



**STAKEHOLDERS' PARTICIPATION AND EDUCATION SERVICE DELIVERY IN  
URBAN COUNCILS IN UGANDA. A CASE STUDY OF KITGUM URBAN COUNCIL**

**BY**

**FLORENCE AKENA ACHOLA**

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## **DECLARATION**

I, Florence Akena Achola declare that this dissertation entitled “Stakeholders participation and education service delivery in Kitgum Urban Council” is my original work and has not been submitted to any institution of learning for the award of any degree or any other award.

Signature:

Date:

## **APPROVAL**

This dissertation is submitted for examination with our approval as supervisors.

Signature:.....

Name: Dr. Stella Kyohairwe

Date:

Signature:.....

Name: Mr. Steven Byakutaaga

Date:

## **DEDICATION**

This report is dedicated to all members of my family for their gumption to preserve our strong family ties and values, even under some of the most difficult circumstances imaginable. In a special way, i dedicate the study to Miss Christine Obwoya and Olal David Churchill for their moral and material support duting the course.

Finally, to my parents Mrs. Ketty Akena, Miss Christine Obwoya, Jennifre Akena, Akena Pauline, Opwonya Robert Akena, and Otema Walter Akena for the nurturing and parental encouragement for pursuit of higher studies.

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Any errors and omissions in the report are entirely mine.

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## **LIST OF ABBREVIATION**

KDLG: Kitgum district local government

CVI: Content validity index

DC: District council

M and E: Monitoring and evaluation

SPSS: Statistical Package for Social Scientists.

## **ABSTRACT**

The purpose of the study was to examine the relationship between stakeholders' participation and delivery of education services in Kitgum town council, Uganda. Specifically, the study established the relationship between: participatory planning; participatory budgeting; participatory monitoring and evaluation and delivery of education services in Kitgum town council. The study was cross section adopting both quantitative and qualitative approaches to study a sample size of 121 respondents. Data was collected using questionnaires and interview guide. Qualitative data was analyzed through content and discourse analysis. Inferential analysis was used to analyze Quantitative data using Pearson's correlation co-efficient while descriptive analysis was done using measures of central tendency. The study confirmed that, participatory planning; participatory budgeting and participatory monitoring and evaluation have significant positive effects on delivery of education services in Uganda; from the study findings, it's recommended that, both the central and urban councils should undertake vigorous and deliberate awareness campaigns to sensitize citizens on their roles in planning for delivery of education services and the need to aid the process of participatory planning if improved delivery of education services is to be realized. Similarly, central and urban councils should ensure timely release of funds to education sector; come up with clear policy guidelines on allocation of funds and the need for proper needs assessment, to address key prior areas to help to improve the delivery of education services. Finally, central Government and Town councils should ensure regular monitoring and reporting as well as sensitize and encourage stake holders to meaningfully participate in monitoring and evaluation of the delivery of education services.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Introduction**

Education is an important investment that a country can make and enhancing accessibility to educational services is significant in the development of a nation (World Bank, 1993). This is because; education positively affects socio-economic behavior such as productivity, living standards, health and demographic characteristics of any population. This study focused on the relationship between stakeholders' participation and education service delivery in Kitgum Urban council. This Chapters covers: The background to the study, relationship between stakeholders participation and education service delivery in Kitgum Urban Council, the statement of the problem, purpose of the study, Objectives of the study, research Questions, Hypotheses of the study, conceptual frame work, Significance of the study, Justification of the study, Scope of the study and Operational Definitions.

#### **1.2. Background to the study.**

The background of the study was categorized under the Historical, theoretical, conceptual and contextual back ground.

##### **1.2.1. Historical back ground**

Education, opens infinity of possibilities for society that would otherwise be denied namely; a better chance to lead healthy and productive lives, building strong and nurturing families,



participating fully in civic affairs of their communities, molding morals and value creating culture and shaping history.(source)It is a solid foundation for progress and sustainable development, an inherent human rights and critical step towards dismantling the gender discrimination that threatens all other rights catalyzing freedom and democracy within borders and extending its reach as an agent of international peace and security (UNICEF, 2000). Adam Smith(1977 )in his “Wealth of Nations” which was highly acclaimed in Western Europe, is quoted to have stated: “instructed and intelligent people are always more decent and orderly than ignorant and stupid ones; they are more disposed to examine situations and capable of seeing through the complains of interested factions and sedition and they upon this account, are less apt to be misled into wanton or unnecessary opposition to the measures of government” (<http://wealthoo.htm/content/wealth.htm>).

Along the same line of reasoning, Diderot in the 18th century in France in support of basic education is quoted to have written: “A peasant who knows how to read and write is more difficult to oppress” , as cited by Kaguire (2004). The vitality of education to society was supported more by the United Nations Declaration proclaiming the right to education for all in 1948, subsequent to that, education ministers of African region met in Addis Ababa in 1961 and resolved that there should be Universal Primary Education (UPE) and the eradication of illiteracy in Africa within twenty years (UNESCO, 1961). Unfortunately, the serious political and economic setbacks in Africa of the time deterred the implementation of the Addis Ababa proclamation in the 1970s and 1980s and this caused deterioration of education in many Third World Countries.

In Uganda, under the NRM government the decentralization policy was introduced which has been in existence for about 20 years now the decentralization policy main objective was to empower

people, democratize state power and facilitate modernization of our communities. (Mwesigye. A, 2014).

According to Adolf (2014), decentralization does not only empower people but also improves development and the quality of their lives. Furthermore decentralization enhances transparency and accountability in local governments to promote good governance and participatory democracy. The responsibility of planning, budgeting, administration, justice, allocating of resources have been transferred to local governments to enable people take decisions which affect their lives and communities.(Ministry of Local Governement,2014)

In relation to the above, Kitgum Town Council is governed through a system of decentralization through the 1995 Constitution of the Republic of Uganda. Through this System, Lower Local Governments were empowered to make key decisions without seeking permission from central government. The Local Government Act Cap 243 makes the town council responsible for education within the town. It's in the mandate of the town council to see that education programs and services are planned, budgeted for and the district educational officer is concerned with monitoring along with community officers and development programs.(Kitgum Urban Profile Report,2012)

### **1.2.2. Theoretical background**

According to the Stakeholders' theory by Freeman etal,(2004)he reflects and directs how managers operate rather than primarily addressing management theories and economists. The focus of stakeholders' theory is articulated in two core questions. First, it asks what the purpose of the firm is. This encourages managers to articulate the shared sense of the value they create and

what brings its core stakeholders together. This propels the firm forward and allows it to generate understanding performance determined both in terms of the purpose and market place financial metrics. Second, stakeholders' theory asks what responsibilities management has to stakeholders. This pushes managers to articulate how they want to do business specifically, what kind of relationships they want and need to create with their stakeholders to deliver on their purpose. That manager must develop relationships, inspire the stakeholders and create communities where everyone strives to give their best to deliver the value to the firm premises.

### **1.2.3. Conceptual background:**

The key concepts that guided the study were; stakeholders' participation and delivery of education services. These concepts have been defined variedly by different scholars.

In the views of Johnston (1982),stakeholders 'participation is the process through which stakeholder's influence and share control over priority setting, policy-making, resource allocations and access to public goods and services. Participation offers new opportunities for creative thinking and innovative planning and development. To him, it is understood as giving a few influential people a voice in local decision making and planning whereas the most needy and deprived, who may be the majority of the community, are not even consulted, let alone given a part in the process. The process according to him requires: direct, face-to-face involvement of citizens in social development and ultimate control over decisions that affect their own welfare. Since participation must involve the whole community, the disadvantaged must be empowered to take an active part in the political process. Participation must take place on a direct interpersonal basis, the unit for participation and the primary forum for the expression of views, must be the

small local community. It is only rational to give control of affairs and decisions to people most affected by them. Besides, since no government or authority has the means to solve all the public problems adequately, it is necessary to involve people in matters that affect them

Breuer (1999), concurs with Johnston (1982) that Stakeholders participation is the process by which an organization involves people who may be affected by the decisions it makes or can influence the implementation of its decisions. They may support or oppose the decisions, be influential in the organization or within the community in which it operates, hold relevant official positions or be affected in the long term. Stakeholder participation is a key part of corporate social responsibility (CSR) and achieving the triple bottom line. In stakeholders participation, members of the community have the main role in the process of development and they doing things for themselves. In the process of stakeholder's participation, members of community as actors are active. Participation is a process by which people are enabled to become actively and genuinely involved in defining the issues of concern to them, in making decisions about factors that affect their lives, in formulating and implementing policies, in planning, developing and delivering services and in taking action to achieve change

International Standard Classification of Education (1997) on the other hand, defines Education services into four: preprimary, post primary, higher education and adult education based on the traditional structure of the sector. However, according to the report, sub degree and university levels that had recorded the greatest changes. These changes are designed to support educational processes or systems without being "instructional activities" and includes: educational testing services, student exchange programme services and "study abroad" facilitation services.

#### **1.2.4. Contextual back ground**

Kitgum Town is located in Chua County and is bordered by Labongo Layamo to the west and north and Labongo Amida to the east and south. The town is steadily recovering from the long civil war and its growth is mainly as a result of its close proximity to Sudan which has enabled a lot of cross border business. The neighboring districts of Pader, Lira and Gulu also contribute to Kitgum's steady growth. Kitgum houses the district headquarters and is the major commercial hub of Kitgum district. (Kitgum Urban Profile Report, (2013).

The Local Government Act Cap 243 second schedule part 5(B), makes the Town Council responsible for education within the town. It is with this legal mandate that Kitgum Town Council takes charge of the provision of education services. This is monitored by the District Education Officer with the help of the Community Development Officer. According to the Kitgum five year development plan (2014/15), the town council has 173 learning institutions grouped under day care centres, nursery schools, government and private aided primary schools, polytechnic schools, technical institutes and vocational schools.

The Town Council has however had hiccups in the delivery of educational services characterized by poor PLE results, a symptom of lack of instructional materials, high school dropout rate especially the girl child, poor participation by stakeholders in supporting education programmes more so the parents, high pupil teacher ratio due to shortage of teachers both for primary and secondary schools and also poor education policies to cater for the disadvantage children. According to the Kitgum development plan (2014/15), the town council overall strategy is the involvement of stakeholders in the planning, budgeting, monitoring and evaluation during the implementation of various projects geared towards improving of education . The study therefore,

sought to establish the relationship between stakeholders' participation in planning, budgeting and monitoring and evaluation and the delivery of educational services in Kitgum Town council.

### **1.3. Statement of the problem.**

With the Education For All Convention, (1991) United Nations International Children's Education Fund (UNICEF 2000) backed up by the Government of Uganda Education White Paper 1992 (MoES 1992) and the subsequent introduction of Universal Primary Education 1997 (MoES, 1994) accompanied by establishment of Education Assessment Resource Services (EARS) in 2001 in Kitgum District, it was expected that community members would meaningfully gain access to education services through participation. More so a well-coordinated Education service delivery and stakeholders participation leads to improved performance and change in quality of life of the people. It is normally characterized by strong leadership, regular monitoring, adequate infrastructural and financial allocation plus improved staffing. To realize that, the government has put in place Education Act (1998) and Universal Primary Education guidelines (1998), financial transfers and decentralized education offices to the town council according to the Local Government Act (1997) charged with policy reviews and implementation of programmes and activities to achieve the targets on delivery of education services. Regrettably, it has not been realized in Kitgum as planned in the Town council Education sector report (2011-2012). That, the education sector continue to face paralysis in delivering services as a result of the under listed challenges: inappropriate curriculum and teaching style, lack of instructional materials, limited numbers of Special Needs Education (SNE) teachers to accommodate pupils in their regular class room activities.

According to the same report, the high costs of education, economic factors such as; high level of educational costs, house hold poverty, and high costs of instructional materials and lack of mid-day meals for most learners, curtailing concentration for afternoon lessons. The socio- cultural environment such as negative traditional attitudes and practices, complacency among parents, lack of acceptance and cruelty from peers, coupled with an inadequately addressed policy environment like non –participation of all stakeholders in policy formulation and implementation awareness and ill –equipped policy intention, for instance, have all compounded the problem of access. And there is evidence that Kitgum Urban Council has been underscoring on the delivery of Education services. According to the District Development Plan,(2015)there has been underperforming due to low infrastructural support, instructional materials and high pupil teacher ratio which impacted on the performance of pupils.

