

**GOOD GOVERNANCE AND PROVISION OF BASIC EDUCATION IN KISII
COUNTY, KENYA**

BY

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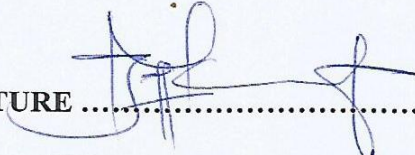
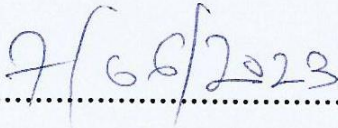
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**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES
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FOR THE AWARD OF MASTERS DEGREE IN DEVELOPMENT STUDIES
OF KAMPALA INTERNATIONAL UNIVERSITY**

JUNE, 2023

DECLARATION

I, Marube Geoffrey hereby declare that the thesis is my original work and has never been submitted to any other instruction for any academic award.

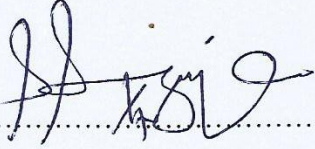
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APPROVAL

This research project has been submitted for examination with my approval as a university supervisor.

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DEDICATION

I dedicate this work to all Children of Kisii county who I believe education will unlock for them untold opportunities. Education is the great equalizer I believe.

ACKNOWLEDGEMENTS

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TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	x
LIST OF TABLES	xi
ABBREVIATIONS AND ACRONYMS	xii
ABSTRACT.....	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background of the Study	1
1.1.1 Historical Perspective	1
1.1.2 Theoretical Perspective.....	3
1.1.3 Conceptual Perspective.....	4
1.1.4 Contextual Perspective	8
1.2 Statement of the Problem	10
1.3 Purpose of the Study	12
1.4 Objectives of the Study	12
1.5 Research Questions	12
1.6 Significance of the Study	12
1.7 Scope of the Study.....	13

1.8 Study Limitation.....	13
1.9 Study Delimitation	14
1.10 Assumptions of the Study	14
1.11 Operational Definition of Terms	14
CHAPTER TWO	15
LITERATURE REVIEW	15
2.0 Introduction	15
2.1 Theoretical Framework	15
2.1.1 Agency Theory	15
2.1.2 Stakeholder Theory.....	16
2.1.3 Stewardship Theory	17
2.2 Conceptual Framework	18
2.3 Empirical Review	19
2.3.1 Transparency and Provision of Basic Education	19
2.3.2 Participation and Provision of Basic Education	23
2.3.3 Accountability and Provision of Basic Education	26
2.3.4 Responsiveness and Provision of Basic Education	29
2.4 Summary of Literature Gaps	32
CHAPTER THREE	36
RESEARCH METHODOLOGY	36
3.1 Introduction	36
3.2 Research design.....	36
3.3 Target population	36

3.4 Sampling Design	37
3.4.1 Sample size	37
3.4.2 Sampling procedure	37
3.5 Research Instruments	38
3.5.1 Validity of the instrument.....	38
3.5.2 Reliability of the Instrument.....	38
3.6 Data Collection Methods.....	38
3.7 Data analysis techniques	38
3.8 Ethical considerations	39
 CHAPTER FOUR.....	40
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.....	40
4.1 Introduction	40
4.2 Response Rate	40
4.3 Background Information	41
4.3.1 Distribution of Respondents Age Bracket	41
4.3.2 Distribution of Respondents Years of Experience	41
4.4 Descriptive Statistics	42
4.4.1 Effect of Transparency on Provision of Basic Education in Kisii County	42
4.4.2 Effect of Participation on Provision of Basic Education in Kisii County	45
4.4.3 Effect of Accountability on Provision of Basic Education in Kisii County	46
4.4.4 Effect of Responsiveness on Provision of Basic Education in Kisii County	48
4.4.5 Provision of Basic Education in Kisii County	49
4.5 Hypothesis Testing.....	50
4.5.1 Effect of Transparency on Provision of Basic Education in Kisii County	50

4.5.2 Effect of Participation on Provision of Basic Education in Kisii County	53
4.5.3 Effect of Accountability on Provision of Basic Education in Kisii County	55
4.5.4 Effect of Responsiveness on Provision of Basic Education in Kisii County	57
4.5.5 Good Governance and Provision of Basic Education in Kisii County	59
CHAPTER FIVE	61
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	61
5.1 Introduction	61
5.2 Summary of Findings	61
5.2.1 Effect of Transparency on Provision of Basic Education in Kisii County	61
5.2.2 Effect of Participation on Provision of Basic Education in Kisii County	61
5.2.3 Effect of Accountability on Provision of Basic Education in Kisii County	62
5.2.4 Effect of Responsiveness on Provision of Basic Education in Kisii County	62
5.2.5 Influence of transparency, participation, accountability, responsiveness on provision of basic education in Kisii County	62
5.3 Conclusion.....	63
5.4 Recommendations of the Study	63
5.4.1 Recommendations to County Government of Kisii	63
5.4.1.1 Effect of Transparency on Provision of Basic Education in Kisii County	63
5.4.1.2 Effect of Participation on Provision of Basic Education in Kisii County	64
5.4.1.3 Effect of Accountability on Provision of Basic Education in Kisii County	64
5.4.1.4 Effect of Responsiveness on Provision of Basic Education in Kisii County	64
5.5 Recommendations for Further Research	64
5.5 Contributions to Knowledge	65

REFERENCES.....	66
APPENDICES.....	74
Appendix I: Consent Form.....	74
Appendix II: Questionnaire for ECDE Teachers and ECDE Directors	75
Appendix III: Questionnaire for PTA Chairpersons	79
Appendix IV: Questionnaire for Sub County Education Committee Heads.....	81
Appendix V: Interview Guide for Sub County KNUT Officials	82
Appendix VI: Sample Formula	83
Appendix VII: Budget.....	84
Appendix VIII: Map of Study Area	85
Appendix IX: Granted Research Permit by the Government of Kenya.....	86
Appendix X: Work plan	88

LIST OF FIGURES

Figure 2.1: Conceptual Framework	18
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LIST OF TABLES

Table 3.1: Target Population.....	36
Table 3.2: Sample Size	37
Table 4.1: Response Rate.....	40
Table 4.2: Distribution by Age Bracket.....	41
Table 4.3: Distribution by years of experience	42
Table 4.4: Descriptive of effect of transparency on provision of basic education in Kisii county	43
Table 4.5: Descriptive of effect of participation on provision of basic education in Kisii county	45
Table 4.6: Descriptive of effect of accountability on provision of basic education in Kisii county	46
Table 4.7: Descriptive of effect of responsiveness on provision of basic education in Kisii county	48
Table 4.8: Provision of basic education in Kisii County	49
Table 4.9: Hypothesis on transparency and provision of basic education in Kisii County	51
Table 4.10: Hypothesis on participation and provision of basic education in Kisii County	53
Table 4.11: Hypothesis on accountability and provision of basic education in Kisii county	55
Table 4.12: Regression Model on responsiveness and provision of basic education in Kisii county.....	57

ABBREVIATIONS AND ACRONYMS

ANOVA-	Analysis of Variance.
ECDE-	Early Childhood Development Education.
IMF-	International Monetary Fund.
KNUT-	Kenya National Union of Teachers.
PTA-	Parents Teachers Association
R-	Regression
UNDP-	United Nations Development Program.

ABSTRACT

Good governance is at the core of the provision of public services, including basic education. The tenets of good governance should be evident in public service, if the public are to gain. study was to examine good governance and provision of basic education in Kisii County. The objectives of this study were: to evaluate the effect of transparency on provision of basic education in Kisii county; to determine the effect of participation on provision of basic education in Kisii county; to assess the effect of accountability on provision of basic education in Kisii county; to evaluate the effect of responsiveness on provision of basic education in Kisii county. This study was guided by the agency theory, stakeholder theory and the stewardship theory. This study adopted a descriptive design. The population for this study were all the 9-sub county ECDE directors,9 sub county education committee heads,90 PTA chairpersons,2 KNUT officials and 2,026 ECDE teachers in Kisii county. The study's sample was 250. All the 9-sub county ECDE directors, the 9-sub county education committee heads and the 2 KNUT officials were selected in this study. The researcher purposively selected schools from which the 27 PTA chairpersons were selected. Probability proportional to size sampling was used to select the number of ECDE teachers in the 9 sub counties. The researcher then purposively selected the ECDE centres in the sub counties. Simple random sampling was used to select 203 ECDE teachers in each of the selected schools. This study used questionnaires to collect data. The questionnaires were checked for completeness and consistency. Data capturing was done using Microsoft Excel. The data from the completed questionnaires was entered into Microsoft Excel sheets for analysis. Data was analyzed using correlation and regression analysis. The study also used a statistical Software Package (SPSS) for Social Sciences version 26 in analyzing the data. The study used descriptive and inferential statistics to correlate each independent variable to the dependent variable. In the regression analysis, R Square = 0.684 showed that transparency, participation, accountability, responsiveness collectively explained 68.4% variations on provision of basic education in Kisii county. ANOVA findings of $F=112.18$; $p=0.000$ indicated the effect was significant. The results on the standardized coefficients showed that transparency, participation, accountability and responsiveness positively affected the provision of basic education in Kisii county, shown by beta values of $\beta = 0.143, 0.254, 0.042$ and 0.490 respectively. This study recommends that the county government of Kisii provides elaborate financial reporting systems to enhance stakeholders access to information; the county government of Kisii implements the views and suggestions of stakeholders in basic education; the county government of Kisii discloses fully the expenditure items of basic education and create forums that would enhance stakeholders' participation on provision of basic education in Kisii county.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions and assumptions, scope of the study, significance of the study, and the operational definitions of terms and concepts as applied to suit the context of the study.

1.1 Background of the Study

1.1.1 Historical Perspective

Good governance entails making decisions, development planning and delivery of services to people (UNDP,2012). Tenets of accountability and transparency are at the core of good governance. The process encourages participation of all stakeholders and puts the views and suggestions of the stakeholders at the core. Good governance is also responsive. Good governance must be effective and efficient, promote equity and inclusivity. Good governance promotes the rule of law (Andy, 2008).

This study adopts the definition of the UNDP which spells out clearly the elements of good governance in the society (Institute on Governance, 2016). Thus, good governance encompasses all the virtues that would in the very least promote the well-being of citizens of a country. Good governance is also a strong pillar to the achievement of economic development for any country.

Over the last three decades, good governance has become synonymous with economic development. Good governance, has, over the years brought about major economic, political and administrative changes (UNDP,2007). Good governance is important to the administration of public entities as it dictates how they are managed, controlled and administered. Ludvigsen (2010) asserts that since the 1990s, good governance has greatly influenced the political sphere of many developed countries. This has been occasioned by huge scandals, both in the corporate and public sectors. Additionally, good governance is as a result of continued criticism of the public sector administration. Thus, public entities have created structures to control and monitor the public administration.

Africa has experienced widespread political instability and poor economic development. State run corporations and entities have been marred with mismanagement and impropriety of public funds. Good governance has indeed dominated the political and scholarly discourses since the 1970s (Nyanchoga et al., 2010). Good governance has raised several questions from scholars. Shivji (2007) sought to find out the tenets of good governance and the determinants of good governance. The scholar questioned why the yardsticks for good governance were mostly applied on African countries. This concept will continue to dominate both the political and scholarly spheres over a long time.

Over the years, devolution has been practiced successfully globally (World Bank, 2012). This system of governance basically transfers most of the central government functions closer to the people. As such, the people can access services easily-which would have otherwise been accessed at a central place. Such a system of governance promotes equity and is effective and efficient. The government's role in the devolved units of government is ever changing (Asiimwe, 2015). Many governments have adopted devolution-it ensures the equitable share of resources among the devolved units and discourages the centralization of resources at the central government. This moves resources closer to the people and promotes efficiency on resource allocation.

Blanco (2013) points out that devolved systems use public resources to advance the goals of the government; as a result, these systems should make effective use of these resources to promote economic growth. Since the 18th century, Pakistan has used devolution in education (Siddiqui, Ahmed, & Memon, 2021). In the same vein, Donnelly and Evans (2019) argue that several strategies for tackling social inequalities in education participation have emerged since the devolution of education in the United Kingdom. The degree to which they adhere to either neoliberal or social democratic ideological orientations may help clarify the fundamental nature of educational inequality.

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governance. The scholar questioned why the yardsticks for good governance were mostly applied on African countries. This concept will continue to dominate both the political and scholarly spheres over a long time. According to Bulgrin and Semedeton (2022), decentralisation is a crucial strategy for fostering democracy, good governance and economic development in Benin. Although education decentralisation and trust are connected aspects of governance and democracy, they are rarely taken into consideration at the same time and rarely placed in the context of studies on educational governance and policy. On the other hand, Mestry and Du Plessis (2020) point out that since South Africa's apartheid system and government were overthrown in 1994, there has been pressure on the post-apartheid administration to do more to equalise educational possibilities. Unfortunately, even though South Africa's educational system has changed from how it was under apartheid, equal access to high-quality education for all individuals, regardless of race, has not yet been fully realised.

