COMMUNITY PARTICIPATION IN IMPLEMENTATION OF DISTRICT AGRICULTURE SECTOR INVESTMENT PROJECT. A CASE OF KISHAPU DISTRICT IN TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN RESOURCE MANAGEMENT

DEPARTMENT OF MARKETING, ENTREPRENEURSHIP AND MANAGEMENT

THE OPEN UNIVERSITY OF TANZANIA

2023

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation titled: "***Community Participation in Implementation of District Agriculture Sector Investment Project. The Case of Kishapu District in Tanzania".*** In partial fulfilment of the requirements for the award of the Degree of Master of Human Resource Management of the Open University of Tanzania.

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Dr. Janeth Isanzu

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DECLARATION

I, **Barbina John Matemu,** declare that the work presented in this dissertation is original. It has never been submitted to any other University or Institution. Where other people's works have been used, references have been provided. In this regard, I declare this work as original and mine. It is hereby presented in partial fulfilment of the requirement for the degree of Master of Human Resource Management of the Open University of Tanzania.

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Signature

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Date

DEDICATION

This work is dedicated to my parents, that is my mother Imelda Bayona for their wonderful life upbringing that I now enjoy.

ACKNOWLEDGEMENTS

First of all, I want to thank the Almighty God for making this achievement possible. He came through for me in every single way and I will always be grateful. Secondly, to my parents Imelda Bayona who would I be without you? I always found peace whenever things were difficult knowing that you would always be on your knees to pray for me. Your encouragement and support made a huge difference. To my supervisor Janeth Isanzu (PhD), thank you so much for your unending support, your word of encouragement and for the mentorship I got from you. Thank you for always lending a listening ear and always being ready to assist in whatever way possible. Also special thanks to my classmates, instructors and the entire OUT community for their love and support during my studies. My sincere appreciations go to Authority of Kishapu District Council and all their employees for cooperation during the important stage of collection for this research. Further, I would like to express my sincere gratitude to the Open University of Tanzania (OUT) for giving me an opportunity to do this research and for providing me knowledge and guidance. Lastly, to all friends and relatives who supported me in this course. I thank you for making a difference in my life. Thank all who are not mentioned and assure you that truly your support is highly appreciated.

ABSTRACT

The study aimed at examining the community participation in implementation of the District Agriculture Sector Investment Project in Kishapu District Council. Specifically, the study sought to: identify socioeconomic characteristics of households associated with community participation, to determine the level of community in implementation of village micro-projects, to examine the attitudes of community towards participation in implementation of village micro-projects, and to examine constraints that hindered community in implementation of village micro-projects. The structured interview was used as the main method of data collection from 120 respondents who were randomly selected. The collected data were analyzed using quantitative and qualitative approaches. The findings of the study showed that education level, main occupation, previous experience, livestock possession and awareness of community on government emphasis had statistically significant relationship to community participation. The study also revealed that the respondents had positive attitude towards community participation in implementation of micro-projects. The major constraints that hindered community in implementation of the project were: delay submission of building maps from the national project headquarter (Mwanza), food insecurity, and water shortage during dry season. The study recommends mobilizing community members to increase their participation levels in implementation of village micro-projects; and both Government and project leaders at ii all levels (village-national) should jointly facilitate community members to solve major constraints.

Keywords*: Effectiveness, Community involvement, Agricultural project*

TABLE OF CONTENTS

LIST OF TABLES

FIGURE

LIST OF ABBREVIATIONS

ADP	Village Agriculture Development Plan
AfDB	African Development Bank
ASDS	Agriculture Sector Development Strategy
AU	African Union
DALDO	District Agriculture and Livestock Development Officer
DASIP	District Agriculture Sector Investment Project
DED	District Executive Director
EO	Extension Officer
FAO	Food and Agriculture Organization
FAOIC	Food and Agriculture Organization's Investment Center
FGD	Focus Group Discussion
GoT	Government of Tanzania
HIMA	Hifadhi ya Mazingira
HWRS	House Ware Receipt System i. e. That is
ILO	International Labour Organization
Km2	Square kilometer
LEPSA	Learners centered Problem Posing and Self Analysis
MDG	Millennium Development Goal
NGOs	Non-Governmental Organizations
NSGRP	National Strategy for Growth and Reduction of Poverty
O&OD	Opportunities and Obstacles to Development
PEDP	Primary Education Development Plan
PRA	Participatory Rural Appraisal