For instance in 2011, out of 778 candidates who were registered, only 689 scored first and second division while in 2012,813 candidates who were registered, only 528 scored first and second grade indicating a decline in performance. The District development plan (2011) indicates that the pupil class room ratio stands at 7:1, pupil teacher ratio is at 63:1 and the pupil desk ratio is at 5:1. According to the District Development Plan,(2014/15) the overall strategies for implementation is to involve stakeholders in the planning process, budgeting ,implementation, monitoring, evaluation and maintenance of education related programs and projects. This has been enhanced through the provision of education services by the world vision as one of the development partenrs. The services provided by development partners include but not limited to training of school management committees, community based sensitization, mobilizing communities to demand and

advocate for quality education amongst others. These services are generally provided through communities.

Therefore a lot has been done to emphasis stakeholder participation, through community empowerment in terms of planning, budgeting monitoring and evaluation of projects and also the decentralization policy but still education service delivery remains haphazard in Kitgum.it was therefore worth investigating whether there is a close link between education service delivery and stakeholders participation in Kitgum Urban Council

#### **1.4. Purpose of the study.**

The study examined the relationship between stakeholder's participation and the delivery of education services in Kitgum Urban Council.

#### **1.5. Objectives of the study**

The study was guided by the following objectives:

1. To examine the relationship between participatory planning and the delivery of education services in Kitgum urban council.
2. To establish the relationship between participatory budgeting and the delivery of education services in Kitgum Urban council.
3. To establish the relationship between participatory monitoring and evaluation and delivery of education service in Kitgum Urban Council.



## **1.6. Research Questions**

The study sought to answer the following questions

1. To what extent does participatory planning affect delivery of education services in Kitgum Urban council?
2. To what extent does participatory budgeting affect delivery of education services in Kitgum Urban council?
3. To what extent does participatory monitoring and evaluation affect delivery of education services in Kitgum Urban council?

## **1.7. Hypothesis of the study**

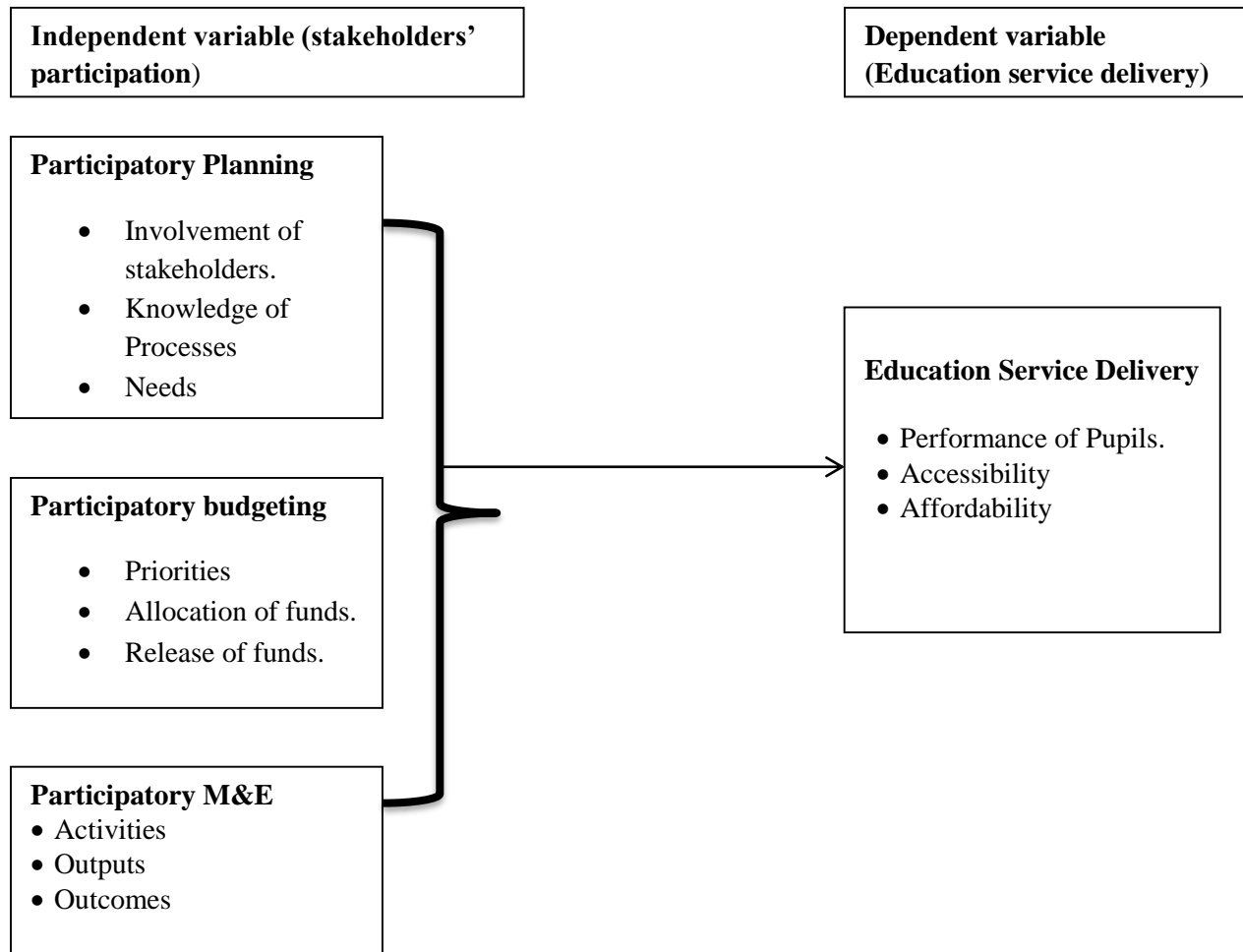
The study was guided by the following hypotheses:

1. There is no relationship between participatory planning and delivery of education services in Kitgum Urban council.
2. There is no relationship between participatory budgeting and delivery of education services in Kitgum Urban Council.
3. There is no relationship between participatory M&E and delivery of education services in Kitgum Urban Council.

## 1.8. Conceptual frame work

The relationship between stakeholders' participation and delivery of educational services was conceptualized in Figure 1 on the next page.

**Figure 1: Conceptual frame work showing the dimensions of the variables.**



*Source: Stakeholders Theory by Freeman (1994).*

From figure 1 above, the IV was conceptualized as participatory planning, participatory budgeting and participatory monitoring and evaluation while the DV as access, affordability and quality.

### **1.9. Significance of the study:**

It is hoped that the findings of this study will contribute valuable knowledge to the field of stakeholder participation and delivery of education service. As such, it will hopefully form a useful material for reference to other researchers and readers.

The study might also inform both private and public policy making through recommendations on how to improve on delivery of education services.

Likewise, the study is expected to benefit educational planners as it will be one of the reference points to feed into their developmental plans to address the gaps in educational provisioning. Furthermore, it shall be of interest to all public and private educational providers that are involved in ensuring equal opportunities.

The study will hopefully be of significance in the generation of information that is to be fed into the current advocacy and lobbying activities taken by various stakeholders aimed at improving the study conditions of education service delivery under the acclaimed all-inclusive education services.

It is also expected that the study might help to raise awareness amongst all stakeholders, on matters concerning access to education services.

### **1.10. Justification of the study.**

Education service delivery leads to improved performance and change in quality of life of the people. This will be characterized by regular monitoring, adequate infrastructural and financial

allocation plus improved staffing. To realize that, the government has put in place Education Act and universal primary education guidelines, financial transfers and offices at the town council charged with policy reviews and implementation of programmes and activities to achieve the targets on delivery of education services.

Despite all the above support and provisions, Kitgum Urban Council is still underscoring on the delivery of Education service an issue which the study intends to confirm.

### **1.11. Scope of the study**

The study scope was discussed in line with; geographical scope, time scope and content scope.

#### **1.11.1. Geographical scope**

The study was conducted in Kitgum Town council which is located in Kitgum District and is bordered by Mucwini and Kitgum matidi sub counties to the east, Akwang to the west, Padibe to the North and Labongo Amida Sub County to the south. All the parishes that form Kitgum Town Council were considered for the study.

#### **1.11.2. Time scope**

Considering resource constraints, the study targeted the period between 2000 and 2012 when the council recorded very poor performance under the education sector. The study therefore seeks to establish whether there is a link between stakeholder's participation and the education service delivery in Kitgum urban council.

### **1.11.3. Content scope**

The study only focused on the relationship between stakeholders' participation and delivery of education services in Kitgum Town Council.

### **1.12. Operational definitions of terms and concepts used**

**Education planning:** Refers to designing deliberate set of actions aimed at addressing educational concerns.

**Stakeholder:** Someone who is affected by company action or affects company action. Usually a stakeholder is someone who cares about something the company is doing or planning to do.

**Stakeholders' participation:** Refers to the involvement of people in identifying their needs and solutions to problems affecting them.

**Education budgeting:** Refers to identifying educational needs/priorities and allocating resources/finances to address those needs.

**Education service delivery:** This involves the actual training be it informal or formal.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter reviewed literatures related to stakeholder's participation and delivery of educational services. Specifically, this chapter covers the theoretical review and the review of related literature in line with the specific objectives of the study.

#### **2.2. Theoretical review**

Stakeholders' theory relates to management in that; it reflects and directs how managers operate rather than primarily addressing management theories and economists. The focus of stakeholders' theory is articulated in two core questions (Freeman, etal 2004). First, it asks what the purpose of the firm is. This encourages managers to articulate the shared sense of the value they create and what brings its core stakeholders together. This propels the firm forward and allows it to generate understanding performance determined both in terms of the purpose and market place financial metrics. Second, stakeholders' theory asks what responsibilities management has to stakeholders. This pushes managers to articulate how they want to do business specifically, what kind of relationships they want and need to create with their stakeholders to deliver on their purpose. That manager must develop relationships, inspire the stakeholders and create communities where everyone strives to give their best to deliver the value to the firm premises.

### **2.3. Participatory Planning and Education Service Delivery**

The concept of participation is a very convoluted term, frequently used, misunderstood, loosely applied and difficult to define (Sinclair 2004; Tufté & Mefalopoulos 2009). The most basic understanding of participation is to take part in something (Häggström, et al 2008). People understand and conceptualize the idea of participation within the context of planning and development projects differently (Cornwall 2008; Horelli 2002). While there are seemingly endless ways to define participation this study speaks to the concept of what Cornwall (2008) has termed invited participation that is, participation of community members in a project which is initiated by an agency or organization.

According to Arnstein's ladder of participation, (Cornwall, 2008), a person or public may be perceived as less participatory or more participatory. His model situates citizen control at the top, non-participation at the bottom and tokenism in between with varying degrees of participation within the three sections. This model however, has been criticized by Cornwall (2008) for lack of clarity between the lines between the different levels of participation.

Horelli (2002) on the other hand, looks at participation as a way of involving the public in advocacy planning, user planning, community action planning, deliberative planning, collaborative planning, and community planning.

Participatory Planning seeks to bring the consumer in, not only as a consultant, but also as a partner, building on local knowledge and experience, growing out of the community in a reciprocal fashion; both the project and the community work through a process of self-reflection and identification (Kreps 2009).

In her chapter entitled a Methodology of Participatory Planning, Horelli (2002) gives a thoroughly synthesized definition of participatory planning as a social, ethical, and political practice in which individuals or groups, assisted by a set of tools, take part in varying degrees at the overlapping phases of the planning and decision-making cycle that may bring forth outcomes congruent with the Participants' needs and interests.

Participation is the fundamental right of citizenship and that by which a democracy is built (Gaventa, 2002) and should be measured. The power dynamic goes through a drastic shift during genuine participatory projects, from expert authority to collaborative shared, empowering those who might not have previously had any voice at all (Cornwall 2008; Kreps 2009).

(Matovu, 2006) shows that In Uganda, the post-1986 period had been an era of participatory decision-making and development. The Constitution of 1995 and the Local Government Act of 1997 allowed for the direct participation of communities in development planning and administration of local areas, which has evolved over time. Notable among the implemented programs was the Education Plan, which among other things was supposed to ensure equitable education opportunities for both women and men, correcting education, and career imbalances through increased education for girls and ensuring a cut in illiteracy rate currently at an average of 60 percent for women and 38 percent for men.