In Kisii county good governance is practiced in the form of adherence to the legal and regulatory framework. This is guided by the constitution of Kenya, 2010. Various acts for example the public procurement and disposal act are critical to enhance good governance. The county's systems and financial statements are audited by the auditor general annually. Budgets are also subjected to a county assembly whose primary mandate is to carry out oversight at the county level further entrenching the aspect of good governance by way of enabling transparency and accountability as envisaged in the constitution. It is upon the county's management to ensure that public funds are prudently utilized. This would enhance the provision of such services like basic education to the people.

1.1.2 Theoretical Perspective

Devolution encourages good governance practices. People are able to participate in making decisions regarding development projects in their regions, educational infrastructure, health matters, road infrastructure, water resources and other developmental issues that are important to them (Constitution of Kenya, 2010). Through decentralization, development is taken to the local level (Junaid, 2005). Economic development and political power are decentralized-these ensure that the mandate of the citizens is moved closer to them and the people can question and put to task those in power at the devolved units. Matters of transparency and accountability are

therefore easy to follow up at that level. Elected and appointed leaders and technocrats are accountable to the people for the resources allocated to them. Necessary structures of good governance should be instituted to ensure there is value for money for all the services and developmental projects that the devolved systems of governance are involved in.

The agency theory demonstrates that actions of the county government will directly affect provision of basic education in Kisii County. The county executive mandate is derived from the trust that the people in the county has bestowed on elected leaders. The county management has to deal with issues of transparency, participation, accountability, responsiveness. The study will be guided by three theories to attempt to demonstrate the interplay between good governance constructs that the study has adopted and provision of basic education. The stakeholder theory explains that the wellbeing of a firm is as a result of the value derived by the stakeholders. Stakeholder theory concentrates on understanding of the business environment. The stewardship theory explains that managers of an organization serve to safeguard the assets of an organisation, rather than shareholders of the organization. This theory explains that a firm's governance is directly related to the chief executives' actions. Company managers match their objectives and goals with the firms', thus promoting satisfaction when the company succeeds (Abdullah & Valentine, 2009) while Agency asserts that Agency theory is an economic theory that views the firm as a set of contracts among self-interested individuals. An agency relationship is created when a person (the principal) authorizes another person (the agent) to act on his or her behalf. This theories brings best out the relationship of those charged with provision of basic education as envisaged but within the framework of good governance as enshrine the 2010 Kenyan constitution.

1.1.3 Conceptual Perspective

The concept of good governance remains a widely contested idea with a myriad of definitions being put forward in attempting to explain it. Notable authors and scholars too define it using different parameters based on different circumstances. For instance; Johnston (2002, p.1-2) argues and holds that good governance is: "legitimate, accountable, and effective ways of obtaining and using public power and resources in the pursuit of widely accepted shared values". Similarly, Rose-Ackerman (2016, p. 1) suggests that good governance refers to "all kinds of institutional structures that promote both good substantive outcomes and public legitimacy".

Good governance is also associated with impartiality (Rothstein and Varraich, 2017), ethical universalism (Mungiu-Pippidi, 2015) and open-access orders (North, Wallis and Weingast, 2009).

The term good governance gained prominence in the 1990's when organizations like World Bank began to put explanations forward justifying it to mean development or a measure of good development.

According to the world bank_(1992) held that: "good governance is central to creating and sustaining an environment which fosters strong and equitable development and it is an essential complement to sound economic policies".it further argued that its institutions that are transparent and accountable, possess high levels of ability and competence, and are motivated to act responsibly (World Bank, 2007).

The International Monetary Fund (IMF) has defined the concept "as a broad concept covering all aspects of how a country is governed, including its economic policies, regulatory framework, and adherence to rule of law". On the other hand, according to the African Development Bank, good governance is a process that is used to manage a nation's affairs and its ties with other countries (African Development Bank, 2008).

The Kenyan Constitution has created institutions like the Ethics and Anti-Corruption Commission (GoK, 2015) whose mandate is to promote good governance practices at both levels of government. Corruption and mismanagement of public funds have been cited by the World Bank as the biggest hindrances to the achievement of the objectives of devolution in many countries (World Bank, 2015).

Kenya promulgated its new constitution in 2010 where a lot of provisions were made to entrench good governance in the running of the country's affairs. It ushered in clauses that assured citizens' rights of participation in the running of the country through participation and representation, created frameworks that enabled citizens to carry out oversight via robust independent commissions and agencies. It further enabled the creation of an independent judicial system to guarantee an environment for fair criminal justice system as such activating an environment where the rule of law establishes order. Transparency was captured in the constitution 2010 to cure excesses and bolster public confidence and consequently lead to accountability. It was envisaged that under the new order all Kenyans will be treated fairly and share in the resources and opportunities equally without any bias or discrimination occasioned by

circumstances outside the citizens control. Accountability mechanism was also introduced for purposes of answerability by those acting or are answerable to the public—This included the government, civil society and private sector. That component was to cure and address the issue of checks and balances at all levels. Effectiveness and efficiency are factors the constitution roped in to standardize service delivery and cure redundancies or unnecessary bureaucratic processes. Technology was to be inculcated as need arose or upon availability to boost effectiveness and efficiency. Consensus was also a view entrenched to promote peaceful co-existence with everyone's views taken into account. This is only possible under a robust mediation structure of framework which the constitution itself cures. Responsiveness was to cure the element of speedy response of the government to the public inquiries.

Having looked at other definitions, this study however adopts the UNDP definition which says: “Good Governance is, among other things, participatory, transparent and accountable. It is also effective and equitable. And it promotes the rule of law. Good governance ensures that political, social, and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision making over the allocation of development resources”.

In view of the above definition, the study takes good governance to mean Transparency, participation, accountability and responsiveness in looking at how it affects the provision of basic education in Kisii County. Transparency implies that the members of the society can scrutinize the information and decisions made by those in power which is central in the process of provision of basic education. Accountability as a construct in this study will look into the answerability of those charged with responsibilities and owe the public explanations to their actions. This construct is very relevant in this study for it offers the citizens the opportunity to interrogate and hold those in position to account on their decisions and actions they've made. Accountability is partly a matter of institutional design, implying that formal checks and balances can and should be built into any constitutional architecture (Johnston, 2002). Participation suits this study well for it will show the interplay between those in power and stakeholders or all members of the society in the administration and provision of basic education in Kisii county by constant engagement. Participation is hinged on the idea that information is disseminated and in good time to be interrogated by the public before opinions are voiced.

Responsiveness suits this study for it will demonstrate or in effect implies or seeks to demonstrate how institutions and processes and information are readily served to all stakeholders in a prompt and appropriate manner so that the interests of all citizens are protected. It also means information is dispensed in a speedy and efficient manner to the public.

In Kisii county good governance is exercised as is envisaged in the constitutional expectation of 2010. The order that established the county government allowed for county assembly elected and nominated members to carry oversight over the affairs of the county executive by way of legislation. (County government act, 2012). The County governor with his governing council must seek approval from the county assembly which is comprised of elected and nominated representatives from the nine sub-counties that make up Kisii county. That creates a safety net and a mechanism for overseeing the county government activities as such increasing accountability, Transparency, participation and responsiveness and adherence to the rule of law (County Assembly Act, 2017) (Kenya Govt, 2010). Various acts for example the public procurement and disposal act are critical to enhance good governance. The county's systems and financial statements are audited by the auditor general annually. It is upon the county's management to ensure that public funds are prudently utilized. This would enhance the provision of such services like basic education to the people.

Basic education refers to all those activities that are aimed at meeting learning requirements to all, while adhering to international standards. The goal of basic education is to help students learn so they can generate outcomes. Learning is the process of obtaining the knowledge, routines, abilities, attitudes, and values necessary for a person to successfully integrate into his or her community. Basic education entails both primary and secondary education. Primary education is the foundational component of education provided to a person so they can read, write and communicate and be able to operate at a basic level in the demands of society. Basic education is important for all developing countries they are to move from developing to developed countries. In this study, quality basic education includes children who are healthy and prepared to learn, supportive learning environments, relevant curriculum materials, child-centered teaching methods and good learning outcomes for children (Boonkua, Tuntinakorngul & Tungkunan, 2020). Additionally, basic education should be offered in improved school

infrastructure, with larger enrollment and more students transiting to the next levels of education (Mwikya, Cheloti & Mulwa, 2019).

In Kenya, basic education is a devolved function. Counties are mandated to provide this service to children of school going age. The counties have, since the advent of devolution, managed to construct early childhood development centers and employed teachers to teach the pupils. The county governments are required to equip these classrooms with the tools and human resources to ensure that the services provided are world class. Education changes the fortunes of a country and is at the centre of economic development. Governments must therefore put in place necessary measures to ensure that citizens acquire basic education in the most efficient and effective way. The government of Kenya, in achieving universal basic education, offered free primary education to all children, from the year 2003. All parents and guardians must ensure that children of school going age are enrolled in class.

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1.1.4 Contextual Perspective

Good governance entails making decisions, development planning and delivery of services to people (UNDP, 2012). Tenets of accountability and transparency are at the core of good governance. The process encourages participation of all stakeholders and puts the views and suggestions of the stakeholders at the core. Good governance is also responsive. Good governance must be effective and efficient, promote equity and inclusivity. Good governance promotes the rule of law (Andy, 2008). This study adopts the definition of the UNDP which

spells out clearly the elements of good governance in the society (Institute on Governance, 2016). Thus, good governance encompasses all the virtues that would in the very least promote the well-being of citizens of a country. Good governance is also a strong pillar to the achievement of economic development for any country.

Efficiency in service provision is demanded from the devolved units (Asiimwe, 2015). The citizens are well aware of the resources that have been devolved to their units by the central government. This has led them to demand efficiency in the provision of services. They have, at the same time, demanded that such resources be transparently and equitably distributed. County governments should create avenues that encourage public participation-which is central to the realization of economic development at grassroots level. The county governments are required to provide essential services to the public efficiently and effectively, while being transparent and encouraging participation of all stakeholders. Goods governance is an important factor in the provision of services.

The Constitution gave clear structures on the two levels of governments-national and county. The constitution went ahead and explained the functions under the two levels of government. It still went ahead and explained the kind of relationship expected of the two governments and with each other. A whole chapter is dedicated to leadership and integrity. These are the virtues that are expected of public officers at both levels of government. National government's role in governance of county governments is that of ensuring the prudent use of public resources. The Constitution of Kenya, 2010 advocates for the harmonious relationship between the two levels of government. The county governments are tasked with provision of services to the local people, who have been given the opportunity to be actively involved in governance issues at their counties (Nguti & Oduor, 2015).

Good governance assures efficiency in the running of county governments. It directs the procedures of operating and controlling counties. The latter must adhere to the various Acts so as to safeguard public funds at their disposal. Through good governance, long-term strategic will be achieved. Organizations are able to accomplish their mission and move closer to the achievement of their vision. The counties are better placed to cater for all their citizens needs due to the efficient use of resources at their disposal. The constitution of Kenya 2010 was designed to ensure that citizens are involved in governance and related issues at all levels. Leaders should create avenues for public participation. The participation of citizens in

governance and service delivery will promote accountability, transparency and development at the county level.

There are still challenges that bedevil county governments. Delays in funds disbursements from the national treasury are a hindrance to the provision of services in the counties. There have been numerous calls and round table meeting to resolve this and it still remains work in progress. The biggest hindrance to service delivery in county governments is bad governance. The latter entails, corruption and mismanagement of county funds by the management of county officials. The auditor general, in her reports over the years since devolution started, has been giving adverse and qualified audit reports. This signals the lack of transparency, mismanagement of funds and inefficiencies in the county governments. The system is characterized with a lack of proper governance, as well as poor systems for promotion of the principles of governance for efficient service delivery.

There has been an increase in enrolment levels since free primary education was introduced in 2003. Consequently; the schools' infrastructure has been overstretched. The number of teachers is currently too low to handle the many pupils in the classrooms, well explained by the high and more than the recommended teacher to pupil ratio. The classrooms are overcrowded and the attention of the teacher to a pupil is nonexistent. In totality, there are inadequate learning resources. Part of the problem has been the mismanagement of public funds to support basic education. The schools' heads and all stakeholders are required to prudently use the funds from the national government to provide basic education, which is a devolved function, to all in the counties.

1.2 Statement of the Problem

Good governance in provision of basic education is necessary for successful transition of children to the next educational levels. These children will have enough resources to proceed to the next level of their academic journey. There ought to be enough classrooms, enough books and other stationery and well-maintained infrastructure. Good governance is also responsible for adequate human resource that is teachers. Through good governance, the pupil-teacher ratio will

be within the recommended 40:1 as per the United Nations Educational, Scientific and Cultural Organization.

However, currently, this is not the case in the country. Kenya as a sovereign country has had challenges in the provision of basic education to her children. Free primary education introduction in 2003 was a move in the right direction. However, this policy went short of clearly spelling out the good governance aspect in basic education provision. With the rampant corruption menace among many developing countries, Kenya included, it is thus important that good governance practices be practiced by the government in its quest to provide basic education. There is dissatisfaction in the quality and access of basic education in county governments in the country. Data from the Ministry of Education showed that Kisii county's pupil to teacher ratio of 35 was higher than the national average of 31 (Ministry of Education, 2016). Additionally, Kisii County's average school size was 114 pupils, against national average of 85; while the enrollment rate for the county was 98%, against the national average of 74% ((Ministry of Education, 2016). These statistics paint a grim picture of the situation in the county. While there is high enrollment of pupils for basic education, there is no equivalent support. Teachers' workload in the county is huge, hindering provision of basic education.

