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A cross-sectional study to examine the relationship between participatory planning and the delivery of education services in Katerera urban council, Rubirizi, Uganda.

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ABSTRACT

Background

The study aimed to examine the relationship between participatory planning and the delivery of education services in the Katerera urban council.

Methodology

The study used a cross-sectional study design with both qualitative and quantitative approaches to allow in-depth investigation and triangulation. A target population of 132 stakeholders was sampled to 121 using Krejcie & Morgan tables through purposive and simple random sampling. Data were collected using questionnaires and face-to-face interviews guided by validated and reliable instruments. Quantitative data were analyzed using SPSS with descriptive and inferential statistics, while qualitative data underwent thematic and content analysis. Ethical procedures, including confidentiality and informed consent, were strictly observed.

Results

The study achieved a 62 percent overall response rate, with questionnaires returning 53 percent and interviews 77 percent, meeting the acceptable threshold for validity. Male respondents constituted 61 percent, while 39 percent were female, and 36.6 percent held Diplomas as their highest qualification. Most respondents were aged 40 to 49 years at 39 percent and had served for 6 to 15 years at 46 percent, reflecting adequate experience. Politicians formed the largest respondent group at 53.7 percent, followed by technical staff at 29.3 percent. Descriptive results indicated strong agreement above 90 percent that participatory planning improves performance, access, and affordability of education services. Participatory planning showed a statistically significant positive correlation with education service delivery, with Pearson r equal to 0.435 and p equal to 0.004. Regression results confirmed that participatory planning explained 16.8 percent of variations in education service delivery, demonstrating its meaningful contribution

Conclusion

Participatory planning has a significant positive effect on the delivery of education services in the Katerera urban council.

Recommendation

Both central and local governments should undertake vigorous and deliberate awareness campaigns to sensitize citizens on their roles in planning for the delivery of education services.

Keywords: *participatory planning, delivery of education services, Rubirizi*
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Background of the study

Participatory planning in Uganda has emerged as part of decentralization reforms under the NRM government, aiming to empower citizens, enhance democratic practices, and involve communities in decision-making (Matovu, 2006; Hauge, 2001). Decentralization transferred responsibilities such as planning, administration, and resource allocation to local governments, ensuring that citizens participate directly in decisions affecting their lives (KATERERA District, 2011).

In Katerera Town Council, the 1995 Constitution and the Local Government Act Cap 243 empower lower local governments to design and manage education-related plans without seeking central government approval (MOE Uganda, 1998). Community participation is emphasized because the town council is mandated to plan and organize education programs with input from various stakeholders, including parents, teachers, community development

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officers, and school administrators (Bloom, Sunseri & Leonard, 2007). Stakeholder theory also supports this approach, emphasizing the importance of building strong relationships with all actors to create shared value and guide decisions (Freeman, Wicks & Parmar, 2004). Thus, this study aimed to examine the relationship between participatory planning and the delivery of education services in Katerera Urban Council.

Methodology

Research Design

This study adopted a case study approach because it enables an 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 the population within the division because it enables the 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 methods. A 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.

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 of PDC, DEO, Chairperson of the urban council, and 16 head teachers.

Sample Size and sampling technique

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

Table 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
	TOTAL	132	121	100	

Source: KATERERA urban education sector report (2012)

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 populations.

Simple random sampling was used to select the categories among the members of the parish development committee using the 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 an 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).

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.

Questionnaire Survey

A questionnaire was used, in which self-administered structured questionnaires were personally delivered and issued to the respondents. A 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 the researcher's own opinions from influencing 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.

Face-to-face interviews

Kothari (2003) indicates that the interview method of collecting data involves presentation or oral verbal stimuli and replies in terms of oral-verbal responses. The researcher had face-to-face discussions with the respondents, where unstructured interviews were used. Those interviewed using this method included: district chairpersons, chairpersons of school management committees, head teachers, the 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, an interview was used to probe further the genuineness of the response generated by questionnaires

Data collection instruments

The main data collection instruments that were used for the study were a self-administered questionnaire and an 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.

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 and 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.

Interview guides

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

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.

Validity

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 follows.

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

$$= 24/31$$

$$= 0.77$$

Table 2: Content validity

Variables	Items declared right	Total number of items
Variable 1	6	8
Variable 2	7	9
Variable 3	7	10

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Variable 4	4	4
Total	24	31

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.