According to Frank (2006), the practice of participation is critical in the design and success of programs. He also notes that, hands on experience give people self-confidence and they are able to apply their newly found planning skills to future projects, for which they also have increased capacity and greater interest.



To (Gutmann, et al, 2009), Democratic practices are strengthened and affirmed when people make decisions and act on behalf of themselves, whether or not as representatives of a larger group. This would build the civic capacity of people who will become more involved in their community and will likely partake in civic engagement later.

If participation means that the voiceless will have a voice (Krinskyetal, 2005, it is inevitable that there will be some objections. Power shifts do not sit well with many people, especially those whose power is being dissipated and possibly for those to whom the power is shifted (Escarcega Gomes, 2010). It may be an issue of discomfort for people to speak up and take ownership, especially if they have since been denied this right. People will also actively choose not to participate for a variety of reasons, which may include lack of self-confidence, resources, i.e. time, or interest (Botes etal, 2000). They may have been turned off to the idea due to lack of results in prior participation or they may have an aversion to the organization or setting based on previous experiences (Botes etal., 2000; Cornwall 2008; Petts & Leach, 2000).

(Reddick, 2010), identifies five benefits of citizen participation to the planning process: Information and ideas on public issues; Public Support for planning decisions; Avoidance of protracted conflicts and costly delays; reservoir of good will which can carry over to future decisions; and Spirit of cooperation and trust between the agency and the public. All of these benefits are important to the education Service delivery, in its planning efforts, particularly the last three.

Democratic decision-making, in contrast to bureaucratic or technocratic decision making, is based on the assumption that all who are affected by a given decision have the right to participate in the

making of that decision. Participation can be direct in the classical democratic sense, or can be through representatives for their point of view in a pluralist-republican model (Reddick, 2010). The criteria for evaluating policies in a democratic process are the accessibility of the process and/or the responsiveness of the policy to those who are affected by it, rather than the efficiency or rationality of the decision. This brings in context conventional planning, which tends to be dominated by a technical/analytic style with emphasis on data collection and analysis as the means for finding the best solutions to problems and developing a technically sound plan. The implicit assumption is that better information leads to better decisions. Success in conventional planning is measured by the extent to which the objectives of the plan are achieved. This denies interactive planning through participative processes that lead to better decisions.

Participation offers a variety of rewards to citizens (Robbins et al, 2008). These can be intrinsic to the involvement (through the very act of participation) or instrumental (resulting from the opportunity to contribute to public policy). The planner's expectations are also important in that an effective public participation program can lead to a better planning process and product as well as personal satisfaction

According to (Zukin et al, 2006), Political participation and involvement in community organizations are the hallmark features of civic engagement in a democratic society. Public involvement plays an important role in ensuring that political institutions and leaders take the voices of residents into account when making decisions affecting their communities. While scholars have concerned themselves about overall declines in political and civic participation (Putnam 2000), it is also important to pay attention to inequalities in participation across different racial and ethnic groups. This is especially true for political outcomes, where absolute levels of

participation are less important than relative differences in participation, with the latter playing a significant role in determining which groups have more say than others in the formulation and implementation of policy decisions. They further point that, Participation in community organizations connects people to politics in several ways: it helps individuals develop skills that are relevant to politics (such as writing to public officials and mobilizing groups towards a common cause); it provides them with greater knowledge of politics by facilitating interactions among people who share common interests and concerns; and it provides them with opportunities to be mobilized by political campaigns for common course

BLATTMAN, C.. (2009) in his analysis of participatory democracy looks at the social political impacts of combat experience and war violence in Northern Uganda, assesses whether during Uganda's twenty-year war had causal effects on issues such as political participation. On the side of recruitment, he contends that the results defy expectations and suggest that forced recruitment lead to greater postwar political participation a 27% increase in the likelihood of voting.

The essential component of the mobilization model according to (Strieter et al, 2006), is to provide insights for any extension professional to work effectively with collaborations with stakeholders. Here stakeholders engage in community partnerships in seeking solutions that address problems in their community. This community collaboration involved four critical steps, including: building partnerships; developing a community plan; implementing community action plans; and evaluating their effectiveness.

Identifying core community partners is the first step in implementing the community mobilization model, because the key to building successful collaborations is the relationship between and among people for the empowerment of all individuals (Rebori, 2000; Walker, 2003).

#### **2.4. Participatory Budgeting and Education Service Delivery**

(Grizzle et al, 2002), notes that budgeting is concerned with the implementation of the approved programme within the long range plan. The purpose of a budget system is to serve the needs of management in respect of the judgments and decisions it is required to make and to provide a basis for the management functions of planning and control. Managers should be concerned about the time wasted and more importantly, the fixed performance contracts which lead to decisions paralysis rather than decisive action and ethical Reporting.

A Budget is a detailed plan, which sets out, in money terms, the plans for income and expenditure in respect of the future period of time. It is prepared in advance of the time period and is based on the agreed objectives for that period of time together with the strategy planned to achieve those objectives (Weetman et al, 1996).

According to (Harvard, 2013), budgets are financial blueprints that quantify a firm's plans for a future period. That budget requires management to specify expected sales cash inflows and outflows, and costs; and they provide a mechanism for effective planning and control in organizations. It's the budget is a standard against which the actual performance can be compared and measured.

To ensure effective financial management and to avoid uncertainty or waste of financial resources, budgets and budgeting become vital (Emojorho, 2004). He further observes that, a budget is a formalized way of preparing a statement of all accounts and an allocation of all available financial resources. In other words, a budget can be described as a policy on which expenditures and income are based.

Proponents of budgeting argue that budgets have several important roles. Blocher et al (2002), for instance, argue that budgets help to allocate resources, coordinate operations and provide a means for performance measurement. Hilton et al (2002) agree with this view and claim that the budget is the most widely used technique for planning and control purposes. Clarke and Toal (1999) too, are of the opinion that budgets are still essential and can, for example, be incorporated as part of the financial component of the balanced scorecard. Meanwhile critics of budgets claim that budgets are bad for business, are no longer adequate and are “fundamentally flawed” as planning and control mechanism in today’s complex and highly uncertain business environment (McNally, 2002). (Neely, etal 2000), claims that experts criticize budgets as being ineffective. According to him, “Budgets, says experts, control the wrong things, like headcount, and miss the right ones, such as quality, customer service and even profits”.

Relatedly to Education service delivery, participatory budgeting process should go beyond prioritization, and even project conceptualization, to costing and expenditure and revenue planning. (Babcock, etal 2008) in the study of participatory budgeting discovered that, as observed in the Uganda actual budgeting was lacking from the participatory budgeting process, with the budget conference facilitators not coming out clearly on the priorities to be considered in the budgeting process. It further shows that participants. In wanting to improve education, issues like

the actual need of a new school, improved technology, more educational resources, stronger curriculum, better-trained teachers need to be addressed adequately. Under the education sector grants, there were inadequate funds allocated for actually building a new physical structure. It's at this point, that the community can decide to address education in a different manner—adding additional classrooms to an existing school, improving teacher training, and transporting children to other schools with space. However, a constraint within the conditional grant system is the volume of conditional grants<sup>8</sup> compared to unconditional grants.

The management accounting literature advocates participative budgeting as it provides managers with a sense of belonging (“this is our Budget”) and increases the possibility that they will make greater attempts to achieve the organizational budgetary goals. Prior studies on the relationship between budgeting participation and performance have obtained mixed results. (Rachman, 2014) found that a participative budgeting approach has a negative impact on performance. In contrast Covalieski et al (2003) found a positive relationship between budget participation and performance. The more recent literature however appears to advocate a participative approach as it can be more effective and people may be more inclined to attempt to achieve budgetary goals if they have been consulted in the budget setting exercise (Hilton et al, 2000). Fisher et al, (2000) suggests that participation provides opportunities for managers to create budgeting slack, whereas low participation restricts such opportunities.

According to (Reid, 2002), “top down” imposition of budget targets led to higher performance amongst the recipients as opposed to those managers who, more or less set their own targets. Managers can be motivated to respond to such pressures by exercising their authority in an inclusive, supportive, democratic and participatory way. Here, employees at the base of the

pyramid would not only have access to detailed accounting information, but they should be encouraged and facilitated to use this, together with their knowledge of the fundamentals of the organization, to progress and grow that organization and ensure maximum efficiency and effectiveness in meeting its goals.

The difference between success and failure of an organization can be partially explained by how well employees are organized and supported, how well the organization brings out the abilities and talents of its staff (Denton, 1999). It is important that staff will be more receptive of decisions and objectives of the organization. For this to happen, management has to create an environment in which there is Mutual trust, and a sense of employee ownership of the business prevails (Denton et al, 1999).

According to (Chong et al, 2002) Feedback concerning the degree to which budget goals have been achieved is another important variable in the budgeting process. Reports should be issued with sufficient frequency to facilitate adjustments to off target operations. When members of an organization do not know the results of their efforts, they have no indication of success or failure and no incentive for higher performance although the importance of budgetary feedback and control for improving managerial performance is mentioned here, how the disclosure of such information affects other managerial behavior is handled is not explicit. Sometimes, top management instructs its unit managers to work towards budget targets but does not want such managers to know the rationale behind their decisions. Consequently, these managers can lose direction and uncertainties can be created.

Management needs to learn to install confidence in the employees, and back them up when they make mistakes by providing constructive feedback. Mistakes drive people and organizations to learn (Leung et al, 2001)

A key measure of success, from the view of shareholders, is the success of the company in using the funds provided by shareholders to generate profit or shareholders' net worth (Weetman, 1996). In the traditional environment, budgets play a highly important role in performance evaluation. Attaining corporate standards is paramount to success. In the balanced Scorecard environment, the budget is weighted with nonfinancial factors. A performance evaluation, which is frequently tied directly to bonus compensation, is determined by a more balanced review of objectives. The goal is to achieve long-term strategic aims rather than emphasizing short-term budget targets.

According to (Khouja, et al 2003), the primary control objective of budgeting is to set target profit objectives. Limitations on spending and revenue targets provide the basis for profit goals. Budgets are frequently divided into manageable parts; however the underlying premise is financial control. Given the concerns regarding traditional approaches to budgeting, it is interesting to note that research undertaken with regard to the use of such systems has identified that operations of all sizes appear to place considerable importance on their traditional budgeting activities and utilizing them on a regular basis and viewing them as potentially valuable control tools.

It is suggested that it may be possible to meet the budgetary needs of the organization (Performance) through adopting "better budgeting" processes including for example activity based budgeting (Shane, 2005) and zero Budgeting (Ma,2006). However, it is being increasingly argued that just "tinkering" with an organization's budgeting systems will not be adequate.



Instead, it is suggested that what is really needed is a fundamentally new approach to such important budgeting purposes as forecasting and resource allocation, performance measurement and control, and cost management approach which incorporates a range of “alternative steering mechanisms” that especially promote empowerment, flexibility and knowledge sharing (Brander et al, 2001).

## **2.5. Participatory M&E and Education Service Delivery**

According to (Hauge, 2001), Uganda has implemented an impressive set of economic and budgetary management reforms. The immediate challenge for national development management, as a whole, is to translate success in the macro-economic arena into greater success in poverty reduction. Value for money in expenditures, quality of budget execution – or effectiveness of public service delivery, are serious concerns.

From an M&E perspective the major problem is that both information management and decision making is focused on the administrative process of expenditures and activities rather than on the poverty outcomes, impacts and goals that are being pursued. Planning, budgeting and incentives are geared towards tracking inputs, activities and, recently, immediate outputs. Recurrent and development expenditures are reviewed separately, rather than for their combined impact in achieving overall goals. Monitoring and evaluation remain overly centered on compliance with government requirements and regulations rather than end-results of policy, program and project efforts. Civil servants get rewarded for doing paperwork well rather than making a difference in people’s lives.

(Holvoet, et al 2014), their research conclude that Monitoring and evaluation in Uganda are fragmented, with multiple government and donor planning and progress reporting formats. Policy

formulation, work planning and budgeting are undertaken as separate exercises at the sector and district levels. With a proliferation of different funding arrangements, officials are burdened with a large volume of reporting but have little systematic information about effectiveness of actual public service delivery.

