on the likert scale. In case you are not sure about an item, circle or tick the number under Not Sure. Please do not omit any item.

SD=Strongly Disagree D=Disagree   NS=Not Sure A= Agree SA: Strongly Agree

Items about participation in program monitoring & evaluation	SD	D	NS	A	SA
1. The school has enough classrooms for the pupils	1	2	3	4	5
2. The number of pupils per teacher is low	1	2	3	4	5
3. The school provides enough reading materials such as textbooks to pupils	1	2	3	4	5
4. Teachers are always in class to teach pupils	1	2	3	4	5
5. School's education services are easily accessed	1	2	3	4	5
6. The school provides adequate time for children to learn	1	2	3	4	5
7. The school provide clean water to pupils	1	2	3	4	5
8. The school provide food to pupils	1	2	3	4	5
9. The school provide a good classrooms for better learning environment to pupils	1	2	3	4	5
10. The school have good toilets/latrines for pupils	1	2	3	4	5

Thank you for your cooperation

Appendix 3: Interview guide

Dear Respondent,

Dear respondent, I am Aminah Bykenya conducting research on public participation and primary education service delivery in Bugambe Sub County, Hoima District. The purpose of the study is partial fulfillments of the requirement of the Degree of a Masters of Arts in Management Studies (Public Administration and Management) of Uganda Management Institute (UMI), Kampala. I therefore request for your cooperation in answering the following questions. All information provided will be treated with utmost confidentiality thank you very much.

1. Are you satisfied with the public participation in program planning of school activities? If yes, briefly explain your satisfaction? If no, why aren't you satisfied?
2. To what extent has the community participated in implementation of school activities? Briefly explain your response.
3. Does community participate in monitoring and evaluation of school activities? If no why? If yes are satisfied with how the community participates in monitoring and evaluation of issues? Please briefly explain your answer.
4. How would rate school's service delivery? Please briefly explain your answer.
5. How has public participation in program planning of school activities affected the service delivery?
6. How has public participation in program implementation of school activities affected the service delivery?
7. How has community participate in monitoring and evaluation of school activities affected the service delivery?

Thank you for your cooperation

Appendix 4: Work Plan

Date	Activity
August-September 2016	Proposal writing and submission
October 2016	Data collection
October 2016	Data processing, analyzing of the processed data
November 2016	Report writing
November 2016	Submission of the report

Appendix 5: Budget

	Item	Quantity	Unit Cost	Total Cost
1.	Reams of paper	3	14,000	42,000
2.	Disc (Flash)	1		20,000
3.	Surfing	Internet modem plus monthly subscription	80,000 + 85,000	165,000
4.	Secretarial Services			55,000
5.	Photocopying	2 times	20,000	40,000
6.	Transport, Lunch, Phone calls	3 months	200,000	600,000
7.	Binding & report	10 copies	5000	50,000
8	Research Assistants	One person	300,000	300,000
9	Data analysis and SPSS			100,000
	TOTAL		UGX	1,372,000