The citizens have raised concerns on the high enrollment rate and poor facilities in the classes. Additionally, stakeholders such as the teachers are concerned of the meagre salaries and allowances offered to them by the county governments. The country has experienced many strike actions by these major stakeholders in Kenya's education sector. Thus, the country's basic education sub sector faces many challenges ranging from lack of transparency, corruption, poor infrastructure and a demotivated workforce.

Previous studies had not dealt majorly with governance and basic school education (Kadir, 2019). Others have been on governance and higher education provision (Israr & Muhammad, 2014). Yet, other studies had dwelt on governance and the whole education system (Amachukwu, 2011; Plumptre & Graham, 2013; Yang & Pandey, 2011). There was little research on good governance and basic education, hence a knowledge gap. Additionally, there existed little research on good governance and the provision of basic education in Kenya, thus an empirical gap. This study sought to fill these gaps by examining good governance and provision of basic education in Kisii County.

1.3 Purpose of the Study

The purpose of this study was to examine good governance and provision of basic education in Kisii County.

1.4 Objectives of the Study

The objectives of this study were: -

- i. To assess the impact of transparency on provision of basic education in Kisii county.
- ii. To examine participation on provision of basic education in Kisii county.
- iii. To investigate how accountability affects provision of basic education in Kisii County.
- iv. To evaluate the effect of responsiveness on provision of basic education in Kisii county.

1.5 Research Questions

This study's research questions were:

- i. What is the effect of transparency on provision of basic education in Kisii County?
- ii. What is the effect of participation on provision of basic education in Kisii County?
- iii. What is the effect of accountability on provision of basic education in Kisii County?
- iv. What is the effect of responsiveness on provision of basic education in Kisii County?

1.6 Significance of the Study

This study will be beneficial to anti-corruption agencies in Kenya for example the Ethics and Anti-Corruption Commission. Through the study's findings, the agencies will better understand weaknesses in basic education provision and act accordingly. The findings of this study will highlight possible areas of inefficiencies and public resources leakages, the basis against which the relevant agencies could step in and do further independent investigations.

This study will also be important to the county government of Kisii. Through the research findings the county will be able to better structure its management and put in place relevant controls to enable provision of basic education, efficiently. The county government of Kisii will be better placed to put necessary measures that will ensure that basic education, as an important aspect of economic development is provided equitably. These will help in the efficient and effective provision of basic education in the county.

This study's findings will be beneficial to educational policy makers. These will use the study's findings to come up with robust policies to guide basic education. The study findings and recommendations will be of help to the policy makers to better equip all the educational sector stakeholders align their goals, mission towards the better provision of basic education to the people. Finally, this study will be beneficial to academic researchers as it will contribute to academic theory.

1.7 Scope of the Study

The study was confined to examination of Good governance and provision of basic education in Kisii county, Kenya. Kisii county is one of the devolved units with 9 sub-counties headed by sub education county heads. Kisii is found in western part of Kenya with a population of 1.2m (Kenya National Bureau of Statistics 2019 census (web)).

The theories that will guide the study are: Stakeholders theory, Agency theory and stewardship theory because they mutually reinforce each other as such bringing out the best explanations regarding area of examination.

The population was selected from childhood teachers, Kenya National Union of teachers (KNUT) representatives stationed at the 9 sub counties, the nine education sub county heads, and education sub county head of the nine sub counties. The study was carried between Jan 2022 and 2023.

1.8 Study Limitation

Study limitations are factors that affect the study but which the researcher has no control over (Mugenda & Mugenda, 2003). It was difficult to control the attitudes of the respondents as they gave "acceptable" responses. It was not possible to entirely exclude biases of respondents while collecting information on transparency, participation, accountability, responsiveness on basic education provision in Kisii County. The researcher, however, mitigated this by requesting the respondents to be honest in answering questions. The study encountered delays in obtaining responses from the targeted respondents. This limitation was overcome through consistent follow up of responses.

1.9 Study Delimitation

The study selected key principles emerging from literature that good governance and provision of basic education. While acknowledging that there could be other factors that affect prevalence good governance and provision of basic education in Kisii County, this study confined itself to the determination of the effect of transparency, participation, accountability, responsiveness and provision of basic education in Kisii county.

1.10 Assumptions of the Study

This study assumed that the respondents were honest. This study sampled individuals who had same experiences of the phenomenon under study. Participants had sincere interests-they did not have any other motives, such as impressing their seniors.

1.11 Operational Definition of Terms

Basic education Early childhood, primary and secondary education.

Good governance All those virtues that promote the social, economic and political well-being of citizens.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains four sections namely: theoretical framework, empirical framework, summary of literature gaps and the conceptual framework and a recap of literature review.

2.1 Theoretical Framework

This study was guided by the agency theory, stakeholder theory and the stewardship theory.

2.1.1 Agency Theory

The proponents of the agency theory were Jensen and Meckling (1976). Agency theory relationship manifests between shareholders and company managers. The earlier are the principals and the latter are their agents. There exists a contractual relationship between the organization and its managers (Bosse & Phillips, 2016). A company has many stakeholders that is employees, customers, suppliers, owners and the government. All these stakeholders have interests in the company. The interests of a stakeholders or a group of stakeholders may clash with the interests of another group of stakeholders. The agency theory highlights this as a challenge that needs to be prevented, for a company's going concern purposes. According to the agency theory, the relationship between the different stakeholders should be well managed to avoid conflict-resulting to a risk sharing problem (Panda & Leepsa, 2017).

Shareholders hire managers as agents on their behalf, to run the company. The owners of an organisation may have different interests with those of the managers. The directors and managers of an organisation may make decisions which would be detrimental and against the interests of the organization's owners. This causes a mismatch of interests hence conflict of interests (Shi, Connelly & Hoskisson, 2017). This leads to deteriorating relationship between the owners and managers of an organisation, which may eventually lead to agency costs, which are detrimental to any organisation. This theory also suggests that the risk interests between the owners and managers of an organisation may be different. While the owners of the organisation may desire high returns on their investment, the managers would like to take investments with low risk so as to be safe with shareholders' funds. To achieve high yields and returns on investment, the organisation must invest in risky ventures, one which management of the organisation may not

be willing to take. The theory suggests that managers of the organisation must engage in prudent financial risk management practices in order to achieve optimal financial performance (Reim et al., 2018). Hedging policies may be an important aspect of managing risk of the organisation and improving the value of the company.

The agency theory is relevant to this study as the actions of the county government will directly affect provision of basic education in Kisii County. The county executive mandate is derived from the trust that the people in the county has bestowed on elected leaders. The latter act as custodians of good governance and their actions should be in the best interest of the people. The county management has to deal with issues of transparency, participation, accountability, responsiveness. Necessary procedures, regulations, controls and processes should be formulated to ensure efficiency in the provision of basic education. How the management deals with gaps in governance will determine the quality of basic education in the county?

2.1.2 Stakeholder Theory

The proponent of this theory was Freeman (1984). He explained that the wellbeing of a firm is as a result of the value derived by the stakeholders. The latter depend on the organisation to create value. Stakeholder theory concentrates on understanding of the business environment. The latter is responsible for inputs and outputs required by the organisation. Stakeholder theory gives the structure of relationships in the business environment (Jones et al., 2018). According to this theory, stakeholders play an important role in shaping the direction of an organisation.

Stakeholder theory assists in implementation of processes, procedures, techniques and methods of creating value (Miles, 2017). Stakeholders have a hand in the formulation of policies and their consequent implementation. Nevertheless, within various entities, corporate governance issues vary. The formulation of corporate governance guidelines may differ from one organisation to the other, depending on the stakeholders. Stakeholder involvement and participation should be considered for the effective enhancement of the organizational performance. The stakeholders must be involved in running of the organization, if value is to be created in the long run. Therefore, the stakeholder theory promotes the idea that key stakeholders should evaluate the issues facing the company in order to help advise and recommend appropriate solutions. Stakeholders should prioritize and distribute resources in the organization. They should invest in only those projects that have positive returns. The business environment is dynamic and

competitive. Organization's must re-invent and innovate so as to survive. The adoption of technology in their operations must be enhanced as it increases efficiency. Organization's must therefore review the relationships among different stakeholders and implement best strategies to meet set (Liu, Chen & Tong, 2018).

This theory is relevant to this study as it emphasizes the combined efforts of all stakeholders in the county administration's education sector set up. The county must have a clear structure that ensures the provision of basic education. The latter can only be possible through the allocation of enough financial resource, human resources, tools and equipment. The county government must ensure that stakeholder's needs are taken care of. The county management must ensure that their actions are transparent, promote public participation, promote accountability and encourage responsiveness. These ensure that provision of basic education is successful.

2.1.3 Stewardship Theory

This theory was expounded by Davis, Schoorman & Donaldson (1997). According to this theory, the managers of an organization serve to safeguard the assets of an organization, rather than shareholders of the organization. This theory explains that a firm's governance is directly related to the chief executives' actions. The latter steer the employees' activities towards the realization of set objectives. Company managers match their objectives and goals with the firms', thus promoting satisfaction when the company succeeds (Abdullah & Valentine, 2009). The theory considers that the managers act for organisations interests and not on their own interests (Mallin, 2010). This so because, managers of firms tend to associate the firm's operations to their daily lives (Clarke, 2004). According to this theory, a firm's managers care more of the prospects and continued existence of the firm more than the shareholders (Mallin, 2010).

This theory is relevant to this study as it emphasizes the importance of the county government in ensuring that provision of basic education is done transparently. The public has to be involved in the decisions of basic education provision-through decisions of infrastructure and financial resources allocation. The county government must be accountable to the people for the services provided. The county government should be responsive to the suggestions, views, advice of the public in the provision of basic education. County executive team should therefore act for the promotion of good governance in the provision of basic education in Kisii County.

2.2 Conceptual Framework

Independent Variables

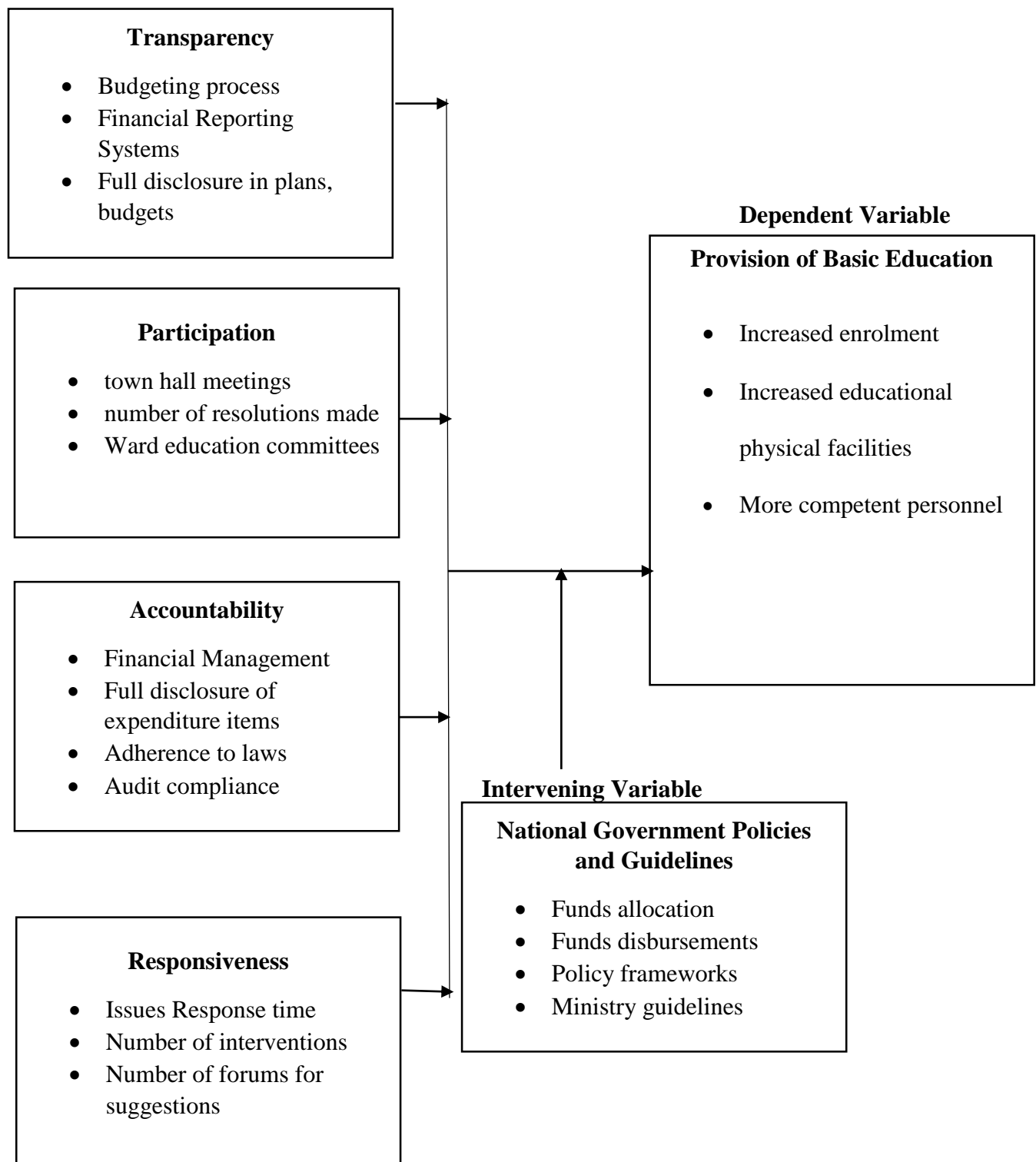


Figure 2.1: Conceptual Framework

In Figure 2.1, the independent variable is good governance while the dependent variable is basic education. The intervening variable is one which influences the relationship between independent variable and dependent variable. In this study national government policies and guidelines affect governance and basic education provision the county. The national government is the one which allocates funds to the county, it also disburses funds in tranches-factors which could influence the provision of basic education in Kisii county. From the share of revenue from the central government, the government is able to budget the funds to various departments and sectors within its jurisdiction. The national government may come up with policies and guidelines that may affect how the county government provides basic education. As per figure 2.1 transparency, participation, accountability, responsiveness are elements of good governance upon which provision of good governance is pegged on.