Reliability

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 crobach's reliability analysis. This helped to measure the internal consistency of a test which ranges from 01 and the more it tends to 1, the more reliable (Sekaran, 2003).The results are presented in Table 3.

Table 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 of more than 0.5 is sufficient to show reliability.

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 the Katerera urban council. Before data collection, the questionnaires were pretested for validity and reliability.

Data analysis.

This involved organizing and interpreting the data generated. The data were organized and 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.

Quantitative data analysis.

Quantitative data analysis involved the use of both descriptive and inferential statistics in the Statistical Package for Social Sciences (SPSS). Descriptive statistics entailed the determination of means and measures of dispersion, such as frequencies, percentages, and standard

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deviations. Data were processed by editing, coding, and 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 to answer the research questions.

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 was created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data were illustrated and substantiated by quotations or descriptions.

Measurement of variables

The questions were arranged in such a way that allowed the respondents to express the extent to which they agree with 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. Upon running the analysis, classical assumptions were checked for the use of certain techniques. Interval scales were used in measuring all the variables. Both univariate and multivariate analyses were applied. This enabled the measurement of single and cross-tabulation of results across variables. Education service delivery was measured in terms of access, affordability, and performance of pupils.

Ethical considerations

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

Identification of the respondents was concealed by the 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 before the exercise.

RESULTS

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.

Table 4: Response rates of the respondents

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

Source: Primary data

From table 4, 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.

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.

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 KATERERA Urban Council. Emerging results are presented in Fig. 1.

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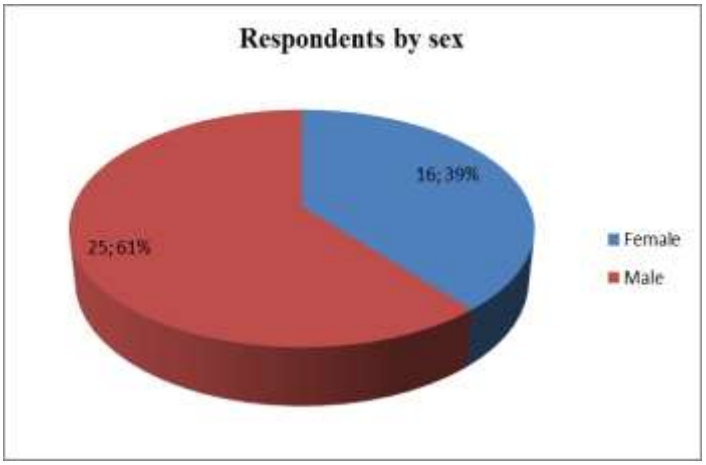
Figure 1: Gender of the respondents



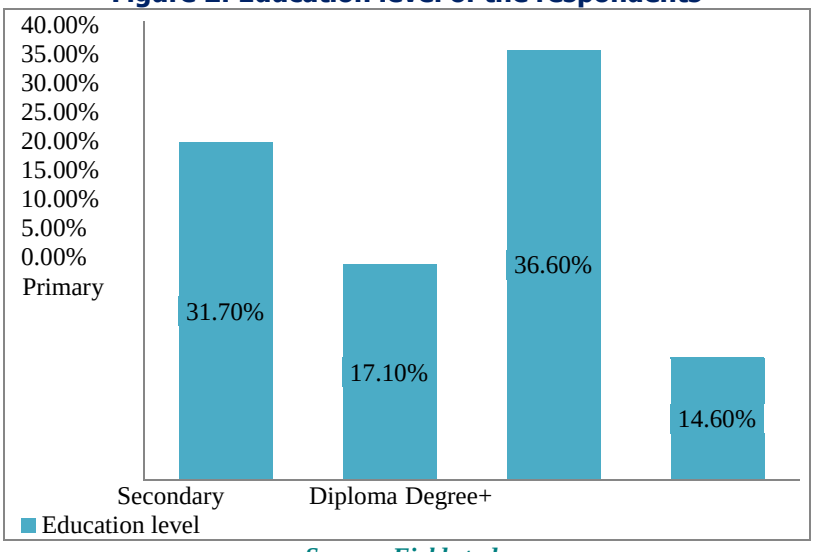
Source: Field study

Most of the study respondents were male (61%), as opposed to the females 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 respondents over the female respondents. Nonetheless, the study was representative in terms of gender.

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 KATERERA Urban Council. Results are presented in Fig. 2.