The Government of Uganda has recognized the importance of improving results orientation and has defined the effectiveness of public service delivery as its highest priority. Ongoing initiatives to introduce “output oriented budgeting”, “results oriented management” and pay reform deal with improving the quality of government. However, these initiatives have often been approached from the perspective of narrow departmental responsibilities rather than comprehensive goals and government-wide ownership (Hauge, 2001).

Broadly speaking, monitoring is carried out in order to track progress and performance during the process of project implementation as a basis for decisions for subsequent steps in the project process and to contribute to accountability for the use of resources. Evaluation, on the other hand, is a more generalized assessment of data or experience to establish how far research has achieved its immediate objectives (including implementation, outputs and outcomes). The term impact assessment is used broadly, often embracing evaluation and assessment of outputs and outcomes as well as long term impact ends (Pasteur ,etal 2006).

Whereas in project M&E literature there is more emphasis on monitoring at different levels, in the research M&E literature there tends to be a heavy focus on impact assessment, the term being used to embrace a huge variety of interpretations of what kind of impact is being implied (Alex, 1998).

A key challenge with regard to M&E is that there are many different types of research projects implying a wide range of expectations in terms of outputs, outcomes and impact, potentially requiring different methods and presenting different challenges in terms of measurement. Stirrat (2003) describes three types: ‘technical’ research, ‘soft’ research and ‘policy’ research, with different types of ‘knowledge’ being produced in each. Hard technical research might involve developing new crop varieties, new techniques of dealing with pests, or more efficient water conservation. Outputs are new technical forms of knowledge, and aims might be to increase crop productivity through technical change and innovation. Soft research is social science research, e.g. on gender, on management of common property resources; institutions and rules of the game. Outputs relate to understanding and improvements to social, economic and political context which makes people poor. Policy research overlaps with soft but with more focus on the context within which technologies are used – role of subsidies, taxation, institutions, etc. Outputs in this case involve influencing policy processes.

Davies, et al, (2005), points that monitoring and evaluation helps in shaping changes in policy, practice, changing people’s knowledge, attitudes or understanding of an issue. A large proportion of the literature relating to monitoring and evaluation of educational project addresses itself principally towards the issue of impact assessment, often immediately coming up with a number of reasons why this is a difficult undertaking (Harwich and Springer-Heinze 2004, Stirrat 2003). As Stirrat (2003) warns, to talk of ‘impact’ can open up an uncontrollable and unmanageable Pandora’s box.

The simple generic sequence of the logical framework (activities, outputs, outcomes, impact) serves as a starting point for pathway analysis, but rather than looking at the products of each stage,

the focus is on mapping and monitoring the process of moving from one stage to another. This flow of logic should be adopted within the academia to keep track of ongoing projects within the education sector and also measure their impact (Shaxson, 1999).

## **2.6. Summary of the literatures reviewed**

There is general consensus in the literatures reviewed that, stakeholder's participation positively affects the delivery of education services. However, the literatures were based on studies of stable communities unlike that of Kitgum Town Council who are just emerging out of the prolonged insurgency. Some of the literatures were also based on analysis of secondary information unlike this study, which involved collection of primary data for analysis and reporting.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter covers the methodology that was used for the study, in order to investigate the relationship between stakeholders participation and education service delivery in Kitgum urban council. Specifically, this chapter presents the research design, study population, sample size, sampling strategies, data collection methods, data collection instruments, validity and reliability, data collection procedures, data analysis, measurement of variables and ethical considerations.

#### **3.2. Research Design**

This study adopted a case study approach because it enables in-depth investigation which generates reliable data and findings about the study variables. Amin, (2004) supports this design by pointing out that it saves time and resources. Data collected is normally a lot richer and of greater depth (Yin, 2003). The study collected data from a cross section of population within the division because it enables collection of data in one setting. Also data is collected at one time from a sample selected from a larger population. It employed a triangulation approach of both quantitative and qualitative. Quantitative approach was applied because it yields numbers, tables that are easy to understand, interpret and apparently more convincing (Mugenda, 2003). Qualitative approach was used because it was not possible to get the information from all employees but through interviews on a selected representative sample the researcher was able to have a cross section of the population.

### 3.3. Study Population

The target population was one hundred thirty two (132) respondents. These respondents are key members running the Town council and key head teachers from selected schools. These included; the Town Clerk, five members of the urban council, District Chairperson, 16 chairpersons of School Management Committees, 72 Chairpersons PDC, DEO, Chairperson of the urban council and 16 head teachers.

### 3.4. Sample Size and sampling technique

The sample size was determined using statistical table as provided by Morgan and Krejcie (1970) adopted from Sekaran (2003) as in Table 1 below. The sample size was one hundred and twenty one and the small sample helped to reduce type II errors according to Amin (2003).

**Table 3.1. Sample population and sample size.**

S/No	CATEGORY	ACCESS POPULATION	SAMPLE SIZE		SAMPLING TECHNIQUE
01	Town clerk	1	1	1%	Purposive sampling
02	Urban councilors	25	25	21%	Purposive sampling
03	Chairperson Local council five	1	1	1%	Purposive sampling
04	Chairperson school management committees	16	16	13%	Purposive sampling
05	Members of the Parish development committees	72	63	51%	Simple random sampling.
06	Head Teachers	16	14	11%	Purposive sampling
07	Chairperson Urban council three	1	1	1	Purposive sampling
08	DEO	1	1	1	Purposive sampling
	<b>TOTAL</b>	<b>132</b>	<b>121</b>	<b>100</b>	

Source: Kitgum urban education sector report (2012)

### **3.5. Sampling techniques and procedures**

Both random and non-random sampling techniques were used in selecting elements in the samples. In particular, simple and purposive sampling were used after stratifying the different population.

Simple random sampling was used to select the categories among the members of the parish development committee using lottery method (Amin, 2005). This involved assigning numbers to all the elements in that access population, putting them in a box, and, one by one, randomly picking numbers until the determined sample size. This helped to avoid biases associated with other sampling methods since all the members have almost equal chance of being picked.

On the other hand, census sampling was used to sample respondents in the categories of Town clerk, Urban councilors three, LCV Chairperson, DEO, head teachers, Chairpersons school management committee, Chairperson Urban council three since their number was specific with specific titles and had the required information in respect to the objectives of the study (Mugenda and Mugenda, 2003).

### **3.6. Data collection Methods**

The researcher used a combination of questionnaire and interview as methods during data collection for the study and these methods were used in order to minimize the weakness of one method with another to enhance reliable findings.

Both qualitative and quantitative data collection methods were used during the study.

### **3.6.1. Questionnaire Survey**

Questionnaire was used in which self-administered structured questionnaires were personally delivered and issued to the respondents. Questionnaire was used because of its convenience and efficiency above all respondents were literate and able to read and fill in the answers in the questionnaire. It was also used in order to have a uniform question presentation and to avoid researcher's own opinions to influence respondents to answer questions in a certain manner. Amin, (2005) said that it collects data easily from a larger number of respondents since they have adequate time to give well thought out answers, low cost even when the population is large and widely spread geographically.

Quantitative data was collected by use of questionnaires; this involved administering seventy seven questionnaires to the respective respondents, which were collected after two weeks for analysis and incorporation into the report. This method was less expensive and saved time (Sekeran, 2003).

### **3.6.2. Face to face interviews**

Kothari, (2003) indicates that the interview method of collecting data involves presentation or oral verbal stimuli and reply in terms of oral-verbal responses. The researcher had face to face discussion with the respondents where unstructured questions to interview were used because it allows much greater freedom to ask supplementary question and at times omit others as the researcher feels (Kothari, 1990). Those interviewed using this method included; district chairpersons, chairpersons school management committees, head teachers, Town clerk,DEO and urban councilors This was done in order to get in-depth information and understanding about specific variables of interest in the study. In addition interview was used to probe further the



genuineness of the response generated by questionnaires. According to Amin, (2005) the interview method allows the researcher to evaluate sincerity of response.

### **3. 7. Data collection instruments**

The main data collection instruments that were used for the study were self-administered questionnaire and interview guide. Both the questionnaire and interview guide were designed to answer all the research questions raised. To supplement questionnaire responses, an interview guide was used to provide an opportunity for an in depth study through further probing which was not possible in the questionnaire

#### **3. 7.1. Questionnaires**

The researcher used questionnaires during data collection which were issued to the different respondents in order to gather all the necessary qualitative data. These were used on all respondents because they were literate and able to read, write and were convenient. Questionnaires were designed to handle individual objectives from which the relationship was assessed (Amin, 2005:269). The questionnaire included closed ended questions which required the respondents to tick depending on their choice based on the likert scale

#### **3. 7.2. Interview guides**

This was used to collect qualitative data from the categories of DEO, Town clerk, District Chairperson, members of school management committee, Chairperson urban council three, urban councilors. The interviews were conducted with the aid of a research assistant who was trained prior to the exercise.

### 3.8. Quality Controls

This was done as a way of eliminating or reducing errors in the study instruments in order to ensure the quality of research findings, the researcher carried out reliability and validity tests of the research instruments to be used during data collection as given below.

#### 3.8.1. Validity

Instrument validity measured the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept Mugenda and Mugenda (2003).The questions were given to two experts to assess whether all sub areas had been included in the correct proportions Amin (2005).The results are calculated as below.

$$CVI = \frac{\text{Numbers of items declared valid}}{\text{Number of items}}$$

$$= \frac{24}{31}$$
$$= 0.77$$

**Table 3.2: Content validity**

<b>Variables</b>	<b>Items declared right</b>	<b>Total number of items</b>
<b>Variable 1</b>	<b>6</b>	<b>8</b>
<b>Variable 2</b>	<b>7</b>	<b>9</b>
<b>Variable 3</b>	<b>7</b>	<b>10</b>
<b>Variable 4</b>	<b>4</b>	<b>4</b>
<b>Total</b>	<b>24</b>	<b>31</b>

*Source: Primary data*

The results showed an average validity index of .77 more than 0.7 according to (Amin, 2005), meaning that the instrument was valid for the study.

### 3.8.2. Reliability

Reliability was established through test-retest of the questionnaires to the same sample after two weeks and the higher the reliability coefficient the higher the reliability of instrument (Sekaran 2003). The pretest sample was done using 20(which was 35%. of the sample of 57) respondents who were not included in the study. The inputs of the 20 selected individuals were run on cronbach’s reliability analysis. This helped to measure the internal consistency of a test which ranges from 0-1 and the more it tends to 1, the more reliable (Sekaran, 2003).The results are presented in Table 3 below.

**Table 3.3:Reliability Statistics Results**

Variables	Cronbach’sAlpha results	Items
Participatory planning	.768	8
Participatory budgeting	.812	9
Participatory M and E	.917	10
Education service delivery	.644	4
Average value(alpha)	.785	31

The Cronbach’s alpha results from the field data in Table 3 above showed an average coefficient of .785 (average alpha/4) above 0.7 as put by Amin (2005), implying that the instrument was

reliable for the study. Amin (2005) also attests that, an average alpha more than 0.5 or higher is sufficient to show reliability.

### **3.9. Data collection procedures**

Upon approval of the proposal, the researcher obtained an introductory letter to conduct the research from the School of management sciences, Uganda Management Institute. This was then followed by mobilizing resources and getting permission to conduct the research from individuals and Kitgum urban council.

Prior to data collection, the questionnaires were pretested for the validity and reliability.

### **3.10. Data analysis.**

This involved organizing and interpreting of the data generated. The data were organized, edited to ensure completeness, uniformity and accuracy. The answers to the different questions were also coded and classified into mutually exclusive, exhaustive and representative categories.

#### **3.10.1. Quantitative data analysis.**

Quantitative data analysis involved the use of both descriptive and inferential statistics in the Statistical Package for Social Scientists (SPSS). Descriptive statistics entailed determination of means and measures of dispersion such as frequencies, percentages and standard deviations. Data were processed by editing, coding, entering, and then presented in comprehensive tables showing the responses of each category of variables. Inferential statistics included correlation analysis using a correlation coefficient and regression analysis using a regression coefficient in order to answer

the research questions. A correlation coefficient was computed because the study entailed determining correlations or describing the association between the variables (Oso&Onen, 2008).