2.3 Empirical Review

This section presents existing literature and identifies gaps that the proposed study seeks to fill.

2.3.1 Transparency and Provision of Basic Education

Transparency has been heavily marketed as a strategy for enhancing the delivery of public services, however there is conflicting empirical data (Bauhr & Carlitz ,2021). Depending on the service's nature, transparency may or may not have an impact on how it is provided. Particularly, where street-level discretion is considerable, transparency is more likely to raise service quality. Discretion worsens information asymmetries and permits officials to target public services inefficiently in the absence of transparency. In their study, Bauhr and Carlitz (2021), used granular data from the Vietnam Provincial Governance and Public Administration Performance Index between 2011 and 2018 to demonstrate that communes with higher levels of openness also have better educational and health outcomes.

Jibirin and Jamil (2015) looked at universal basic education in Nigeria, including its history, current state, and anticipated results. The study looked at the success of Nigeria's program of universal basic education in terms of goals, execution, and plan of action. The report also covered alternate strategies for raising parents' awareness of the value of education so they can impart that understanding to their children. The writers also stress the importance of providing teachers with training and education in order to improve their teaching abilities and influence

over the standard of basic education in the nation. The importance of openness and accountability is heavily emphasized, particularly in the handling of monies provided by donors like private citizens and important international entities.

Faozanudin and Sulistiani (2020) examined the managerial capabilities of the local government in the delivery of educational services. According to the study's findings, the education office is now implementing fundamental education management, although there is still much room for improvement. When the education office was putting together programs and activities for education services in education units, there was still a lack of coordination. Second, the management decision-making process in the education office was delayed, although occasionally including stakeholders and subordinates. Third, the education office's budgeting procedure lacked transparency, particularly with regard to the funds allotted for educational units. Additionally, there was less transparency in the processes used to acquire and maintain infrastructure and facilities used in education.

Porumbescu (2017) points out that there hasn't been much empirical analysis of the connection between transparency and citizens' perceptions of public sector performance, despite the fact that a lot of study has looked at the effects of transparency legislation. The study concentrated in particular on the connection between computer-mediated transparency and opinions on public sector performance. According to the study, citizens' generalized impressions of the performance of the public sector will be favorably correlated with their increased exposure to computer-mediated transparency. The study also proposed that residents' satisfaction with the delivery of public services serves as a mediator in this beneficial relationship. According to the findings, greater exposure to computer-mediated openness is correlated with citizens' impressions of the public sector's performance but not with their happiness with the delivery of public services. Additionally, when adjusting for public service satisfaction, there is a stronger positive correlation between computer-mediated openness and opinions of public sector performance, suggesting uneven mediation.

According to Reig and Esteve (2021), transparency is mostly seen as a problem for public entities, despite the efforts made to promote open government. However, a number of jobs, including the management and delivery of public services, are being privatized or outsourced to public-private partnerships. The goal of the study was to help close this gap. The study

concluded that openness in the context of public-private partnerships extends beyond making data available. Politicians and administrators must create a narrative around the information they offer that directs partners and public in their perception of the data. Additionally, transparency on the inside affects transparency on the outside.

According to Afridi (2021), either due to a lack of a market for these services or poverty, inhabitants of low-income democracies rely heavily on the government to provide for their basic needs. Through its effects on reducing poverty, developing human capital, and combating corruption, the quality of public services influences economic growth. Despite numerous programs that offer its inhabitants free or significantly subsidized critical services, India has had minimal success in decreasing poverty and boosting human capital. The main obstacles to addressing India's governance deficit are incentives, transparency, and governmental capability. The provision of high-quality public services that would promote economic growth depends on the state's competence to implement and oversee public programs, reward civil servant performance, and inform stakeholders.

A qualitative descriptive survey design was used by Leonardus (2021) to investigate the impact of work ethic on public services. The study's 15 informants, who held various positions, provided the interviewees. To analyze the interview data, the study used an interactive model. There were four key conclusions. The first was that the public was becoming more motivated to communicate its demands, desires, and aspirations to the government in accordance with the principle of public service transparency. Public participation in public services was still weak, even though accountability services were satisfactory in accordance with rules and regulations. Second, policies and practices for providing public services were put into place in accordance with the requirements and official qualifications. The knowledge, prowess, skill, attitude, and demeanor possessed by the public servants were tied to their job requirements. Thirdly, in terms of public services, the work ethic of the public officers served as a motivating factor for the officials to adhere to the previously established and accepted regulations and work processes. The infrastructure and amenities were sufficient at the same time. Last but not least, in terms of the caliber of public services, the service's objectives were successfully met.

Lewis and Pettersson (2009) carried out a study on governance and education in selected countries in Africa. Their study concluded that good governance is important in education

provision. They asserted that governance forms the basis for educational policy reforms, programs implementation and resource mobilization. Their study, however, did not examine the specific tenets of good governance-the study concentrated on measurement of governance through academic performance indicators. This is a knowledge gap, that the proposed study seeks to fill.

Yusuf and Afolabi (2014) carried out a study on governance of tertiary education. The study was done in Nigeria. Their study sought to investigate the measures to be put in place to ensure good governance of tertiary education. Their study sampled 84 tertiary institutions. The results recommended that all stakeholders must be involved to ensure good governance in tertiary institutions in Nigeria. Their study fell short of examining the tenets of transparency, public participations and responsiveness, which the proposed study seeks to fill. Their study scope was tertiary institutions while the proposed study is on basic education hence an empirical gap, that would be filled.

Muhammad et al. (2015) did a study on governance and education in Pakistan schools. Their study showed lack of proper mechanisms to promote good governance in the schools. They recommended the infusion of good governance practices in schools to ensure education for all. Their study, however, did not examine elements of good governance. This is a knowledge gap that the proposed study seeks to fill.

Amanchukwu (2011) investigated challenges of quality education and good governance. The study focused on Uganda. It was a cross sectional study whose objective was to identify challenges of quality education and governance issues. The study recommended the governments must come up with measures to instill governance practices among their education systems. Their study failed to critically examine how transparency, participation, accountability, responsiveness affect provision of basic education-hence a knowledge gap that this study seeks to fill. Secondly, their study investigated the whole education systems while the proposed study is specific to basic education, thus an empirical gap that the proposed study seeks to fill.

Israr and Muhammad (2014) carried out a quantitative study whose objective was to investigate the effect of good governance on effective education in Pakistan. With a sample of 126 respondents, the findings indicated a significant relationship between transparency and

management of higher education. Their study fell short of investigating the effect of responsiveness and participation that the proposed study seeks to fill.

2.3.2 Participation and Provision of Basic Education

Karatzimas (2020) looked into the value of government accounting literacy in creating engaged citizens. The purpose of this study was to highlight the requirement for a more comprehensive accounting education program for the public sector that would aid in the growth of civically engaged individuals. The study created a conceptual framework based on democracy, democratic participation, and the idea of the "participatory citizen" that linked people's government accounting literacy with other community-related actions, particularly citizens' voting decisions during election times. It was claimed that raising citizen awareness of public sector accounting issues and equipping them to comprehend, track, and assess public administration performance could improve democratic involvement. The study also covered strategies for improving individuals' knowledge of government accounting by offering public sector accounting education as part of a continuous life-long learning process.

Suparno et al. (2020) examined government's political education strategy as a way to increase public participation and create a democracy system. As a democratic nation, the Republic of Indonesia is required to base all decisions on the wishes of the populace. Direct, general, free, and secret elections are a good way to gauge how democratic a nation is. So that people in a democratic nation have important ideals, the people have the right to choose their government. Researchers developed the government's political education plan in this study in an effort to boost public involvement in the establishment of a democratic system in Semarang City. The descriptive qualitative approach was adopted in this study. The city of Semarang in Central Java served as the research site. The Semarang City administration has not made the most of its efforts to introduce political education. According to the study's findings, the dissemination of information for implementing public political engagement, particularly among the younger age group, has not been functioning at its best. Second, the media, which represents the interests of the general people, needs to take a more active role in developing communication systems, one of which is by gathering opinions in open forums for public consultation. Thirdly, the execution of political actions is predetermined by the proper circumstances, schedules, and routines.

Kiplimo and Amisi (2018) evaluated Kisumu County's service delivery and good governance. Both the County Governments Act of 2012 and the Kenyan Constitution of 2010 provide provisions for citizen participation. Both levels of government are in charge of operationalizing and putting these provisions into effect. Stakeholders can contribute to and share power over development efforts, choices, and resources that affect them through citizen involvement. One of the main goals of Kenya's devolution under its legal system and constitution is to increase citizen engagement. A window of opportunity for more "bottom-up" engagement is created by this ambitious devolution, which transfers some key decision-making from central to county governments. It is supported by a constitutional and legal framework that includes provisions for government to share information, consult the public, and routinely gather citizen feedback. Although counties are required to encourage public engagement, there is dispute in the public over how this principle of good governance is actually implemented and how it affects service delivery. This study aimed to look into how service delivery in Kisumu County is affected by public involvement in government. Its goals were to assess the current channels for citizen engagement, the level of citizen involvement in governance in Kisumu County, the obstacles to effective citizen participation, and the role that citizen participation plays in fostering good governance and service delivery there. For the study, a sample of 112 respondents was chosen. These comprised 70 locals who were specifically chosen for the study as well as 42 members of the county government. Interviews were used to gather data, which was then compiled and displayed in tables and debates.

The study's conclusions show that in Kisumu County, public involvement has become deeply ingrained in important government positions. At every stage of the project cycle, the public's opinions are solicited and included. The study found that this involvement increased accountability and public ownership of government programs. Political meddling, limited attendance at official events, and a lack of proper understanding of government processes among the populace have all hindered the reach and efficacy of public engagement in the County. According to the findings, civic education has to be strengthened in order to boost both the quantity and quality of public engagement in Kisumu County.

Muthanje et al., (2019) investigated the impact of physical facility availability on involvement in early childhood development and education. The Kenyan educational system has a policy of

mainstreaming Early Childhood Development and Education (ECDE) in elementary schools. The goal is to integrate the student into the atmosphere of a primary school at this level. This does not come without difficulties, either. Children at this ECDE level are not yet mature enough to function alone. It is now necessary to look at how they are coping as a result. With this context, the researcher looked at how physical facility availability affected ECDE participation in public elementary schools in Embu County, Kenya. 42 ECDE teachers in all participated in the study. A questionnaire, an observation schedule, and document analysis served as the primary data gathering tools. Data were analyzed quantitatively using the Statistical Package for Social Sciences. The study's conclusions suggested that physical facilities had an impact on kids' attendance at ECD programs. In order to promote participation in early childhood development and education, it is suggested in this study that important stakeholders in education make investments in physical facilities.

The improvement of early childhood development supports children's well-being (Muthanje, 2020). In light of this, a study was conducted in public primary schools in Embu County, Kenya, to ascertain how instructional resources were made available for students to participate in early childhood development and education. The objectives of the study were to examine how educational resources were obtained, assess their value, ascertain how they were shared, and discover the impact of the book-to-pupil ratio on students' development. The study concentrated on the upper and lower elementary teachers as well as the head teacher in 381 primary and 380 ECD schools. Utilizing stratified random sampling, schools from the five sub counties were selected. Simple random sampling procedure was used to select the teachers. A descriptive survey methodology based on questionnaires was used to collect the data. The gathered data was analysed using SPSS. Frequency tables and graphs were used to present the results. The findings showed that 33.3% of ECD teachers believed that the book/pupil ratio had a negative impact on children's capacity to finish homework and that 67.5% of ECD teachers felt that they shared resources with Grade 1. However, 70.3% of primary teachers stated that the county government's supply of educational materials to the schools is insufficient. According to the report, the county administration should work with other stakeholders to offer suitable instructional resources in the county's ECD schools.

Okunamiri & Ajoku (2010) carried out a quantitative study on governance issues in Nigeria's secondary school system. The study investigated accountability, participation and resource management in secondary schools in Nigeria. The result found a relationship between the study variables. They recommended the continued support of the government in matters of public participation and transparency. Their study, however, did not consider responsiveness and transparency as elements of good governance-creating a knowledge gap that this study seeks to fill. Then, their study scope was that of secondary schools in Nigeria, which the proposed study scope is for basic education in Kisii County, Kenya. This creates an empirical gap that the proposed study seeks to fill.

Bala (2017) investigated participation in the making of decisions in basic education in Nigeria's North West zone. The descriptive study found a significant effect community participation in decision making. This promoted educational development and improved performance in schools. The study recommended the regular review of policies to ensure that there is participation of the locals in basic education provision. The proposed study will be carried out in Kisii County, Kenya, hence filling a contextual gap.