Figure 2: Education level of the respondents



Source: Field study

Results showed that the majority of the respondents (36.6%) had a Diploma as the highest level of education. These were followed by 31.7% who had a Primary level of education, while 17% had a Secondary level of education and 14.6%

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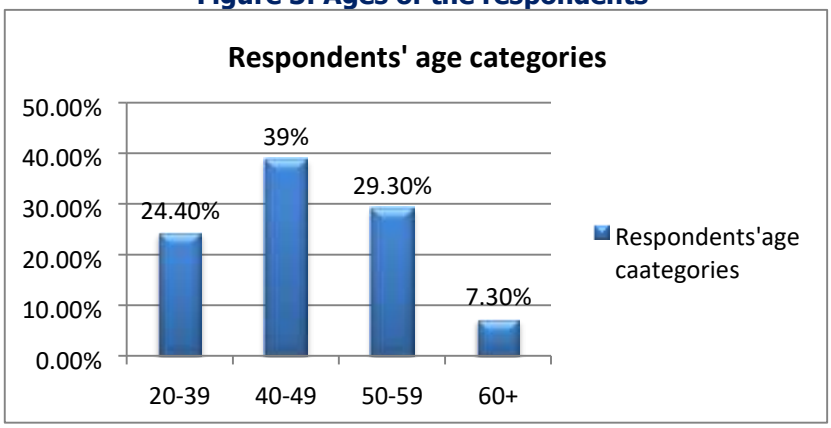
had a Degree level of education. Having the majority (51%) with Diploma level of education and above implied that generally, the study participants were knowledgeable about matters related to education service delivery and would thus be in a position to facilitate the delivery of desired education services.

Ages of the respondents.

The researcher ascertained the respondents' age categories, to find out whether this influenced stakeholder participation and the delivery of education services in KATERERA Urban Council.

Figure 3: 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 a position to make sound decisions that could affect the delivery of education services in Katerera Urban Council.

Distribution of respondents by role

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

Table 5: Distribution of the respondents by category

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

Source: Field data

It was noted through the study results that the 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 insofar as the delivery of education services is concerned.

Duration of service

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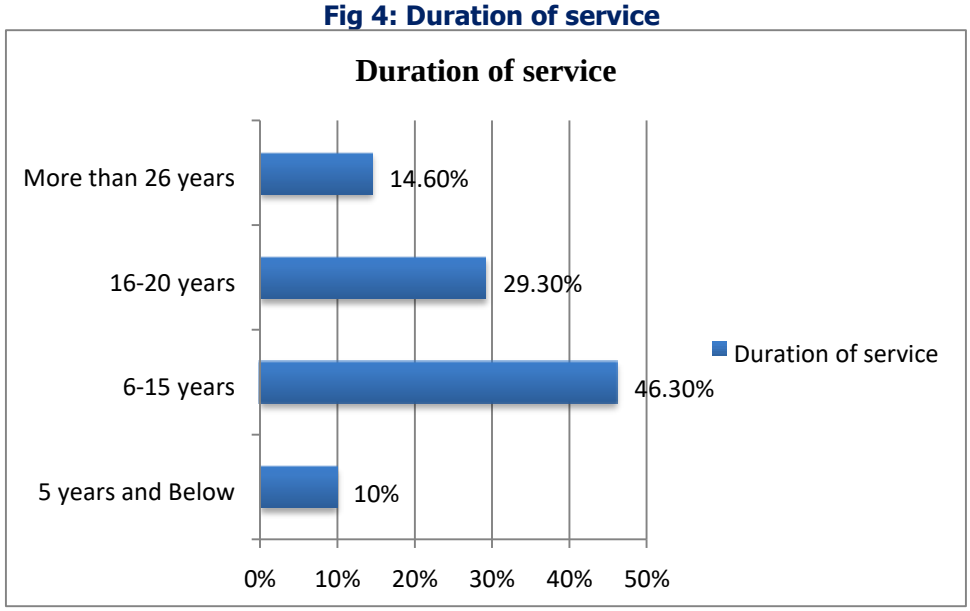
The researcher established the respondents' duration of service under their different roles, as shown in Fig. 4

Fig 4: 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 KATERERA Urban Council.

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.