### **3.10.2. Qualitative data analysis**

Qualitative data analysis involved both thematic and content analysis, and, was based on how the findings related to the research questions. Content analysis was used to edit qualitative data and reorganize it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes were identified (Sekaran, 2003). After data collection, information of the same category was assembled together and their similarity with the quantitative data created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data was illustrated and substantiated by quotation or descriptions.

### **3.11. Measurement of variables**

The questions were arranged in such a way that allowed the respondents to express the extent to which they agree of the relationships between the dimensions of land management and land development. This was arranged on the Likert scale of five to one since the hypotheses are stated in the negative. Strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). The respondents ticked against the scale that expressed their utmost view of a particular statement.

Up on running the analysis, classical assumptions were checked for use of certain techniques. Interval scales were used in measuring all the variables. Both univariate and multivariate analysis were applied. This enabled measurement of single and cross tabulation of results across variables.

Education service delivery was measured in terms of access, affordability and performance of pupils.

### **3.12. Ethical considerations**

The study was guided by the following ethical considerations:

Respondents were protected by keeping the information given confidential especially if confidentiality had been promised.

Identification of the respondents was concealed by use of figures or numbers.

The findings were disseminated to the respondents and shared with the District.

All the sources that had been used in the document were acknowledged.

The research assistants were guided on the basic requirements for conducting research prior to the exercise.

## CHAPTER FOUR

### DATAANALYSIS, PRESENTATION, AND INTERPRETATION

#### 4.1. Introduction

The study set out to examine the relationship between stakeholder's participation and the delivery of education services in Kitgum Urban Council. This chapter presents the data, gives the analysis and interpretation of the study results.

#### 4.2. Response rate

The response rate of the study was calculated using a formula, response rate/targeted response rate x100%. The response rate findings are presented in Table 4 below.

**Table 4.1: Response rates of the respondents**

<b>Tool</b>	<b>Targeted</b>	<b>Response</b>	<b>Percentage</b>
Questionnaires	77	41	53%
Interviews	44	34	77%
<b>Total</b>	<b>121</b>	<b>75</b>	<b>62%</b>

*Source: Primary data*

From table 4 above, out of the 77 questionnaires administered, 41 responded, giving a response rate of 53%. Out of 44 respondents targeted for interviews, 34 were actually interviewed giving a

response rate of 77%. The overall response rate was, thus, 62%. This response rate was above the 60% put by Mugenda and Mugenda (2003), being good enough to validate the study findings.

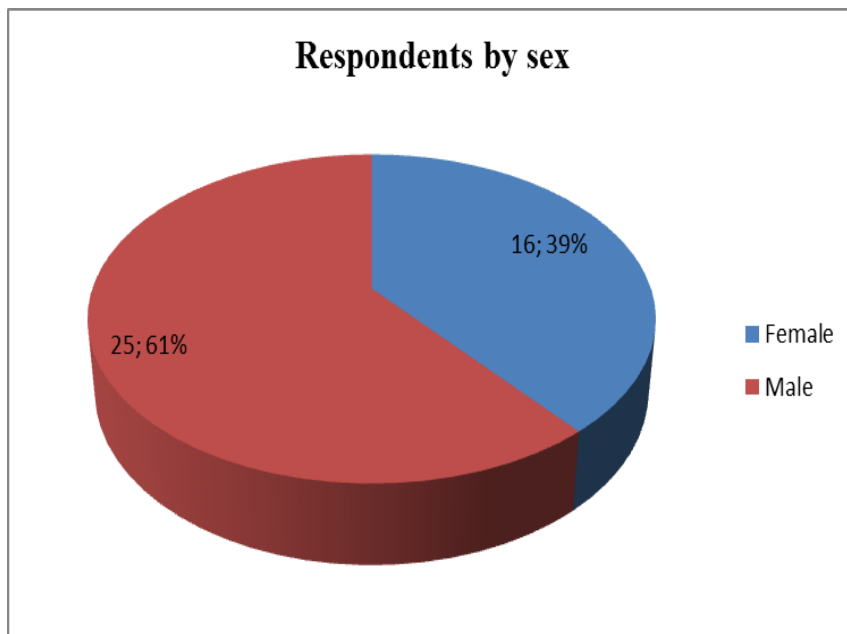
### 4.3. Background characteristics

In the following subsections, results on the background characteristics of the respondents are given, reflecting their sex, highest level of education attained, age, duration of service and position held.

#### 4.3.1. Gender distribution of the respondents

The researcher sought to establish the respondents' distribution in line with their sex, in order to ascertain whether this had an effect on stakeholder participation and the delivery of education services in Kitgum Urban Council. Emerging results are presented in Fig. 2 below;

**Figure 2: Gender of the respondents**



Source: Field study

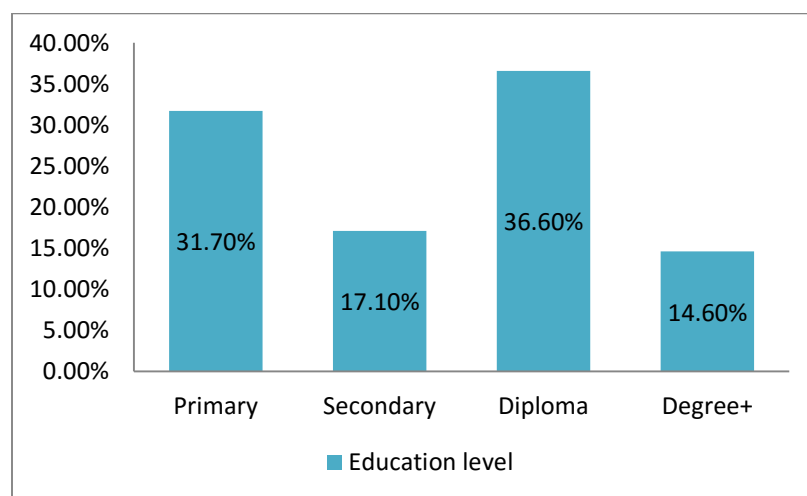


Most of the study respondents were male (61%), as opposed to the female who were 39%. This showed that more men than women were available to take part in the study. It should however be noted that in most settings in Africa, men are at the center of most of the key decisions in society and that could explain why the results in line with sex were skewed in favor of the male than female respondents. None the less, the study was representative in terms of gender.

#### 4.3.2. Respondents' highest levels of education

The researcher needed to find out the respondents' highest levels of education, in order to find out if the education qualifications had an effect on stakeholder participation and the delivery of education services in Kitgum Urban Council. Results are presented in Fig. 3 below;

**Figure 3: Education level of the respondents**



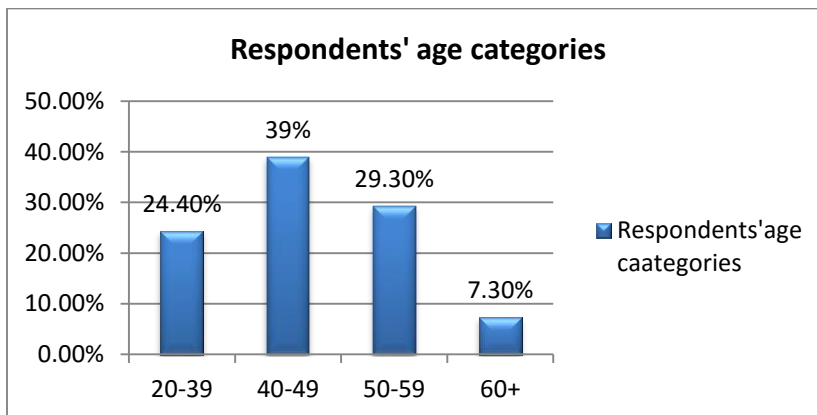
**Source: Field study**

Results showed that majority of the respondents (36.6%) had a Diploma as the highest level of education. These were followed by 31.7% who had Primary level of education, while 17% had Secondary level of education and 14.6% had Degree level of education. Having the majority (51%) with Diploma level of education and above implied that generally, the study participants were knowledgeable about matters pertaining education service delivery and would thus be in position to facilitate the delivery of desired education services.

#### 4.3.3. Ages of the respondents.

The researcher ascertained the respondents' age categories, in order to find out whether this had an influence on stakeholder participation and the delivery of education services in Kitgum Urban Council

**Figure 4: Ages of the respondents**



**Source: Filed study**

Results showed that most respondents were in the age bracket of 40 – 49 years (39%), followed by 29% who were in the bracket of 50 – 59 years; 24.4% were in the age category of 20 – 39 years,

while 7.3% were 60 years or above. This trend of results showed that generally, the respondents were quite mature and could be in position to make sound decisions that could effect the delivery of education services in Kitgum Urban Council.

#### 4.3.4. Distribution of respondents' by role

The researcher further established the specific roles of the respondents, as indicated in Table 5

**Table 4.2: Distribution of the respondents by category**

<b>Categories of respondents</b>		
	Frequency	Percent
Technical staffs	12	29.3
Politicians	22	53.7
SMC	4	9.8
PDC	3	7.3
<b>Total</b>	<b>41</b>	<b>100.0</b>

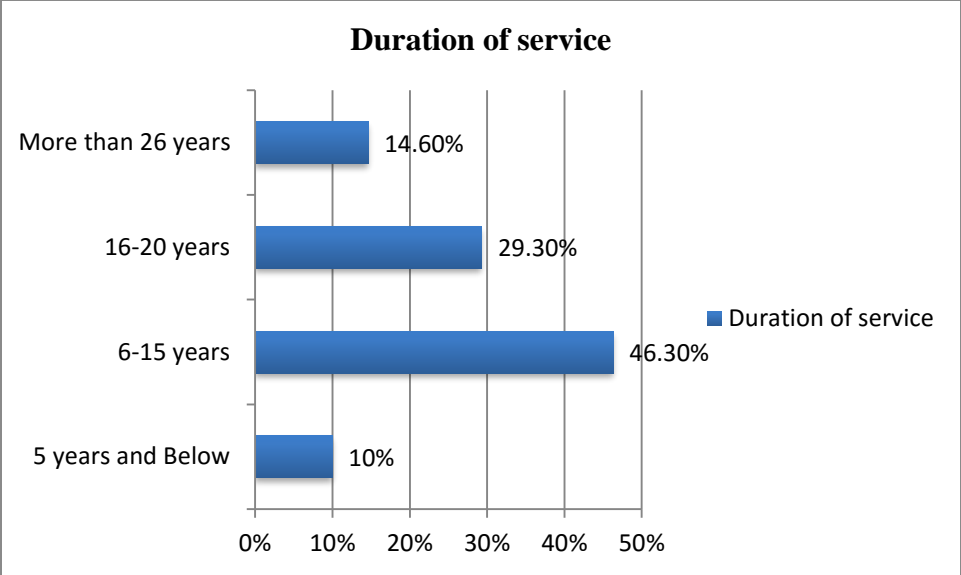
**Source: Field data**

It was noted through the study results that majority of those who participated in the study were politicians (53.7%), followed by 29.3% who were technical staff; 9.8% and 7.3 % were SMC members and PDC, respectively. Politicians play the role of mobilizing the communities to participate in various programmes, while the technical staff handles the technical aspects of a given activity, in this case, the delivery of education services. This implies that the study results represent the views of the key stakeholders in as far as the delivery of education services is concerned.

#### 4.3.5. Duration of service

The researcher established the respondents' duration of service under their different roles, as shown in Fig. 5

**Fig 5: Duration of service**



**Source: Field study**

Results showed that most respondents (46%) had served for 6 – 15 years, followed by 16 – 20 years (29%). This therefore means that most of the study participants had served for a reasonably long time and would therefore give relevant and accurate information in respect to stakeholder participation and the delivery of education services in Kitgum Urban Council.

**4.4. Empirical results**

Findings on participatory planning, participatory budgeting and participatory monitoring and evaluation, and how they affect delivery of education services are presented in the following sub sections;

#### 4.4.1. Participatory planning and education service delivery

The objective was set to measure the relationship between participatory planning and delivery of education services. The descriptive findings to this study objective are presented in Table 6 below.