Bannerman (2009) carried out a study to investigate public participation in provision of education in developing countries. The study found out that where public participation occurs, school's infrastructure improves, there's increased accountability and capacity is enhanced. Their study fell short of examining responsiveness as a factor of good governance hence a knowledge gap that the proposed study seeks to fill.

2.3.3 Accountability and Provision of Basic Education

Terra and Mattos (2017) examined the institutional shift brought about by the publication of an education development index. This was done to determine how yardstick competitiveness in educational spending was affected by education accountability. When compared to the spatial correlation prior to the revelation of the index, an exploratory study of the data reveals a slight decrease in spatial interaction in public educational spending. The main findings focused on a discontinuity near the threshold of 30 pupils enrolled in the grade being evaluated. The calculations indicated a 52% reduction in the geographical autocorrelation and, consequently, the yardstick competition. Tests for robustness and falsification were run. This result indicated that

the influence of neighbors' information on voters' decisions might be lessened by information being made publicly available.

Asunka and Afulani (2016) reviewed the delivery of public services and political accountability in Africa. Public service availability and quality, particularly for basic health care, vary widely within and between African nations. Using Ghana as a case study, the study looked into the political causes of subpar public services in Africa. Voter partisanship plays a significant role. The results of the study demonstrated that public service supply and demand are significantly lower in areas where voters have strong partisan affiliations. Strongly politicized districts do around 10 percentage points worse in terms of rural water coverage when other factors are controlled. The effectiveness of democratic elections as a vehicle for promoting electoral accountability is undermined by strong voter loyalty to political parties. Elections fail to penalize public officials who perform poorly where voters have a strong affinity to political parties. Demand for vital services is also lower in these areas since strong party attachment is correlated with limited public service supply and poor service quality. Public awareness-raising campaigns on how well governments deliver public services may put pressure on underperforming governments to do better. It might also encourage group initiatives to pressure the government to provide better services.

Komba (2017) examined Tanzania's educational responsibility. The study modified the World Development Report's 2004 accountability paradigm. The research methodology employed was qualitative and was influenced by the design of historical case studies. Documents were used to gather data, which was then examined using content analysis. Although the concept of accountability is well-documented in Tanzanian educational policies and programs, the study's findings indicate that there aren't any distinct accountability systems put in place. The findings of this study also confirmed the idea that children's learning outcomes are improved by the four categories of accountability—financial, regulatory, professional, and participatory. The study made a number of recommendations, such as creating an eclectic model for managing public education where every level of the system is accountable to the Ministry of Education, establishing clear and effective accountability policies and relationships to improve students' learning outcomes, and announcing guidelines to involve families in their children's education.

Azwitamisi & Ngwakwe (2021) investigated the connection between South Africa's availability of electricity and the effectiveness of governmental financial management. While many researchers concentrate on the effectiveness of financial management, this work added governance, accountability, and corruption to the regression model. The Auditor-report General's for South Africa provided the research data. According to regression analysis, the availability of power in the sample of municipalities is significantly correlated with a combination of four public governance variables: financial management efficacy, corruption, accountability, and governance effectiveness. Efficiency in financial management is considerably and favorably correlated with the availability of electricity at the level of the individual variable. The provision of energy was positively correlated with accountability and governance.

Sumy and Giridharan (2016) investigated governance in secondary schools in Bangladesh. The qualitative study showed a negative effect of corruption on education. The study was carried out in Bangladesh, while the proposed study will be carried out in Kisii, County, Kenya hence a contextual gap that would be filled. Secondly, their study did not consider the elements of good governance, which will be examined in the proposed study.

According to Rana et al. (2019), accountability in public organizations is essential to ensuring effective public service delivery, which bolsters democracy in the long run. Public entities' lack of accountability has an effect on public trust. The society's democracy will be at risk without proper checks and balances on government agencies. Their research revealed a significant and favorable association between accountability and the provision of public services. To increase the effectiveness of delivering public services, the government should establish accountability in public organizations.

Anto et al. (2021) looked at taxpayer accountability, knowledge, awareness, and compliance. The goal of the study was to ascertain and evaluate the impact of public service accountability and taxpayer awareness. The number of samples was calculated using the Slovin formula, and samples were selected utilizing accidental sampling methods. The study found that taxpayer compliance in fulfilling tax obligations was positively and significantly influenced by taxpayer knowledge and public service responsibility. The better the taxpayer compliance, the more aware they are of their obligations.

Public accountability through information sharing is a cornerstone of current initiatives to change education (Hutt & Polikoff, 2020). Despite the fact that this approach is regularly employed, the authors argued that it is not sufficiently applied in research, so as to affect specific policies. By using examples from a California court case that focused on equality as well as research on democratic participation and parent use of school performance data, the authors provided a framework for understanding the creation of public accountability systems in education.

Dandala (2020) examined public accountability and workforce diversity, and the framework could offer direction for policymakers thinking about new initiatives to improve schools through the collection and dissemination of educational data. The author made the case that minority teachers are underrepresented in the public education workforce at all levels of the public educational system, drawing on a review of studies and publications on teacher diversity in Canada's public education sector. The report recommended that lawmakers encourage ministries of education to implement cross-cultural accountability policies on schools in order to improve employment and integration of teachers in schools in order to address this institutional challenge. Crouch and Winkler (2007) carried out a case study that sought to investigate governance, management and financing of education in selected developing countries. The study found out that the existing systems were not supportive of accountability and transparency in use of resources for education development. The study recommended long term accountability mechanisms to curb corruption practices. The study did not consider the elements of good governance, which will be examined in the proposed study.

2.3.4 Responsiveness and Provision of Basic Education

The county government is more in tune with the challenges affecting the locals as opposed to a centralized government setting. The interaction of the devolved units with the public could result in the formulation of policies and guidelines, on the basis of which services could be enhanced. Participation enhances accountability, responsiveness and resource mobilisation (Mullins, 2006).

A study by Tun et al. (2021) looked at the effects of hybrid organizations on local governance's responsiveness, accountability, and transparency. In order to meet the complicated demands of their various publics, urban regions encounter difficulties in producing and delivering public services. Hybrid organizational arrangements are commonly "designed" as a solution to these issues, involving inter-sectoral collaboration and cooperation between public, private for-profit,

and nonprofit organizations. To comprehend how these organizationally complex forms of local governance develop and function, organizational factors had not been used sufficiently. In describing and analyzing two organizationally complex local public service methods, the study used the hybrid organization model. The hybrid approach helps explain why and how organizationally complex arrangements arise in urban administration for descriptive purposes. It considers the consequences of these arrangements for analytical reasons. According to the study, hybrid organizational strategies can support effective local government in cities. Additionally, it emphasized the significance of considering contextual considerations when comparing the effects of good governance across different localities.

da Silva et al. (2017) assessed the responsiveness of a public health service in Brazil. This descriptive cross-sectional investigation was carried out at the outpatient level in a reference facility of the Brazilian Unified Health System. There were 385 senior citizens in the probability sample. Data was collected in 2014. Choice, autonomy, secrecy, dignity, communication, physical amenities, and quick service were the areas that were evaluated. Fisher's exact test and Pearson correlation test were employed in the investigation. The maximum degree of acceptable responsiveness was attained in the areas of respect for others, confidentiality, and communication. The worst ratings, however, were given to service speed and freedom of choice. The older persons without formal education showed much lower participation in treatment decision-making. Although the majority of the researched domains received favorable evaluations, the survey discovered a need for health practitioners to provide equal care.

According to Eny et al. (2018), a bureaucracy's desire and will is to be responsive to the needs, expectations, and demands of the community for timely and effective delivery of services. It is necessary to improve the responsiveness of government bureaucracy on a national level. This study identified the variables influencing local governments' responsiveness in delivering public services. This study included qualitative and quantitative methodologies in its methodology. Data was gathered through surveys, interviews, and documentation. The validity methodology for the analysis focused on triangulation while also using additional validity techniques as needed. Qualitative data analysis was carried out using an interactive model. The findings of the study demonstrated that the local administration had not responded to the public. Government regulatory authorities had an impact on how responsive the local government was to the public.

Abidin et al. (2018) investigated responsiveness in Local Government Service Delivery. A key component of administrative accountability to clients and consumers is responsiveness. The primary aspect of the government that most exhibits the responsiveness role connecting the general public and local authorities is local government service delivery. Being the local service provider for the public, quick reaction is crucial to maintaining public confidence and trust, which also promotes work quality. Therefore, the favorable interaction between these two stakeholders is influenced by the local government's responsiveness. The study concentrated on responsiveness' impact. According to the study's findings, responsiveness and public trust are closely related. The outcome thus demonstrated the importance of responsiveness for both state and federal governments because it increases public confidence in the latter.

Firman et al. (2020) focused on the responsiveness of public complaint services. In metropolitan locations, there are many public service issues that occasionally cannot be resolved via traditional methods. The study was carried out in Jakarta. Through more open, informative, and responsive social media and aspirations channels, the government aimed to deliver public services. According to the study's findings, residents of Jakarta took part in sharing information about the issues facing their city. Some community complaints were not appropriately addressed because some government representatives or field personnel were not as prompt in addressing the issues.

Govinder (2000) pointed that the public expects the government to respond to their basic need urgently. The public thus demands accountability. Through their views and suggestions, public expects the government to act swiftly. The resources to the provision of basic needs should be adequate. The county governments must be responsive to the needs of the public. Koontz et al. (2004) suggest that, teamwork is important in the provision of basic services to the public.

2.4 Summary of Literature Gaps

Author	Title	Findings & Recommendations	Gaps
Lewis and Pettersson (2009)	governance and education in selected countries in Africa	good governance is important in education provision; governance forms the basis for educational policy reforms, programs implementation and resource mobilization	Their study, however, did not examine the specific tenets of good governance-the study concentrated on measurement of governance through academic performance indicators. This is a knowledge gap, that the proposed study seeks to fill.
Yusuf and Afolabi (2014)	governance of tertiary education in Nigeria	all stakeholders must be involved to ensure good governance in tertiary institutions in Nigeria	Their study fell short of examining the tenets of transparency, public participations and responsiveness, which the proposed study seeks to fill. Their study scope was tertiary institutions while the proposed study is on basic education hence an empirical gap, that would be filled.
Muhammad et al. (2015)	education and good governance in public	lack of proper mechanisms to promote	Their study, however, did not examine

	schools of Pakistan	good governance in the schools; recommended the infusion of good governance practices in schools to ensure education for all	elements of good governance. This is a knowledge gap that the proposed study seeks to fill.
Amanchukwu (2011)	challenges of quality education and good governance	recommended the governments must come up with measures to instill governance practices among their education systems	Their study failed to critically examine how transparency, participation, accountability, responsiveness affect provision of basic education. Secondly, their study investigated the whole education systems while the proposed study is specific to basic education, thus an empirical gap that the proposed study seeks to fill.
Israr and Muhammad (2014)	good governance on effective education in Pakistan	significant relationship between transparency and management of higher education	Their study fell short of investigating the effect of responsiveness and participation, that the proposed study seeks to fill.

Okunamiri & Ajoku (2010)	governance issues in Nigeria's secondary school system	positive relationship between accountability, participation and resource management; recommended government to ensure accountability and transparency in education	Their study did not consider responsiveness and transparency as elements of good governance. Then, their study scope was that of secondary schools in Nigeria, which the proposed study scope is for basic education in Kisii county, Kenya. This creates an empirical gap, that the proposed study seeks to fill.
Bala (2017)	effect of community participation in decision making in basic education in Nigeria's North West zone.	significant effect community participation in decision making; recommended the regular review of policies to ensure that there is participation of the locals in basic education provision	The proposed study will be carried out in Kisii county, Kenya, hence filling a contextual gap.
Bannerman (2009)	public participation in provision of education in	where public participation occurs, school's infrastructure	Their study fell short of examining responsiveness as a

	developing countries	improves, there's increased accountability and capacity is enhanced	factor of good governance hence a knowledge gap that the proposed study seeks to fill.
Sumy and Giridharan (2016)	good governance in secondary schools in Bangladesh	negative effect of corruption on education	The study was carried out in Bangladesh, while the proposed study will be carried out in Kisii, County, Kenya hence a contextual gap that would be filled. Secondly, their study did not consider the elements of governance, which will be examined in the proposed study.
Crouch and Winkler (2007)	governance, management and education financing in selected developing countries	the existing systems were not supportive of accountability in use of resources for education development; recommended long term accountability mechanisms	The study did not consider the variables of good governance, which will be examined in the proposed study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used in the study.

3.2 Research design

A research design gives relevant information that answer a study's research questions (Mohammed, 2013). A descriptive research design was used in this study. Data collected was used to test the research hypothesis. Descriptive research design answers the what, when and how of a research study. Thus, it is the most appropriate design. Descriptive design was used to analyse data collected. The causal relationship between the variables that influence the provision of basic education in Kisii County was analysed.

3.3 Target population

A target population is a group of items, services, people under investigation (Orodho, 2003). The population for this study were all the 9-sub county ECDE directors, 9 sub county education committee heads, 90 Parents Teachers Association (PTA) chairpersons, 2 Kenya National Union of Teachers (KNUT) officials and 2,026 ECDE teachers in Kisii county as tabulated in Table 3.1. The target population was knowledgeable about the research topic and reliable information can be gathered for them.