Table 6: 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	4.73	.593
2	Stakeholders participation affects access to education	53.7	39	0	4.9	2.4	4.34	.990
3	Participatory planning affects affordability of education services	39	51.2	2.4	2.4	4.9	4.27	.895
4	Knowledge of the process of delivering education services affects performance of pupils	43.9	48.8	0	2.4	4.9	4.28	.847
5	Knowledge of the process of delivering education services affects access	43.9	46.9	2.4	0	7.3	4.39	.919

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6	Knowledge of the process of delivering education services affects affordability	56.1	36.6		2.3	4.9	4.29	.981
7	The needs for education services affects performance of pupils	61	31.7		2.4	4.9	2.58	1.442
8	The needs for education services affects its affordability and access	36.6	53.7	2.4	4.9	3.4	2.49	1.267

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 who agreed, while disagreed and strongly disagreed were combined to mean disagree, and neutral remained. The mean scores above one (>3) represent agree, while scores less than three (<3) represent disagree. The standard deviation score of 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 the 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 improve education services in Katerera.

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 the affordability of education services, a view contested by 7% of the respondents, although 2% remained neutral.

One respondent sums it up that "*by participating in the planning process, parents can determine fees that are affordable to them and also check on the excesses of the education sector".* This will minimize the exorbitant fees charged by private schools, especially if parents can afford to pay fees, then there will be more children going to school, thus improving livelihood in the district.

Knowledge of the processes involved in planning for education services affects the 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 the 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 the mushrooming of many private schools, which have 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.

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 used 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 the delivery of education services in Uganda.

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Table 7: 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 Katerera Urban Council. Results indicate that participatory planning and education service delivery are positively correlated, with a positive and statistically significant Pearson correlation coefficient of (.435**). Since the significance level of 0.004 is less than 0.05, the above correlations are significant, and this implies that the two variables are linearly related. This, therefore, implies that participatory planning is positively related to education service delivery in Katerera 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 Katerera Urban Council may decline.

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 an increase in the delivery of education services in
Uganda. The results are presented in Table 8.

Table 8: Model summary for participatory planning and delivery of education services

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		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 indicate a standardised coefficient of 0.435 between participatory planning and education service delivery in Katerera Urban Council. The coefficient is positive, which means that improving participatory planning improves the delivery of education services. The value of the t-statistic for the coefficient is equal to .004, which is significant (p-value, .004 is less than 0.05). This means that the delivery of education services is statistically dependent on participatory planning. The result, therefore, suggests that participatory planning can enhance the delivery of education services in Katerera Urban Council. According to the findings, the adjusted R-squared (R2) value is 0.168, indicating that participatory planning accounts for 16.8% of the variations in the delivery of education services, when all other variables are kept constant.

The Pearson correlation results obtained revealed a positive relationship between participatory planning and the delivery

of education services. The Null hypothesis was therefore rejected.

Discussion

Participatory Planning and Education Service Delivery

Results indicate that participatory planning is positively associated with improved education service delivery. When multiple stakeholders actively engage in planning, services are more effective and aligned with community needs (Reddick, 2010; Cornwell, 2008).

Participatory approaches offer several advantages: they provide access to information and ideas, increase public support for decisions, help avoid conflicts, and foster cooperation and trust between authorities and the public (Robbins, Simonsen & Feldman, 2008; Catley, Burn, Abebe & Suji, 2008).

Moreover, the inclusion of stakeholders in planning promotes shared responsibility and accountability, strengthening civic engagement and local governance capacity (Matovu, 2006; Hauge, 2001). By coordinating the values and inputs of different agencies and interest groups, participatory planning enhances the delivery of education services in Katerera Urban Council (Gaventa, 2002; Escarcega Gomes, 2010).

Conclusion

It can thus be concluded that participatory planning has a positive and significant effect on the delivery of education services in Katerera urban councils.

Recommendation

Both central and local governments should undertake vigorous and deliberate awareness campaigns to sensitize citizens on their roles in planning for the delivery of education services.

Local governments and the 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 the delivery of education services, whereby they should be involved in committees to come up with their own budgets during planning.

Acknowledgement

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List of abbreviations

KDLG: KATERERA district local government
CVI: Content validity index
DC: District council
M and E: Monitoring and evaluation
SPSS: Statistical Package for Social Scientists.

Source of funding

The study had no funding.

Conflict of interest

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Author contributions

Dr. Ssendagi Muhamad, Supervisor at Team University

Data availability

Data is available upon request from the author

Author biography

Mahesi John, a student pursuing a master's degree in public administration and management at Team University.

Dr. Muhammed Sendagi is lecturer at Team University.

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