**Table 4.3: Descriptive statistics on participatory planning**

SN	Statements on participatory planning	Percentage responses(%)					Mean	Std. deviation
		SA	A	N	D	SD		
1	Stakeholders participatory planning affects performance of pupils	78	19.5	0	0	2.4	<b>4.73</b>	<b>.593</b>
2	Stakeholders participation affects access to education	53.7	39	0	4.9	2.4	<b>4.34</b>	<b>.990</b>
3	Participatory planning affects affordability of education services	39	51.2	2.4	2.4	4.9	<b>4.27</b>	<b>.895</b>
4	Knowledge of the process of delivering education services affects performance of pupils	43.9	48.8	0	2.4	4.9	<b>4.28</b>	<b>.847</b>
5	Knowledge of the process of delivering education services affects access	43.9	46.9	2.4	0	7.3	<b>4.39</b>	<b>.919</b>
6	Knowledge of the process of delivering education services affects affordability	56.1	36.6		2.3	4.9	<b>4.29</b>	<b>.981</b>
7	The needs for education services affects performance of pupils	61	31.7		2.4	4.9	<b>2.58</b>	<b>1.442</b>
8	The needs for education services affects its affordability and access	36.6	53.7	2.4	4.9	3.4	<b>2.49</b>	<b>1.267</b>

Key SA(5)=Strongly Agree A(4)=Agree N(3)=Neutral D(2)=Disagree DD(1)=Strongly Disagree.

The study combined both agreed and strongly agreed to represent respondents that agreed while disagreed and strongly disagreed were combined to mean disagree and neutral remained. The mean scores above one (>3) represents agree while less than three (<3) represents disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

98% of the respondents agreed that Stakeholders participation in planning for education services affects performance of pupils while 2 % disagreed. In the view of one respondent, *“participation by stakeholders helps in advising and supporting the education sector. This leads to better performance of the pupils”* therefore if stakeholders are fully involved in the planning for education services this will lead to improved performance in school and thus improves education services in Kitgum

According to 93 % of the respondents, Stakeholders participation affects access to education contrary to 7% who disagreed.

On the other hand, 90% of the respondents agreed that, Participatory planning affects affordability of education services a view contested by 7% of the respondents although 2% remained neutral.

One respondent sums it that *“by participating in the planning process, parents are able to determine fees that are affordable by them and also checks on the excesses of the education sector”*. This will minimize on the exorbitant fees charged by private schools especially and if

parents can afford to pay fees then there will be more children going to school thus improved livelihood in the district

Knowledge of the processes involved in planning for education services affects performance of the pupils while 3% remained neutral and 7% disagreed.

To 93% of the respondents, knowledge of the processes involved in planning for education services affects access to the education service while 7% disagreed.

On the other hand, 91% of the respondents agreed that, knowledge of the processes involved in planning for education services affects access to the education services a view contested by 7% of the respondents although 2% remained neutral.

93% of the respondents on the other hand noted that, the demand for education services affects performance of the pupils contrary to the opinion of 7% of the respondents.

Similarly, 93% of the respondents agreed that, the demand for education services affects affordability although 7% disagreed. One respondent puts it that, *“due to sensitization by the Town council leadership, many people have been made aware of the processes involved in delivering education services and consequently appreciated the value of education by paying for it”*.

In the opinion of 90% of the respondents, education needs and access are adequately addressed a view contested by 8% although 2% remained neutral. In the opinion of one respondent, *the*

*liberalization of education services has seen mushrooming of many private schools that has helped in providing education services and meeting the needs of the people”*

Basing on the responses from the descriptive analysis from both the views of respondents as seen by the interview guide and also the views of respondents from the questionnaire there seems to be a consensus agreement that the performance, access and affordability of education services are greatly determined and influenced if there is stakeholder involvement in the planning, and knowledge of delivery of education services, through stakeholders advise, sensitization and also involvement in coming up with private schools within the community this will improve the quality of education services because the community especially the parents will be empowered to plan and participate in the activities of their schools within the community.

#### **4.4.1.1. Correlation results for participatory planning and delivery of education services**

To test if there was a relationship between participatory planning and delivery of education services in Uganda, a Pearson’s correlation coefficient was done by the study and the results are shown in Table 7. To verify this hypothesis, a null hypothesis was derived that, there is no positive relationship between participatory planning and delivery of education services in Uganda.

**Table 4.4: Correlation between participatory planning and education service delivery**



		Education service delivery
Participatory planning	Pearson Correlation	.435**
	Sig. (2-tailed)	.004
	N	41

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results in table 7 portrayed the correlation between participatory planning and education service delivery in Kitgum Urban Council. Results indicate that participatory planning and education service delivery are positively correlated, with positive and statistically significant Pearson correlation coefficient of (.435\*\*). Since the significance level of 0.004 is less than 0.05, then the above correlations are significant and it implies that the two variables are linearly related. This therefore, implies that participatory planning is positively related to education service delivery in Kitgum Urban Council and therefore, if participatory planning is emphasized and strengthened, with more stakeholders actively participating in the planning for education services, this will help to enhance the quality of education services delivered. However, with little or no participatory planning by the stakeholders, the quality of education services in Kitgum Urban Council may decline.

#### 4.4.1.2. Regression Results for Participatory planning and Education service delivery

The dimensions of the instrument were assessed using linear regression analysis to ascertain the extent to which participatory planning would lead to increase in delivery of education services in Uganda. The results are presented in Table 8

**Table 4.5: Model summary for participatory planning and delivery of education services**

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
(Constant)		2.244	.463		4.842	.000
Participatory planning		.350	.116	.435	3.017	.004
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.435(a)	.189	.168	.38368		

b. Dependent Variable: Education service delivery

Source: Field data

The findings in the table above, indicates a standardised coefficient of 0.435, between participatory planning and education service delivery in Kitgum Urban Council. The coefficient is positive, which means that improving participatory planning improves delivery of education services. The

value of t-statistic for the coefficient equal to .004 which is significant (p-value, .004 is less than 0.05). This means that delivery of education service is statistically dependant on participatory planning. The result therefore suggests that participatory planning can enhance the delivery of education services in Kitgum Urban Council. According to the findings, the adjusted R square ( $R^2$  tells how a set of independent variables explains variations of a dependent variable) value is 0.168, indicating that participatory planning accounts for 16.8% of the variations in delivery of education services, when all other variables are kept constant.

The Pearson correlation results obtained revealed a positive relationship between participatory planning and delivery of education services. The Null hypothesis was therefore rejected.

#### **4.4.2. Participatory budgeting and education service delivery**

The results in relation to participatory budgeting and education service delivery in Kitgum Urban Council are presented in line with the descriptive statistics, correlation analysis and regression analysis results. The descriptive statistics were analyzed in terms of means and standard deviations, so as to describe the mean responses per questionnaire item under participatory planning. In order to determine the degree and the nature of relationship between participatory budgeting and education service delivery, the findings were further subjected to a correlation analysis and finally, the regression analysis was used to confirm the correlation results, to show whether participatory budgeting had an effect on education service delivery. The emerging results are presented here below;

A number of question items were used to measure the relationship between participatory budgeting and delivery of education services. The findings are presented in table9below

**Table 4.6: Descriptive statistics for participatory budgeting**

SN	Statements on participatory budgeting	Percentage responses (%)					Mean	Std. deviation
		SA	A	N	D	SD		
1	People are involved in identifying education priorities		14.6	9.8	34.1	41.5	<b>2.05</b>	<b>1.024</b>
2	There is adequate allocation of funds to delivery of education services	2.4	2.4	14.6	24.4	56.0	<b>2.02</b>	<b>.851</b>
3	Funds are timely released to support education services	9.8	9.8	7.3	17.1	56.1	<b>2.39</b>	<b>1.181</b>
4	Privatizing education services affects performance of pupils	65.9	14.6	2.4	9.8	7.3	<b>4.20</b>	<b>1.364</b>
5	Privatizing education services affects access to education	51.2	26.8	2.4	9.8	9.8	<b>4.00</b>	<b>1.360</b>
6	Privatizing education affects affordability	56.1	24.4	2.4	7.3	9.8	<b>4.12</b>	<b>1.288</b>
7	Adequate allocation of funds to education sector affects pupils performance	56.1	31.7	2.4	7.3	2.4	<b>4.27</b>	<b>1.141</b>
8	Adequate allocation of funds to education sector affects its access	53.7	34.1	2.4	7.3	2.4	<b>4.24</b>	<b>1.135</b>
9	Adequate allocation of funds to education sector its affordability	48.8	41.5	0	7.3	2.4	<b>4.22</b>	<b>1.107</b>

Source: Primary data

Key SA (5) = Strongly Agree      A(4) = Agree      N(3) = Neutral      D(2) = Disagree

SD (1) = Strongly Disagree

For interpretation purpose of the content of Table 9 above, the researcher combined both agreed and strongly agreed to represent respondents that agreed while disagreed and strongly disagreed were combined to mean disagree and neutral remained. More, the mean scores above one (>3) represents agree while less than three (<3) represents disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

The findings showed that 15% of the respondents agreed that People are involved in identifying education priorities although 75% disagreed while 10% remained neutral. The majority opinion is summed up by one respondent that, *“the process is always top down and it’s always done by the office of the urban education officer”* This justifies the situation that in most schools both government and private, not all stakeholders identify education priorities this is left in the hands of the top management especially the school management committees.

The findings further showed that 5% of the respondents agreed that there is adequate allocation to delivery of education services while 81% disagreed as opposed to 15% who remained neutral. One respondent concur with majority position that *“the UPE allocation is too little to the extent that some schools can’t afford instructional and learning materials”* both the qualitative and the

quantitative results illustrate that there is inadequate funding for the delivery of education services in most schools

20% of the respondents admitted that, funds are timely released to support education services contrary to the position of 73% who disagreed while 2% remained neutral. Although the funds are inadequate, they are sometimes released very late as put by one respondent that, *“despite the small allocation, the funds are again released very late beyond the period meant for its use which has forced many schools to borrow money from traders or bookshops to run the schools”*

In the opinion of 81%, privatizing education services affects performance of pupils as opposed to 17% who disagreed while 2% remained undecided. The majority opinion, is true when seen from the quality and results of the pupils from private schools as put by one respondent that, *“the teachers in private schools are highly motivated and have enough instructional materials that is why it’s mostly private schools performing well in PLE in the town”*

78% of the respondents held a position that, privatizing education services affects access to education although 20% disagreed and 2% remained neutral. The majority view is summed up one respondent that, *“those days, pupils would walk very long distance to reach school, very tired to concentrate contrary to now where there many private schools within reach”*

To 81% of the respondents, privatizing education affects affordability a view contested by 17% while 2% remained undecided. Much as privatizing education services improves access and

performance, it remains very expensive as noted by one respondent that, *“private schools charge very high fees beyond the capacity of the common man”*

Most of the views from the respondents from both the questionnaire and interview guide greatly support the statement that privatization affect performance, access to education and affordability of education services whereby most private schools performance will be better than government schools because of higher motivation of teachers in private schools and also access to education services will be made easier because of the many schools which are closer to the people and when it comes to affordability most private schools are highly expensive.

According to 88% of the respondents, adequate allocation of funds to education sector affects pupils’ performance although 20% disagreed while 2% remained neutral. One respondent notes that, *“Once funds are adequate, it can be used to motivate the teachers and acquire the right and adequate instructional and learning materials which results in to improved performance of the pupils”*

In the opinion of 88%, adequate allocation of funds to education sector affects its access. This view was contested by 10% of the respondents while 2% remained undecided. The majority opinion is summed up by one respondent that, *“when there is little allocation, the schools are forced to charge additional fees on the parents forcing other pupils out of school”*

90% of the respondents on the other hand agreed that, adequate allocation of funds to education sector affects its affordability while 10% remained neutral. The popular view is noted by one

respondent that, *“majority of the parents are poor and failure to allocate enough funds to schools by Government would shift the burden on to them beyond their capacity”*

From the above descriptive analysis it can be argued that the amount of funds allocated to the education sector will affect performance of the education service delivery, access and affordability of the services. It’s also noted that most schools management is a top down management style which does not give chance to other stakeholders to participate in the budgeting.