Table 3.1: Target Population

Respondents	Population
Sub county ECDE directors	9
subcounty education committee heads	9
PTA Chairpersons	90
KNUT officials	2
ECDE teachers	2,026
Total	2,136

Source: Kisii County, 2022

3.4 Sampling Design

3.4.1 Sample size

Table 3.2 illustrates the study's sample size.

Table 3.2: Sample Size

Respondents	Population	Sample
Sub county ECDE directors	9	9
subcounty education committee heads	9	9
PTA Chairpersons	90	27
KNUT officials	2	2
ECDE teachers	2,026	203
Total	2,136	250

Source: Primary Data, 2022

All the 9-sub county ECDE directors, the 9-sub county education committee heads and the 2 KNUT officials were selected for the study. This is in line with Krejcie and Morgan (1970) who suggested that where a sample is selected from a population of 30 or fewer, then it is advisable to select the whole population. The study selected 30% of the PTA chairpersons. In this study, 10% of the ECDE teachers' population was selected, as explained by Mugenda & Mugenda (2003).

3.4.2 Sampling procedure

All the 9-sub county ECDE directors, the 9-sub county education committee heads and the 2 KNUT officials were selected in this study, as they were few and manageable. The researcher purposively selected schools from which the 27 PTA chairpersons would be selected. Probability proportional to size sampling was used to select the number of ECDE teachers in the 9 sub counties in Kisii County. The researcher then purposively selected the ECDE centres in the sub counties. Simple random sampling was used to select ECDE teachers in each of the selected schools. The sub county was the strata in this study

3.5 Research Instruments

Data was collected by a questionnaire. The questionnaire comprised of six sections. Section A collected general respondents' data. The other sections collected data on the independent variables.

3.5.1 Validity of the instrument

Mugenda & Mugenda (2003) explained that validity as inferences accuracy. The latter is based on study findings. This was achieved by the review of relevant literature, to enable development of constructs.

3.5.2 Reliability of the Instrument

A research instrument is reliable if it can be relied on to produce the same results if the process is repeated (Schneider et al., 2003). To assure reliability, the questionnaire was given to the sub county ECDE directors, sub county education committee heads, PTA chairpersons, KNUT officials and ECDE teachers.

3.6 Data Collection Methods

Two research assistants accompanied the researcher to the schools. The research assistants were trained. The questionnaire was distributed to the respondents at agreed dates. For high response rates, calls and email reminders were made to the staff charged with responding to the questionnaire.

3.7 Data analysis techniques

Data capturing was done using Microsoft Excel. The data was entered into Microsoft Excel sheets for analysis. Data was analyzed quantitatively.

The study used SPSS in analyzing the data. The study used descriptive and inferential statistics to correlate each independent variable that is transparency, participation, accountability, responsiveness; against the dependent variable provision of basic education in Kisii county.

The study adopted the model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where:

Y is provision of basic education

β_0 is a constant

$(\beta_i; i=1, 2, 3)$ are the Beta coefficients

X_1 is transparency

X_2 is participation

X_3 is accountability

X_4 is responsiveness

ε is the error term

3.8 Ethical considerations

A letter to conduct the study was sought from Kampala international University. A permit was applied and obtained from National Council of Science and Technology (NACOSTI). The researcher also obtained letters from the Kisii county Ministry of Education to conduct the study in the various schools within county. Then, consent letters from the specific respondents were obtained. The study ensured confidentiality. Respondents filled the questionnaire anonymously.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter discusses the study's results. The chapter presents data on the background information, descriptive statistics and hypothesis testing. The chapter analyses the data as per the research objectives that is: effect of transparency on provision of basic education in Kisii county; effect of participation on provision of basic education in Kisii county; effect of accountability on provision of basic education in Kisii county and effect of responsiveness on provision of basic education in Kisii county.

4.2 Response Rate

A total of 250 questionnaires were issued to the respondents. The study analyzed 212 questionnaires, which were successfully filled and returned. This was a response rate of 85%, as summarized in Table 4.1

Table 4.1: Response Rate

Respondents	Questionnaires	Questionnaires	Response
	Issued	Returned	Rate
Sub County ECDE Directors	9	9	100%
Subcounty Education Committee Heads	9	9	100%
PTA Chairpersons	27	27	100%
KNUT Officials	2	2	100%
ECDE Teachers	203	203	100%
Total	250	250	85%

Source: Primary Data, 2022

The high questionnaire response rate (85%) shown in Table 4.1 resulted from self-administration and constant follow up of questionnaires. Mugenda & Mugenda (2002) recommended that a

response rate of 70% and above is excellent. The overall response rate of 85% enhanced the credibility of the study's results.

4.3 Background Information

The study sought to determine background information of the respondents. The characteristics considered in the study were; age bracket and years of experience of the respondents.

4.3.1 Distribution of Respondents Age Bracket

The study sought to find out the age bracket of the respondents. The results are shown in table 4.2

Table 4.2: Distribution by Age Bracket

Age bracket	Frequency	Percentage
18-25 years	15	7.1
26-35 years	43	20.3
36-45 years	91	42.9
46-55 years	58	27.4
above 55 years	5	2.4
Total	212	100.0

Source: Primary Data, 2022

From the 212 respondents, 15 (7.1%) were aged 18-25 years, 43 (20.3%) were aged 26-35 years, 91 (42.9%) were aged 36-45 years, 58 (27.4%) were aged 46-55 years and 5 (2.4%) were aged above 55 years. Hence, most of the respondents were aged 36-45 years, hence are mature enough in the profession to give credible responses to the study.

4.3.2 Distribution of Respondents Years of Experience

The study sought to find out the age bracket of the respondents. The results are shown in table 4.3

Table 4.3: Distribution by years of experience

Experience	Frequency	Percent
0-1 year	10	4.7
2-3 years	90	42.5
4-5 years	70	33.0
6-10 years	37	17.5
above 10 years	5	2.4
Total	212	100.0

Source: Primary Data, 2022

From the 212 respondents, 10(4.7%) had 0-1 years' experience, 90 (42.5%) had 2-3 years' experience, 70 (33%) had 4-5 years experience, 37 (17.5%) had 6-10 years' experience and 5 (2.4%) had over 10 years' experience. Hence, most of the respondents had 2-3 years' experience, hence had considerable experience to give credible responses to the study.

4.4 Descriptive Statistics

This section presents findings on descriptive analysis on the research variables. The section has findings presented in tables and associated explanations. Respondents were requested to indicate the extent to which they agreed with statements on the variables of the study. These were measured a 5-point Likert-type scale, ranging from strongly disagree (1) to strongly agree (5). To measure the distribution of the responses to the statements, mean and standard deviation were used.

4.4.1 Effect of Transparency on Provision of Basic Education in Kisii County

The study sought to establish the effect of transparency on provision of basic education in Kisii County. Table 4.4 presents the results.

Table 4.4: Descriptive of effect of transparency on provision of basic education in Kisii county

Description	N	Mean	Std. Deviation
Stakeholder's involvement	212	3.14	1.342
Financial reporting systems	212	3.08	1.205
Full disclosure	212	3.17	1.234
Basic education committee	212	3.24	1.170

Source: Primary Data, 2022

As shown in Table 4.4, the mean scores for transparency indicators ranged from 3.08 to 3.24; indicating uncertainty. The standard deviation ranged from 1.20 to 1.34 which indicates that, the respondents did not generally agree that transparency had an effect on provision of basic education in Kisii County. The results indicated that most of the respondents agreed that there was presence of basic education committee to facilitate basic education in Kisii County. These results were corroborated with those of the Sub County Education Committee Heads, who noted that transparency on provision of basic education in Kisii county was enhanced through adherence to the public procurement and disposal act, systems audit, oversight of funds and the making of budgets a public affair. The PTA chairpersons noted that the ECDE head teachers were constantly consulted to foster transparency. Likewise, the ECDE directors acknowledged that transparency was enhanced through regular publishing of enrolment and transition reports in their respective sub counties.

Results from the interview method;

One of the staff in the Kisii County Local government who were interviewed noted that it is important to have realistic expectations about the potential impact of set transparency initiatives on improving natural resource governance, as setting unrealistic broad goals carries the risks of turning the scheme's very real achievements – in terms of increased extractive sector financial disclosure – into failures. Key informant, Kisii County, 2022

Another staff member of Kisii County Local government stated that: *“Transparency in resource governance has so far focused mainly on “revenue transparency”, which is commonly used interchangeably with transparency in resource governance more generally. However, there is a growing consensus in the literature that “transparency alone” is not enough and that other conditioning factors, such as education levels, an effective judiciary, pre-existing systems of effective political accountability and functioning anti-corruption systems must play key roles in translating revenue transparency into more accountability in natural resource revenue governance”* Key informant, Kisii County, 2022.

Another respondent stated that: *“Promotion of transparency and accountability in natural resource revenue management is seen as a means to better manage revenues from high- value natural resources. In many cases, donors require that the receiving countries increase transparency in the management of natural resource revenues, for example, by joining the Extractive Industries Transparency Initiative (EITI), or by making relevant changes in legislation (EITI 2016)”* Key informant, Kisii County, 2022.

4.4.2 Effect of Participation on Provision of Basic Education in Kisii County

The study sought to establish the effect of effect of participation on provision of basic education in Kisii County. Table 4.5 presents the results.

Table 4.5: Descriptive of effect of participation on provision of basic education in Kisii county

Description	N	Mean	Std. Deviation
Town hall meetings	212	3.17	1.110
Resolutions made	212	3.22	1.165
Implementations	212	2.80	1.054
Ward education committees	212	3.03	0.980
Basic education committee	212	3.00	1.194

Source: Primary Data, 2022

As shown in Table 4.5, the mean scores for participation indicators ranged from 2.80 to 3.22; indicating uncertainty. The standard deviation ranged from 0.98 to 1.19 which indicates that, the respondents did not generally agree that participation had an effect on provision of basic education in Kisii County. The results indicated that most of the respondents agreed that there were resolutions made on basic education committee to facilitate basic education in Kisii County. These results were corroborated with those of the Sub County Education Committee Heads, who asserted that stakeholder engagements and town hall meetings were forums through which they were involved in provision of basic education in Kisii County. Additionally, the ECDE directors acknowledged that public participation was enhanced through involvement of teachers, parents and ministry of education officials in their respective sub counties. Likewise, the Sub County KNUT Officials noted that they were involved in stakeholder forums and played an oversight role in enhancing public participation on provision of basic education in Kisii county. The PTA chairpersons noted that they were involved in the provision of basic education through oversight, funds mobilisation, stakeholder forums and strategic planning.

Results for interview methods;

One of the top authorities indicated that *“To increase accountability and transparency, information technology systems may be installed to provide greater public access. To increase independence of the courts, the government can provide them with funding that will allow them to make their own financial and administrative decisions”* Key informant, Kisii County, 2022.

Some of the top authorities interviewed agreed that *“The authority and influence of law in society, especially when viewed as a constraint on individual and institutional behavior; (hence) the principle whereby all members of a society (including those in government) are considered equally subject to publicly disclosed legal codes and processes”*. Key informant, Kisii County, 2022.

4.4.3 Effect of Accountability on Provision of Basic Education in Kisii County

The study sought to establish the effect of effect of participation on provision of basic education in Kisii County. Table 4.6 presents the results.

Table 4.6: Descriptive of effect of accountability on provision of basic education in Kisii county

Description	N	Mean	Std. Deviation
Financial management guidelines	212	3.44	1.509
Full disclosure	212	2.78	1.496
Adherence to laws	212	2.96	1.465
Basic education audits	212	2.98	1.457
Inadequate resources	212	4.71	0.826

Source: Primary Data, 2022

As shown in Table 4.6, the mean scores for participation indicators ranged from 2.78 to 4.71; indicating uncertainty. The standard deviation ranged from 0.82 to 1.50 which indicates that, the respondents did not generally agree that accountability had an effect on provision of basic education in Kisii County. The results indicated that most of the respondents agreed that there were inadequate resources to facilitate basic education in Kisii County. The sub county committee heads asserted that through existing laws and oversight over public funds, accountability on provision of basic education in Kisii County was enhanced. Likewise, the ECDE directors acknowledged that accountability was enhanced through regular financial reporting on utilisation of basic education funds reports in their respective sub counties. The KNUT officials noted that accountability in the provision of basic education was enhanced through reports access from the ECDE centres and petitions to county assembly accounts committee and county executives for reports on provision of basic education in Kisii County.

The top authorities revealed that:

“Community members view change and their sense of the strength of their community is extremely important factors to understand. If people feel that they can't influence events, or have no skills to use in improving their lives and communities, they won't try. Convincing citizens that they can make a difference is often the first -- and the hardest -- task that community organizers and community builders face”. (Key informant 1, Kisii County, 2022)

One of the top authorities in Kisii County Local government interviewed Agreed that *“he was aware of role of Accountability of local governance play role in boosting the project effectiveness ‘Accountability of local governance in planning of project. He further mentioned that through Accountability of local governance stakeholders feel ownership of projects and solutions and encourage Transparency of local governance and Accountability of local governance of the organizations offering service”.* (Key informant, Kisii County, 2022)

One of the top administrators claimed that *“the accountability arrangement adds to the possibilities open to voter, parliament or other representative bodies to control the executive power. Thus viewed, the main concern is that the*

accountability arrangements yield relevant information about the conduct of the government. The major issue in assessing accountability arrangements from this perspective is to help overcome agency problems, such as moral hazard” Key informant, Kisii County, 2022.