#### **4.4.2.1. Correlation results for participatory budgeting and delivery of education services**

To test if there was a relationship between participatory budgeting and delivery of education services in Uganda, a Pearson’s correlation coefficient was done by the study and the results are shown in Table 10 below. To verify this hypothesis, a null hypothesis was derived that there is no positive significant relationship between participatory budgeting and delivery of education services in Uganda.

**Table 4.7: Correlation results for participatory budgeting and education service delivery**

		Education service delivery
Participatory budgeting	Pearson Correlation	.615**
	Sig. (2-tailed)	.000
	N	41



Table 10 depicted the correlation between participatory planning and education service delivery. Results indicate that participatory budgeting and education service delivery are positively correlated with highly significant value of (.615\*\*). Since the significance value of 0.000 is less than 0.05, it implies that the relationship between the two variables is statistically significant.

This shows that there is a strong and positive correlation between participatory budgeting and delivery of education services in Uganda, implying that with more participatory budgeting, there is likelihood that education service delivery in Urban Council will improve.

#### 4.4.2 .2. Regression results for participatory budgeting and Delivery of education services

A linear regression analysis was run to ascertain the extent to which participatory budgeting explains increase in delivery of education services. The results are presented in table 11 below.

**Table 4.8: Model summary for participatory budgeting and delivery of education services**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
(Constant)		2.152	.308		6.991	.000
Participatory budgeting		.422	.087	.615	4.873	.000
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.615(a)	.378	.363	.33592		

b. Dependent Variable: Education service delivery

Adjusted R<sup>2</sup> of 0.363 reveals that 36.3% of total variance participatory planning has on education service delivery of the variations in delivery of education services, when all other variables are kept constant. The findings in the table above indicate a standardised coefficient of 0.615, between participatory budgeting and education service delivery in Kitgum Urban Council. The coefficient is positive, which means that improving participatory budgeting improves delivery of education services. The value of t-statistic for the coefficient equal to .000 which is significant (p-value, .000 is less than 0.05). This means that delivery of education service is statistically dependant on participatory budgeting. The result therefore suggests that participatory budgeting can enhance the delivery of education services in Kitgum Urban Council.

Pearson correlation results obtained revealed a strong positive relationship between participatory budgeting and delivery of education services. The Null hypothesis was therefore rejected.

#### **4.4.3. Participatory monitoring and evaluation and delivery of education services**

This subsection presents the various responses measuring the relationship between participatory monitoring and evaluation and delivery of education services. The findings are presented in Table 12 below

**Table 4.9: Descriptive statements on participatory monitoring and evaluation**

<b>Statements on participatory monitoring and evaluation</b>	<b>Percentage responses (%)</b>					<b>Mean</b>	<b>Std.D</b>
	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>		
Participatory monitoring and evaluation of education affects performance of pupils	73.2	17.1	0	9.8	0	<b>4.44</b>	<b>1.205</b>
Participatory monitoring and evaluation of education affects its access	43.9	39	2.4	12.2	2.4	<b>4.00</b>	<b>1.304</b>
Participatory monitoring and evaluation affects its affordability	51.2	24.4	2.4	14.6	7.3	<b>3.90</b>	<b>1.480</b>
Participatory monitoring and evaluation of education outputs affects pupils performance	58.5	29.3	0	4.9	7.3	<b>4.29</b>	<b>1.123</b>
Participatory monitoring and evaluation of education outputs affects its access	46.3	48.8	0	4.9	0	<b>4.32</b>	<b>.907</b>
Participatory monitoring and evaluation of education outputs affects its affordability	63.4	19.5	2.4	9.8	4.9	<b>4.22</b>	<b>1.314</b>
Participatory monitoring and evaluation of education out comes affects pupils performance	48.8	24.4	4.9	19.5	2.4	<b>3.80</b>	<b>1.553</b>
Participatory monitoring and evaluation of education out comes affects its access	53.7	24.4	0	17.1	4.9	<b>3.93</b>	<b>1.523</b>
Participatory monitoring and evaluation of education out comes affects its affordability	53.7	22	2.4	19.1	2.4	<b>3.95</b>	<b>1.518</b>
People are involved in monitoring and evaluation of the delivery of education services	0	2.4	15	17.1	65.9	<b>2.02</b>	<b>.651</b>

Source: primary data

Key SA(5)=Strongly Agree A(4)=Agree N(3)=Neutral D(2)=Disagree DD(1)=Strongly Disagree.

The study combined both agreed and strongly agreed to represent respondents that agreed while disagreed and strongly disagreed were combined to mean disagree and neutral remained. The mean scores above one (>3) represents agree while less than three (<3) represents disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

90% of the respondents confirmed that, participation in monitoring and evaluation of education affects performance of pupils while 10% disagreed. This ensures adherence to standards as noted by one respondent that, *“monitoring and evaluation helps in ensuring strict adherence to standards which translates into improved performance of the pupils”*

In the views of 83%, participatory monitoring and evaluation of education services affects its access although 15% disagreed while 2% remained neutral. One respondent alludes that, *“regular monitoring and evaluation helps in identifying education gaps and providing solutions to the same”*

To 76% of the respondents, participatory monitoring and evaluation affects its affordability a view contested by 22% while 2% remained undecided. The majority view is substantiated by one

respondent that, *“participatory monitoring and evaluation helps in checking the excesses of primary schools in terms of fees making the service affordable by the community”*

According to 88% of the respondents, participatory monitoring and evaluation of education outputs affects pupil’s performance while 12% disagreed.

In the opinion of 95% of the respondents, participatory monitoring and evaluation of education outputs affects its access although 5% disagreed.

On the other hand,83% of the respondents confirmed that Participatory monitoring and evaluation of education outputs affects its affordability a view contested by 15% of the respondents although 2% remained neutral.

73% of the respondents on the other hand noted that, participatory monitoring and evaluation of education outcomes affects pupils’ performance as contested by 22% while 5% remained undecided.

In the views of 78% of the respondents, participatory monitoring and evaluation of education outcomes affects its access although 22% disagreed.

76% of the respondents had an opinion that, participatory monitoring and evaluation of education outcomes affects its affordability contrary to the minority views of 22% and 2% who remained neutral.

In the opinion of 83% of the respondents, they disagreed that people are involved in the delivery of education services contrary to the views of 15% who remained neutral and 2% who agreed.

With all the benefits of participatory monitoring and evaluation, stakeholders involvement remains minimal as put by one respondent that, *“normally, it’s the office of the Urban Education officer, Town clerk and Urban council three executive who do the monitoring and evaluation”*

The responses from the interview guide and questionnaire greatly emphasize the importance of monitoring and evaluation to improve education service delivery however the question is; Is it a participatory approach to M and E? Of course not, because not everyone is involved. Its some few district officials who are involved in this exercise. However for purposes of making it efficient and effective, different stakeholders should be involved in monitoring and evaluation of the education services to improve on accountability.

#### **4.4.1.1. Correlation results for participatory monitoring and evaluation and delivery of education services**

To test if there was a relationship between participatory monitoring and evaluation and delivery of education services in Kitgum, a Pearson’s correlation coefficient was done by the study and the results are shown in Table 13. To verify this hypothesis, a null hypothesis was derived that, there is no positive relationship participatory monitoring and evaluation and delivery of education services in Kitgum.

**Table 4.9.1: Correlation results for participatory monitoring and evaluation and education service delivery**

<b>Correlations</b>		
		Education service delivery
Participatory monitoring and evaluation	Pearson Correlation	.668**
	Sig. (2-tailed)	.000
	N	41
**. Correlation is significant at the 0.01 level (2-tailed).		

The results in table 13 show that the correlation between participatory monitoring and evaluation and education service delivery is .668\*\*, meaning there is a highly significant positive correlation between participatory M & E and education service delivery. The P-value corresponding to this is .000, since it is less than 0.05, the level at which the relationship was tested; the correlation between the two variables is statistically significant. This means that participatory M & E has a strong and significant positive correlation with education service delivery in Kitgum Urban Council and in effect, it implies that with any alteration in participatory monitoring and evaluation, there is likely to be a corresponding effect in education service delivery in Kitgum Urban Council. Hence, the hypothesis that ‘participatory monitoring and evaluation significantly contributes to education service delivery in Kitgum Urban Council’ has been substantiated.

#### 4.4.1.2. Regression Results for Land Registration and Land Development

The researcher further used a regression analysis to confirm whether participatory M & E had had an effect on education service delivery in Kitgum Urban Council. The emerging results are presented in Table 14 below.

**Table 4.9.2: Model summary for participatory M & E and education service delivery**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
(Constant)		2.494	.209		11.954	.000
Participatory monitoring and evaluation		.292	.052	.668	5.602	.000
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.668(a)	.446	.432	.31719		

b. Dependent Variable: Education service delivery

The regression model results between participatory M & E and education service delivery in Kitgum Urban Council was positive and significant. The results also indicated that the adjusted R squared ( $R^2$ ) = 0.432 or 43.2% ( $R^2$  tells how a set of independent variables explains variations of a dependent variable). This means that participatory monitoring and evaluation as a dimension of the independent variable had an effect of 43.2% on the dependent variable in Kitgum Urban



Council and the rest of the variation could be attributed to other factors, other than participatory M & E. Further still, the standardized coefficient of participatory monitoring and evaluation was positive (.668). This suggests that holding other factors constant, participatory monitoring and evaluation could affect education service delivery by a magnitude of 0.668 units (66.8%). This result greatly accounts for the fact that monitoring and evaluation helps to uncover the weak areas so that improvements can be made. This is in agreement with the correlation results in table 7 above and therefore confirms the hypothesis that ‘Participatory monitoring and evaluation has a significant effect on education service delivery in Kitgum Urban Council’.

The Pearson correlation results obtained revealed a positive relationship between participatory monitoring and evaluation and delivery of education services. The Null hypothesis was therefore rejected.

## CHAPTER FIVE

### SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

The study investigated the relationship Stakeholders participation and delivery of education services in Kitgum Town Council. This chapter presents the summary of the findings, discussions, conclusions and study recommendations.

#### 5.2. Summary

The study findings are summarized according to the objectives outlined here under;

##### 5.2.1. Participatory planning and education service delivery

The hypothesis that there is no positive significant relationship participatory planning and delivery of education services in urban councils in Kitgum Urban Council was rejected. The findings implied that participatory planning significantly affects delivery of education services in urban councils in Kitgum.

##### 5.2.2. Participatory budgeting and education service delivery

The hypothesis that there is no positive significant relationship between participatory budgeting and delivery of education services in urban councils in Kitgum was rejected. The findings implied that participatory budgeting significantly affects delivery of education services in urban councils in Kitgum.

### **5.2.3. Participatory monitoring and evaluation and education service delivery**

The hypothesis that there is no positive significant relationship between participatory monitoring and evaluation and delivery of education services in urban councils in Kitgum was rejected. The findings implied that participatory monitoring and evaluation significantly affects delivery of education services in urban councils in Kitgum.

## **5.3. Discussion**

In this section, the study findings are discussed and cross-referenced with the literature that was reviewed in chapter two.

### **5.3.1. Participatory planning and education service delivery**

Results indicate that participatory planning and education service delivery are positively correlated, with positive and statistically significant Pearson correlation coefficient. This therefore meant that the more the different stakeholders participate in the planning for their education services, the more the services improve. These findings were in tandem with the views of Frank (2006), who observed that the practice of participation is critical in the design and success of programs. He also notes that, hands on experience give people self-confidence and they are able to apply their newly found planning skills to future projects, for which they also have increased capacity and greater interest.

In the same vein, Hart (1992) observed that democratic practices are strengthened and affirmed when people make decisions and act on behalf of themselves, whether or not as representatives of

a larger group. This would build the civic capacity of people who will become more involved in their community and will likely partake in civic engagement later.

Cogan and Sharpe (1986, p. 284) identified five benefits of citizen participation to the planning process: Information and ideas on public issues; Public Support for planning decisions; Avoidance of protracted conflicts and costly delays; reservoir of good will which can carry over to future decisions; and Spirit of cooperation and trust between the agency and the public. All of these benefits are important to the education Service delivery, in its planning efforts, particularly the last three.