4.4.4 Effect of Responsiveness on Provision of Basic Education in Kisii County

The study sought to establish the effect of effect of participation on provision of basic education in Kisii County. Table 4.7 presents the results.

Table 4.7: Descriptive of effect of responsiveness on provision of basic education in Kisii county

Description	N	Mean	Std. Deviation
responses to issues	212	2.73	1.421
interventions	212	2.60	1.319
forums organized	212	2.51	1.382
demands training	212	2.61	1.442

Source: Primary Data, 2022

As shown in Table 4.7, the mean scores for responsiveness indicators ranged from 2.51 to 2.73; indicating uncertainty. The standard deviation ranged from 1.31 to 1.44 which indicates that, the respondents did not generally agree that responsiveness has an effect on provision of basic education in Kisii County. The results indicated that most of the respondents agreed that there were responses to issues to facilitate basic education in Kisii County. The sub county committee heads did not generally agree that responsiveness has an effect on provision of basic education in Kisii County. The PTA chairpersons also indicated that the county’s responsiveness to provision of basic education in Kisii County was poor.

4.4.5 Provision of Basic Education in Kisii County

The study sought to establish the provision of basic education in Kisii County. Table 4.8 presents the results.

Table 4.8: Provision of basic education in Kisii County

Description	N	Mean	Std. Deviation
increased enrolment	212	4.12	0.993
better infrastructure	212	3.07	1.230
more personnel	212	2.77	1.254
infrastructure maintained	212	2.64	1.337
capacity building	212	2.63	1.30

Source: Primary Data, 2022

As shown in Table 4.8, the mean scores for provision of basic education in Kisii county indicators ranged from 2.63 to 4.12; indicating uncertainty. The standard deviation ranged from 0.993 to 1.23 which indicates that, the respondents did not generally agree that there was provision of basic education in Kisii County. The results indicated that most of the respondents agreed that there was increased enrolment in basic education in Kisii County. These results were corroborated with those of the sub county committee heads, who asserted that the timely disbursement of funds, employment of ECDE teachers on permanent and pensionable terms, infrastructure development, increased funding and better terms of service for teachers would all enhance provision of basic education in Kisii County. The ECDE directors acknowledged that more needed to be done by both the national and county government in the provision of basic education in the county. Additionally, the KNUT officials advocated for more funding to basic education in Kisii County. Likewise, the PTA chairpersons advised that funding for basic education would solve most of the challenges in the provision of basic education in Kisii County. They generally agreed that good governance is a pre-requisite for the provision of basic education in Kisii County.

4.5 Hypothesis Testing

The study sought to test the various hypothesis proposed. To make inferences about a population parameter or population probability distribution, a statistical process known as hypothesis testing analyses data from a sample. An assumption about the parameter or distribution is made. The study sought to examine good governance and provision of basic education in Kisii County. This was realized through multiple regression analysis to test the effect on each independent variable on the dependent variable and the multiple regression analysis to test the joint model of all the independent variables and the dependent variable. For every variable, composite mean was computed. The values of R-square, t-statistics at $p=0.05$ and ANOVA were used to make decisions.

4.5.1 Effect of Transparency on Provision of Basic Education in Kisii County

The first hypothesis of the study was; H_{01} : There is no significant relationship between transparency and provision of basic education in Kisii county. The findings are presented in Table 4.9

Table 4.9: Hypothesis on transparency and provision of basic education in Kisii County

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.641 ^a	.411	.408	.70918	.411	146.674	1	210	.000

a. Predictors: (Constant), transparency

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.767	1	73.767	146.674	.000 ^b
	Residual	105.616	210	.503		
	Total	179.383	211			

a. Dependent Variable: provision

b. Predictors: (Constant), transparency

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	1.395	.145		9.641	.000	1.109	1.680
	transparency	.522	.043	.641	12.111	.000	.437	.607

a. Dependent Variable: provision

Source: Primary Data, 2022

The results show R Square = 0.411 hence transparency can independently explain 41.1 % of the variations on the provision of basic education in Kisii county. In addition, $t=12.11$; $p=0.000$ shows that transparency is a significant determinant on the provision of basic education in Kisii county. Further, the model's ANOVA findings ($F = 146.67$, $p=0.000 \leq 0.05$) indicated that the model was significant. Also, the model's beta ($\beta = 0.641$, $p \leq 0.05$) indicates that provision of basic education in Kisii county would change by 0.641 standard deviations when transparency changed by one unit.

Therefore, the null hypothesis that there is no significant relationship between transparency and provision of basic education in Kisii county is rejected. These findings agreed with those of Muhammad et al. (2015) who found a significant and positive association between transparency and provision of services to the public.

4.5.2 Effect of Participation on Provision of Basic Education in Kisii County

The second hypothesis of the study was; H₀₂: There is no significant relationship between participation and provision of basic education in Kisii county. The findings are presented in Table 4.10

Table 4.10: Hypothesis on participation and provision of basic education in Kisii County

Model Summary									
Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.706a	.499	.65419	.499	209.150	1	210	.000	

a. Predictors: (Constant), participation

ANOVAa						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	89.510	1	89.510	209.150	.000b	
Residual	89.874	210	.428			
Total	179.383	211				

a. Dependent Variable: provision

b. Predictors: (Constant), participation

Coefficientsa								
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
1 (Constant)	.773	.163		4.728	.000	.450	1.095	
participation	.746	.052	.706	14.462	.000	.645	.848	

a. Dependent Variable: provision

Source: Primary Data, 2022

The results show $R^2 = 0.499$ hence participation can independently explain 49.9 % of the variations on the provision of basic education in Kisii county. In addition, $t=14.462$; $p=0.000$ shows that participation is a significant determinant on the provision of basic education in Kisii county. Further, the model's ANOVA findings ($F = 209.15$, $p=0.000 \leq 0.05$) indicated that the model was significant. Also, the model's beta ($\beta = 0.706$, $p \leq 0.05$) indicates that provision of basic education in Kisii county would change by 0.706 standard deviations when participation changed by one unit.

Therefore, the null hypothesis that there is no significant relationship between participation and provision of basic education in Kisii county is rejected. These findings agreed with those of Bala (2017) who found a significant and positive association between participation and provision of basic education.

4.5.3 Effect of Accountability on Provision of Basic Education in Kisii County

The third hypothesis of the study was; H_{03} : There is no significant relationship between accountability and provision of basic education in Kisii county. The findings are presented in Table 4.11

Table 4.11: Hypothesis on accountability and provision of basic education in Kisii county

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.653a	.426	.424	.70000	.426	156.086	1	210	.000

a. Predictors: (Constant), accountability

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.483	1	76.483	156.086	.000b
	Residual	102.901	210	.490		
	Total	179.383	211			

a. Dependent Variable: provision

b. Predictors: (Constant), accountability

Coefficients								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
Model		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.149	.159		7.224	.000	.836	1.463
	accountability	.562	.045	.653	12.493	.000	.473	.650

a. Dependent Variable: provision

Source: Primary Data, 2022

The results show $R^2 = 0.426$ hence accountability can independently explain 42.6 % of the variations on the provision of basic education in Kisii county. In addition, $t=12.493$; $p=0.000$

shows that accountability is a significant determinant on the provision of basic education in Kisii county. Further, the model's ANOVA findings ($F = 156.086$, $p=0.000 \leq 0.05$) indicated that the model was significant. Also, the model's beta ($\beta = 0.653$, $p \leq 0.05$) indicates that provision of basic education in Kisii county would change by 0.653 standard deviations when accountability changed by one unit.

Therefore, the null hypothesis that there is no significant relationship between accountability and provision of basic education in Kisii county is rejected. These findings agreed with those of Sumy and Giridharan (2016) who found a significant and positive association between accountability and provision of education.

4.5.4 Effect of Responsiveness on Provision of Basic Education in Kisii County

The fourth hypothesis of the study was; H₀₄: There is no significant relationship between responsiveness and provision of basic education in Kisii county. The findings are presented in Table 4.12

Table 4.12: Regression Model on responsiveness and provision of basic education in Kisii county

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.788 ^a	.620	.619	.56948	.620	343.132	1	210	.000

a. Predictors: (Constant), responsiveness

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.279	1	111.279	343.132	.000 ^b
	Residual	68.104	210	.324		
	Total	179.383	211			

a. Dependent Variable: provision

b. Predictors: (Constant), responsiveness

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.465	.094		15.626	.000	1.281	1.650
	responsiveness	.605	.033	.788	18.524	.000	.540	.669

a. Dependent Variable: provision

Source: Primary Data, 2022

The results show R Square = 0.620 hence responsiveness can independently explain 62 % of the variations on the provision of basic education in Kisii county. In addition, $t=18.524$; $p=0.000$ shows that responsiveness is a significant determinant on the provision of basic education in Kisii county. Further, the model's ANOVA findings ($F = 343.13$, $p=0.000 \leq 0.05$) indicated that the model was significant. Also, the model's beta ($\beta = 0.788$, $p \leq 0.05$) indicates that provision of basic education in Kisii county would change by 0.788 standard deviations when responsiveness changed by one unit.

Therefore, the null hypothesis that there is no significant relationship between responsiveness and provision of basic education in Kisii County is rejected. These findings agreed with those of Tun et al. (2021) who found a significant and positive association between responsiveness and provision of education.

4.5.5 Good Governance and Provision of Basic Education in Kisii County

The combined effect of transparency, participation, accountability, responsiveness on provision of basic education in Kisii county was tested through multiple regression model. The findings are presented in Table 4.13

Table 4.13: Showing Regression Model on Good Governance and Provision of Basic Education in Kisii County

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.827 ^a	.684	.678	.52304	.684	112.179	4	207	.000	1.629

a. Predictors: (Constant), responsiveness, transparency, participation, accountability

b. Dependent Variable: provision

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.755	4	30.689	112.179	.000 ^b
	Residual	56.629	207	.274		
	Total	179.383	211			

a. Dependent Variable: provision

b. Predictors: (Constant), responsiveness, transparency, participation, accountability

Coefficients ^a										
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.755	.142		5.328	.000	.476	1.035		
	transparency	.117	.047	.143	2.497	.013	.025	.209	.465	2.152
	patticipation	.269	.062	.254	4.315	.000	.146	.392	.439	2.278
	accountability	.036	.054	.042	.664	.507	-.071	.143	.382	2.618
	responsiveness	.376	.048	.490	7.906	.000	.282	.470	.398	2.514

a. Dependent Variable: provision

Source: Primary Data, 2022

In the regression analysis, R Square = 0.684 shows that transparency, participation, accountability, responsiveness collectively explain 47.6% variations on provision of basic education in Kisii county. ANOVA findings of $F=112.18$; $p=0.000$ indicates the effect is significant. From the findings, transparency, participation, accountability, responsiveness shows a statistically significant relationship with provision of basic education in Kisii county

There is a significant joint effect of transparency, participation, accountability, responsiveness on the provision of basic education in Kisii county. These results agree with those of Hernandez (2021) and Zoé (2020) who found a positive association between good governance and provision of basic services. Further, the tolerance and Variance Inflation Factors (VIF) for the four variables; 2.152, 2.278, 2.618 and 2.514 are all greater than 1.0, hence satisfactory. The VIF indicates the variance of the weight coefficient is inflated. Hence, the degree to which the weight is correlated with either of the predictors in this model is low.

The results on the standardized coefficients show that the effect transparency, participation, accountability, responsiveness are all positive, shown by beta values of $\beta = 0.143, 0.254, 0.042$ and 0.490 respectively. From the findings, the study model can be presented as;

$$Y = 0.755 + 0.143X_1 + 0.254X_2 + 0.042X_3 + 0.490X_4 + 0.523$$

Where:

Y is provision of basic education

β_0 is a constant

$(\beta_i; i=1, 2, 3, 4)$ are the Beta coefficients

X_1 is transparency

X_2 is participation

X_3 is accountability

X_4 is responsiveness

ε is the error term

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings based on variables of transparency, participation, accountability and responsiveness. The chapter also draws conclusion for the study and makes appropriate recommendations.

5.2 Summary of Findings

This section presents summary of research findings. The summary of findings is presented based on the research objectives.

5.2.1 Effect of Transparency on Provision of Basic Education in Kisii County

The first objective was to evaluate the effect of transparency on provision of basic education in Kisii County. The findings revealed a positive and significant influence of transparency on provision of basic education in Kisii County. Thus, hypothesis H_{01} which predicted that there is no significant relationship between transparency and provision of basic education in Kisii County was rejected. Transparency could independently explain 41.1 % of the variations on the provision of basic education in Kisii County. On the degree to which respondents agreed that transparency affected provision of basic education in Kisii county, presence of basic education committee ranked the highest, followed by full disclosure, stakeholder's involvement then lastly financial reporting systems.

5.2.2 Effect of Participation on Provision of Basic Education in Kisii County

The second objective was to determine the effect of participation on provision of basic education in Kisii County. The findings revealed a positive and significant influence of participation on provision of basic education in Kisii County. Thus, hypothesis H_{02} which predicted that there is no significant relationship between participation and provision of basic education in Kisii County was rejected. Participation could independently explain 49.9 % of the variations on the provision of basic education in Kisii County. On the degree to which respondents agreed that participation

affected provision of basic education in Kisii county, resolutions made ranked the highest, followed by town hall meetings, ward education committees, basic education committee then lastly implementation of views and suggestions of stakeholders.