Participatory planning includes sharing and coordinating the values and inputs of a broad range of agencies, publics, and other interests when conceiving, designing and implementing resource policies, programs or projects (Mitchell, 1987). The findings thus showed that indeed, participatory planning, where all stakeholders are brought on board in planning for education related activities can help to enhance the delivery of education services in Kitgum Urban Council.

### **5.3.2. Participatory budgeting and education service delivery**

Results showed that there was a positive correlation between participatory budgeting and delivery of education services in Kitgum Urban Council. The adjusted  $R^2$  of 0.363 revealed that 36.3% of total variance in education service delivery could be attributed to participatory budgeting.

The findings were in agreement with those of Flamholtz, (1983), who noted that budgets provide a mechanism for effective planning and control in organizations and they act as a standard against which the actual performance can be compared and measured.

Weetman, (1996) further observes that in the traditional environment, budgets play a highly important role in performance evaluation and that attaining corporate standards is per mount to success.

### **5.3.3. Participatory M & E and education service delivery**

Results showed that there was a strong positive relationship between participatory M&E and education service delivery in Kitgum Urban Council. This finding was in support of Horton et al (1993) who indicated that broadly speaking, monitoring is carried out in order to track progress and performance during the process of project implementation as a basis for decisions for subsequent steps in the project process and to contribute to accountability for the use of resources. Evaluation, on the other hand, is a more generalized assessment of data or experience to establish how far research has achieved its immediate objectives (including implementation, outputs and outcomes). The term impact assessment is used broadly, often embracing evaluation and assessment of outputs and outcomes as well as long term impact ends.

Further, Davies, et al, (2005), pointed out that monitoring and evaluation helps in shaping changes in policy, practice, changing people's knowledge, attitudes or understanding of an issue, which further can serve to enhance the delivery of education services in Kitgum Urban Council.

## **5.4. Conclusions**

The following are the conclusions drawn from the study findings.

#### **5.4.1. Participatory planning and education service delivery**

It can thus be concluded that, participatory planning has a positive significant effects on delivery of education services in Kitgum urban councils.

#### **5.4.2. Participatory budgeting and education service delivery**

The conclusion on this objective was that participatory budgeting significantly affects delivery of education services in Kitgum urban councils.

#### **5.4.3. Participatory M & E and education service delivery**

From the discussion of the findings above, the study concluded that participatory monitoring and evaluation has a positive significant contribution to delivery of education services town councils of Kitgum

### **5.5. Recommendations**

In this section, key recommendations to address the gaps identified are given, as a way forward towards the realization of effective education outcomes in urban councils in Kitgum.

#### **5.5.1. Participatory planning and education service delivery**

- Both central and local governments should undertake vigorous and deliberate awareness campaigns to sensitize citizens on their roles in planning for delivery of education services.
- Local governments and central Government should also aid the process of participatory planning if improved delivery of education services is to be realized through capacity building and private public partnerships

- The different stakeholders should be empowered to effectively participate in planning for delivery of education service whereby they should be involved in committees to come up with their own budgets during planning

### **5.5.2. Participatory budgeting and education service delivery**

- Both central and local governments should ensure timely release of funds and address imbalances in allocation of the funds, which could have affected the delivery of education services.
- The central and town councils should come up with clear policy guidelines on proper allocation of funds to sectors that are crucial, like education.
- In addition, there is need for a proper needs assessment, prior to the allocation of available funds, such that the few available funds are allocated to where there is more need; this will help to improve the delivery of education services.
- Town councils should lobby for funding and support from agencies including scaling up mobilization of local revenue to supplement other sources.

### **5.5.3. Participatory monitoring and evaluation and education service delivery**

- Central Government and Town councils should ensure regular monitoring and reporting to realize improvement in the delivery of education services.
- Central government and town councils should sensitize and encourage stakeholders to meaningfully participate in monitoring and evaluating the delivery of education services.

## **5.6. Limitations**

The study was comprehensive and the researcher used considerable finances to execute it successfully. However, despite the limitations of logistical and financial difficulties, the researcher

solicited sufficient resources to complete the study within the required time frame. The researcher found some uncooperative respondents; this was mitigated by building a rapport with them by explaining the purpose of the study. This made them to open up and respond to the study. The researcher ensured validity and reliability of the instrument through expert judgment and conducted a reliability test of the instrument to avoid deficiency of data collection instruments which could have left some gaps not well captured.

### **5.7. Areas for further research**

The following are presented as areas for further research:

Further research could be conducted on the roles of traditional or religious institutions in promoting delivery of education services in town councils in Uganda.

Similar research can be carried out in other districts / regions in this country.

Research can also be carried out to assess the impact of policies and laws on the delivery of education services in town councils in Uganda.

Research can also be done on gender and the delivery of education services in town councils in Uganda.



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## **APPENDICES**

### **Appendix 1: Questionnaires for General Respondents**

Dear respondents,

This is a research leading to the award of Masters in Management Studies of Uganda Management Institute. The purpose of this is to investigate the stakeholders' participation and Education service delivery in Kitgum Urban council.

You are kindly requested to feel free and express your opinion on each of the issues raised as objectively as possible the information you will provide will be treated with utmost confidentiality and under no circumstances will it be personalized. The basic research ethics are to be observed and adhered to.

Your positive and quick response will highly be appreciated.

Thank you for your attention,

**Achola Florence Akena**

(Masters Candidate)

**SECTION A: RESPONDENTS' BIO DATA (PLEASE TICK WHERE APPROPRIATE)**

Sex	Tick	Age Brackets	Tick	Education Level	Tick	Category Of Respondent	Tick	Duration In Service	Tick
Male		20-29		Primary		District Technical Staff		below 5 years	
Female		30-39		Secondary		Politicians		6-10 years	
		40-49		Diploma		SMC member		11-15 years	
		50-59		Degree		member of PDC		16-20 years	
		60 and above		Masters		District Technical Staff		26 and above years	
				PHD/others				below 5 years	

In the subsequent sections B,C,D and E you will be required to use the scale given to tick on a number that best represents your opinion as follows :5 – strongly Agree, 4-Agree, 3-Undecided, 2-strongly Disagree, and 1-Disagree.



**Section B : Stakeholders Participatory planning and Education service delivery in Kitgum**

**Urban Council:**

B.1 Opinion	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Stakeholders involvement in delivery of education services affects performance of pupils in Kitgum Urban Council					
Stakeholders involvement in delivery of education services affects access to education services in Kitgum Urban Council					
Stakeholders involvement in delivery of education services affects affordability of education services in Kitgum Urban Council					
The knowledge of the processes involved in the delivery of education services affects performance of pupils in Kitgum Urban Council					
The knowledge of the processes involved in the delivery of education services affects access to education service in Kitgum Urban Council					
The knowledge of the processes involved in the delivery of education services affects affordability of education service in Kitgum Urban Council					
The needs for education services affects performance of pupils in Kitgum Urban Council					
The needs for education services affects access to education services in Kitgum Urban Council					
The needs for education services affects affordability for education services in Kitgum Urban Council					

**Section C: Stakeholders' Participatory Budgeting and Education service delivery in Kitgum Urban Council**

B.1 Opinion	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
People are involved in identifying education priorities in Kitgum Urban Council					
There is adequate allocation of funds towards the provision of education service in Kitgum Urban Council					
Timely release of funds affects the delivery of education service in Kitgum Urban Council					
Privatization of education services affects performance of pupils					
Privatization of education services affects access to education services					
Privatization of education services affects to education service in Kitgum Urban Council					
Privatization of education services affects affordability of education service in Kitgum Urban Council					
Adequate allocation of funds affects performance of pupils					
Adequate allocation of funds affects access to education services					
Adequate allocation of funds affects affordability of education services					

**Section C: Stakeholders' Participatory Monitoring and Evaluation and Education service delivery in Kitgum Urban Council**

D.1 Opinion	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
People are involved in monitoring the delivery of education services					
Stakeholder's participation in Monitoring and evaluation of education activities affects performance of pupils in Kitgum Urban Council					
Stakeholder's participation in Monitoring and evaluation of education activities affects access to education services in Kitgum Urban Council					
Stakeholder's participation in Monitoring and evaluation of education activities affects affordability of education services in Kitgum Urban Council					
Stakeholder's participation in Monitoring and evaluation of education outputs affects performance of pupils in Kitgum Urban Council					
Stakeholder's participation in Monitoring and evaluation of education outputs improves access to education services in Kitgum Urban Council					
Stakeholder's participation in Monitoring and evaluation of					

education outputs affects affordability to education services in Kitgum Urban Council					
Stakeholder's participation in Monitoring and evaluation of education out comes affects performance of pupils in Kitgum Urban Council					
Stakeholder's participation in Monitoring and evaluation of education out comes affects access to education services in Kitgum Urban Council					
Stakeholder's participation in Monitoring and evaluation of education out comes affects affordability of education services in Kitgum Urban Council					

## **Appendix II: Interview Guide**

### **Introduction**

My name is Achola Florence Akena pursuing a Masters in Management Studies- Public Administration and Management from Uganda Management Institution. I am conducting a research on stakeholder's participation and Education Service Delivery in Kitgum Urban Council.

This will lead to the award of the above master's degree. You are kindly requested to participate in this study by completing this questionnaire, your participation in this process is voluntary and you can withdraw at any time without any penalty. All data will be kept confidential and your identity is not required, by completing this questionnaire your voluntary participation is implied.

Stakeholders' Participation refers to both the process and activities that allow members of an affected population to be heard, empowering them to be part of decision making processes and enabling them to take direct action on Education issues.

Thanks a lot for sparing your time for the interview.

1 Have you ever been involved in planning for the education sector in Kitgum urban council?

Elaborate on your answer.

2. In your opinion, does Stakeholders involvement in delivery of education services affects performance of pupils in Kitgum Urban Council?. Substantiate on your response.

3. Do you think Stakeholders involvement in delivery of education services affects access to education services in Kitgum Urban Council?. Elaborate on your response.

4. Do you think Stakeholders involvement in delivery of education services affects affordability of education services in Kitgum Urban Council?. Elaborate on your answer

5. In your opinion, do you think the knowledge of the processes involved in the delivery of education services affects performance of pupils in Kitgum Urban Council?. Elaborate on your response

6. Do you think the knowledge of the processes involved in the delivery of education services affects access to education service in Kitgum Urban Council?. Substantiate on you response

7. Do you think the knowledge of the processes involved in the delivery of education services affects affordability of education service in Kitgum Urban Council?. Elaborate on you answer

8. Do you think the needs for education services affects performance of pupils, access and affordability of education services in Kitgum Urban Council?. Elaborate on your response

9. Do you think the allocation of adequate funds to education services affects performance of pupils in Kitgum Urban Council?. Elaborate on your answer

10. In your opinion, does the allocation of adequate funds to education services affect access and affordability of education service in Kitgum Urban Council? Elaborate on your response

11. Does the timely and sufficient release of funds for education services affect performance of pupils in Kitgum Urban Council?. Substantiate

12. Does the timely and sufficient release of funds for education services affect access and affordability of education service in Kitgum Urban Council? Elaborate on your response

13. In your opinion, does Stakeholder's participation in monitoring and evaluation of education activities affect performance of pupils in Kitgum Urban Council?. Elaborate on your response

14. Does Stakeholder's participation in Monitoring and evaluation of education activities affect access and affordability of education services in Kitgum Urban Council?. Substantiate on your response

15. Does Stakeholder's participation in Monitoring and evaluation of education outputs affect performance of pupils in Kitgum Urban Council?. Elaborate

16. Do you think Stakeholder's participation in Monitoring and evaluation of education outputs improves access and affordability of education services in Kitgum Urban Council?. Elaborate

17. In your opinion, does Stakeholder's participation in Monitoring and evaluation of education outcomes affect performance of pupils in Kitgum Urban Council?. Elaborate

18. Do you think Stakeholder's participation in Monitoring and evaluation of education outcomes affects access and affordability of education services in Kitgum Urban Council?. Elaborate.

**Appendix III: Krejcie and Morgan (1970) Table for Determining Sample Sizes for Finite  
Population**

<b>Population size</b>	<b>Sample size</b>	<b>Population size</b>	<b>Sample size</b>	<b>Population size</b>	<b>Sample size</b>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	280	100000	384

Adopted from: Barifaijo, K.M, Basheka, B, and Oonyu,J.(2010)