5.2.3 Effect of Accountability on Provision of Basic Education in Kisii County

The third objective was to assess the effect of accountability on provision of basic education in Kisii County. The findings revealed a positive and significant effect of accountability on provision of basic education in Kisii County. Thus, hypothesis H_{03} which predicted that there is no significant relationship between accountability and provision of basic education in Kisii County was rejected. Participation could independently explain 42.6% of the variations on the provision of basic education in Kisii County. On the degree to which respondents agreed that accountability affected provision of basic education in Kisii county, inadequacy of resources ranked the highest, followed by presence of financial management guidelines, basic education audits, adherence to laws then lastly full disclosure.

5.2.4 Effect of Responsiveness on Provision of Basic Education in Kisii County

The fourth objective was to evaluate the effect of responsiveness on provision of basic education in Kisii County. The findings revealed a positive and significant effect of responsiveness on provision of basic education in Kisii County. Thus, hypothesis H_{03} which predicted that there is no significant relationship between responsiveness and provision of basic education in Kisii County was rejected. Responsiveness could independently explain 62 % of the variations on the provision of basic education in Kisii County. On the degree to which respondents agreed that responsiveness affected provision of basic education in Kisii county, responses to issues ranked the highest, followed by adequate training to county officials, intervention by the county government, then lastly forums for stakeholders to air their views.

5.2.5 Influence of transparency, participation, accountability, responsiveness on provision of basic education in Kisii County

The purpose of this study was to examine good governance and provision of basic education in Kisii County. The corresponding hypothesis was tested using multiple regression analysis. The

findings revealed the combined influence of transparency, participation, accountability, responsiveness explained 68.4 % of the variations on provision of basic education in Kisii county.

5.3 Conclusion

This study concludes that there is a significant relationship between good governance and provision of basic education in Kisii county. The presence of a basic education committee instituted by the county government enhances provision of basic education in the county. Political interference and inadequate financial reporting systems are hindrances to transparency to the provision of basic education in the county. There is a positive and significant relationship between participation and provision of basic education in Kisii county. Inadequacy of resources affect the provision of basic education. It is the conclusion of this study that there is a positive significant relationship between transparency, participation, accountability, responsiveness and provision of basic education

5.4 Recommendations of the Study

The study aimed at examining good governance and provision of basic education in Kisii County. The findings of the study have various implications and recommendations as follows:

5.4.1 Recommendations to County Government of Kisii

5.4.1.1 Effect of Transparency on Provision of Basic Education in Kisii County

The study confirmed a positive and significant effect of transparency on provision of basic education in Kisii County. However, from the findings of the study, inadequate financial reporting systems by the county government for stakeholders' information access ranked the lowest. This study recommends that the county government of Kisii provides elaborate financial reporting systems to enhance stakeholders access to information. The county government of Kisii should put in place structures and systems that would enhance stakeholders' access to information on basic education in the county. This would enhance transparency on the county and enhance provision of basic education.

5.4.1.2 Effect of Participation on Provision of Basic Education in Kisii County

The study confirmed a positive and significant effect of participation on provision of basic education in Kisii county. However, from the findings of the study, implementation of the views and suggestions of stakeholders ranked the lowest. This study recommends that the county government of Kisii implements the views and suggestions of stakeholders in basic education. The county government of Kisii should put in place structures and systems that would enhance implementation of stakeholders' views, suggestions and issues for the provision of basic education in the county. This would enhance stakeholders' participation in the county and enhance provision of basic education.

5.4.1.3 Effect of Accountability on Provision of Basic Education in Kisii County

The study confirmed a positive and significant effect of accountability on provision of basic education in Kisii County. However, from the findings of the study, full disclosure on the expenditure items of basic education ranked the lowest. This study recommends that the county government of Kisii discloses fully the expenditure items of basic education. The county government of Kisii should put in place structures and systems that would enhance full disclosure of expenditure items on basic education. This would enhance accountability in the county and enhance provision of basic education.

5.4.1.4 Effect of Responsiveness on Provision of Basic Education in Kisii County

The study confirmed a positive and significant effect of responsiveness on provision of basic education in Kisii County. However, from the findings of the study, forums for stakeholders to air their views on provision of basic education ranked the lowest. This study recommends that the county government of Kisii creates forums that would enhance stakeholder to air their views on provision of basic education. The county government of Kisii should put in place systems that would enhance stakeholder participation on basic education. This would enhance responsiveness in the county and enhance provision of basic education.

5.5 Recommendations for Further Research

The research was restricted to the county government of Kisii. Cross sectional research could be carried out in all counties in Kenya. This would enhance the findings of the study, thus giving it

a wider scope to better examine good governance and provision of basic education. Secondly, further research could be carried out on other factors that may have an influence on provision of basic education. For example, availability of resources and schools' management structures. This study adopted a descriptive study design in which the research questions were sought and answered. This study recommends that other studies adopt a mixed methods research design. This would incorporate qualitative methods thus giving a broader explanation of the problem under study.

5.5 Contributions to Knowledge

This study fills the knowledge gap that existed from previous studies. This study examined transparency, participation, accountability, responsiveness on provision of basic education in Kisii County. The study revealed the relationship between each of the independent variables with the dependent variable. Previous studies had not clearly and adequately the association between these variables. Most studies had focused on good governance and provision of education. This study's focus on the examination of good governance and provision of basic education fills that gap and contributes to knowledge.

This study fills the contextual gap created by previous studies. Most of the studies had been conducted in other countries or jurisdictions. These countries social, economic, political and legal frameworks are different from Kenya's. This adds to knowledge on good governance and provision of basic education in Kisii county Kenya. Additionally, studies conducted locally had not focused on Kisii county-this gap is filled through this study. Sampling was done in each of Kisii County's 9 sub counties. This gave the study more credibility due to the diverse geographical representation of the study population.

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APPENDICES

Appendix I: Consent Form

My name is Geoffrey Marube .I am a Masters Student at Kampala International University. I am carrying out a research on: **good governance and provision of basic education in Kisii county**. I am collecting data with the assistance of two research assistants. Filling the questionnaire will take 20-30 minutes of your time. and complete the questionnaire given. I request you to participate in this study. This questionnaire is important to this study. You are therefore requested to complete it. The study has no impact o you and there's no risk of participation. The information required is for academic purposes.

Thank you.

GEOFFREY MARUBE KIAGE

Appendix II: Questionnaire for ECDE Teachers and ECDE Directors

Kindly complete all the sections hereunder. Please note all questions are interrelated and are equally important for the study.

Section A: Background Information

Kindly tick (✓) your choice in the various categories

1.What is your position in the organisation?

Subcounty ECDE Director ()

ECDE Teacher ()

2.What is you age bracket?

18-25 years ()

26- 35 years ()

36-45 years ()

46-55 years ()

Above 55 years ()

3.How many years have you been in the organisation?

0-1 Year ()

2-3 Years ()

4-5 Years ()

6-10 Years ()

Above 10 Years ()

Section B: Transparency and Provision of Basic Education

In this section, use the following scale. Scale 5=strongly agree ,4= agree, 3=not sure, 2=disagree and 1=strongly disagree

Description	5	4	3	2	1
The county involves stakeholders in basic education budgeting process.					
Elaborate financial reporting systems have been put in place by the county where stakeholders can access information					
There is full disclosure in strategic plans, budgets on basic education provision.					
There is a basic education committee instituted by the county government.					

What are the hindrances to transparency to the provision of basic education in the county?

In your opinion, how can the county government enhance transparency in provision of basic education?

Section C: Participation and Provision of Basic Education

Description	5	4	3	2	1
The county town hall meetings discuss basic education matters.					
Resolutions have been made on the provision of basic education					
The county implements the views and suggestions of stakeholders in basic education.					

There are ward education committees where provision of basic education is discussed.					
There is a basic education committee instituted by the county government.					

How many basic education resolutions have been made in the last one year?

Section D: Accountability and Provision of Basic Education

Description	5	4	3	2	1
The county has devised prudent financial management guidelines and procedures to support provision of basic education.					
The county discloses fully, the expenditure items in basic education.					
The county adheres to regulations, laws, policies in its provision of basic education.					
The county carries out audit of basic education infrastructure, financials and human resources.					
Inadequate resources affect provision of basic education provision in the county.					

Which policies and regulations affect provision of service delivery at the county level?

Section E: Responsiveness and Provision of Basic Education

Description	5	4	3	2	1
The county responds to basic education issues fast.					
The county intervenes and resolves basic education crisis regularly.					
The county gives forums for stakeholders to air their views on provision of basic education.					
Adequate training has been offered to county officials to deal with basic education demands.					

Section E: Provision of Basic Education

Description	5	4	3	2	1
There is increased enrolment in basic education.					
The physical infrastructure for basic education has increased.					
The county has employed more personnel for provision of basic education has been employed.					
Infrastructure is well maintained.					
The county has increased capacity building sessions to empower basic education providers.					

What challenges do you face in the provision of basic education?

THANK YOU

Appendix III: Questionnaire for PTA Chairpersons

This questionnaire helps collect data on good governance and provision of basic education in Kisii county. All information given in the questionnaires shall be treated with the utmost confidentiality. DO NOT write your name anywhere in the questionnaire. Tick (✓) as appropriate.

1.What is your gender?

- i. Male (☐)
- ii. Female (☐)

2.What is your age?

- i. 18-25 years (☐)
- ii. 26-35 years (☐)
- iii. 36-45 years (☐)
- iv. 45-55 years (☐)
- v. Above 55 years (☐)

3.How long have you been the PTA Chair person in the school?

- i. 1-5 years (☐)
- ii. 6-10 years (☐)
- iii. Above 10 years (☐)

4.Does the county involve the association in basic education budgeting process?

- i. Yes (☐)
- ii. No (☐)

5.How do you access information on basic education in the county?

6.In what ways do you participate in basic education issues?

7.How does the county ensure full disclosure in basic education matters?

8.How does the county respond to your issues on basic education?

- i. Slow ()
- ii. Moderate ()
- iii. Fast ()

THANK YOU

Appendix IV: Questionnaire for Sub County Education Committee Heads

This questionnaire helps collect data on good governance and provision of basic education in Kisii county. All information given in the questionnaires shall be treated with the utmost confidentiality. DO NOT write your name anywhere in the questionnaire. Tick (✓) as appropriate.

1.What is your gender?

- i. Male (☐)
- ii. Female (☐)

2.What is your age?

- i. 18-25 years (☐)
- ii. 26-35 years (☐)
- iii. 36-45 years (☐)
- iv. 45-55 years (☐)
- v. Above 55 years (☐)

3.How long have you been the head of the sub county's education committee?

- i. 1-5 years (☐)
- ii. 6-10 years (☐)
- iii. Above 10 years (☐)

4.What measures has the county put in place to enhance transparency in basic education?

5.In what ways does the county involve stakeholders in basic education matters?

6.How does the county ensure accountability on basic education issues?

7.In a scale of 1-5, how would you rate the county's responsiveness on provision of basic education?

(Scale 5=strongly agree ,4= agree, 3=not sure, 2=disagree and 1=strongly disagree)

8.In your opinion, how could the county enhance the provision of basic education?

Appendix V: Interview Guide for Sub County KNUT Officials

This interview helps collect data on good governance and provision of basic education in Kisii County. All information given in the questionnaires shall be treated with the utmost confidentiality.

1.How long have you been a KNUT official in the subcounty?

- i. 1-5 years ()
- ii. 6-10 years ()
- iii. Above 10 years

2.Does the county involve KNUT in basic education budgeting process?

- i. Yes ()
- ii. No ()

3.How does the county involve KNUT in basic education matters?

4.How does KNUT access information on basic education in the county?

6.In what ways does the union participate in basic education issues in the county?

7.How does KNUT ensure full disclosure in basic education matters in the county?

8.How would you rate the county's response to basic education matters?

- i. Slow ()
- ii. Moderate ()
- iii. Fast ()

THANK YOU

Appendix VI: Sample Formula

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
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	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Formula for determining sample size

$$s = \frac{X^2 NP(1 - P) + d^2 (N - 1) + X^2 P(1 - P)}{d^2}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970






Appendix VII: Budget

Description	Amount in Kshs
Typing and Printing	4,500.00
Stationery and Binding	3,500.00
Data Collection Traveling Expenses	2,000.00
Data Analysis (SPSS)	5,000.00
Research Assistants' Fee	10,000.00
Airtime and Communication Expenses	3,000.00
Logistics	12,000.00
Total	40,000.00

Appendix VIII: Map of Study Area



Appendix IX: Granted Research Permit by the Government of Kenya.

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 585950	Date of Issue: 25/July/2022
RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. GEOFFREY MARUBE KIAGE of Kampala International University, has been licensed to conduct research in Kisii on the topic: GOOD GOVERNANCE AND PROVISION OF BASIC EDUCATION IN KISII COUNTY, KENYA. for the period ending : 25/July/2023.</p>	
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585950	
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CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
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Appendix X: Work plan

Activity/Month	Jan-22	Feb-22	Mar-22	OCT 2022- DEC 2022	JUNE 2023
Topic Identification					
Proposal Writing					
Presentation of Proposal					
Collection of Data					
Data Analysis					
Project Report Submission					