RDS	Rural Development Strategy
SADC	South Africa Development Commission
SDC	Shinyanga District Council
SNAL	Sokoine National Library
SPSS	Statistical Package for Social Sciences
SRS	Simple Random Sampling
SSA	Sub-Saharan Africa
SUA	Sokoine University of Agriculture
TDHS	Tanzania Demographic and Health Survey
Tsh	Tanzanian Shilling
UBWS	Uroki - Bomang'ombe Water Scheme
UCLAS	University College of Lands and Architectural Studies
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
VEO	Village Executive Officer
WB	World Bank
WEO	Ward Executive Officer

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter comprises background to the study, statement of the research problem, research objectives, research questions, significance of the study, scope and organization of the study.

1.2 Background to the Study

Third world countries and international development partners have directed development efforts towards community participatory planning as a necessary condition for rural people to manage their affairs (Hewlett and Nagu, 2001). Besides, many Sub-Saharan African (SSA) countries have created new forms of integrating community in development projects in various sectors including education, health and agriculture. According to UNICEF (2004), community participation in development projects has been currently advocated strongly not only by the government and non-governmental organizations (NGOs) in Tanzania, but also by international organizations such as African Union (AU), Southern Africa Development Commission (SADC), World Bank (WB) and African Development Bank (AfDB). They all argue that community participation is a principal facilitating element for development and sustainability of communal development projects. The term “community participation” has been used to justify the extension of control of the state on the other hand, and to build capacity and self-reliance on the other hand.

Furthermore, it has been used to justify extension decisions as well as to devolve power and decision making away from external agencies (Howlett and Nagu, 2001).

As a basic strategy of community involvement in community development, it has persisted after realizing that poor people are very often excluded and marginalized from both broader societal participation as well as from direct involvement in development initiatives. Based on these facts, the Government of Tanzania (GoT) is currently making more emphasis towards community participation in implementation of development projects including agricultural projects. In 2001, the Government of Tanzania developed the Rural Development Strategy (RDS) and Agriculture Sector Development Strategy (ASDS) with the aim of boosting agricultural sector. Agriculture Sector Development Strategy is the main tool of central government for implementing Rural Development Strategy (RDS). Both ASDS and RDS emphasize District level to demand identification, project management and implementation as they are the most effective methodology for achieving the sustainable development.

RDS covers the entire rural sector, while ASDS covers crop and livestock production related agribusiness activities in more detail. In 2004, Food and Agriculture Organizations Investment Centre (FAOIC) assisted the GoT for preparing the District Agriculture Sector Investment Project (DASIP). The project is six years, commenced in January 2006 and will wind up in January 2012. It has three major field components and one project management component. The three field components are: (i) farmer capacity building, (ii) community planning and investment in agriculture, and (iii) support to rural micro-finance and agricultural

marketing. The project management component is about coordination and management. The main objective of the project is to increase agricultural productivity and incomes of rural households in the project area, within the overall framework of the ASDS. According to Flynn (2005), farmers in Tanzania are faced by many constraints such as irregular rainfall, drought, floods, water- lodging, poor soil fertility, crop pests and diseases. A number of solutions will be used by the project in increasing agricultural productivity and incomes of rural households including the use of house ware receipt system (HWRS), small scale irrigation and provision of subsidies to agricultural inputs and implements so that their prices will be lowered, thereby making them affordable to most farmers. Mbilinyi (2004) argued that one solution of rising agricultural productivity is switching over from "traditional" to "modern" agriculture, involving the use of high-yielding and drought resistant crop varieties, organic manure, chemical fertilizers, insecticides and provision of credits to farmers. It is totally unrealistic to expect rural farmers to have enough finance capital investments in agriculture. They have, therefore, to enabled to the necessary credit facilities (Helleiner, 2005). Owing to re-division of some Regions and Districts done by the GoT in 2010, currently, DASIP covers 28 Districts in seven Regions. Community investment projects at village level are also called Village micro-project.

DASIP has been implemented in Kishapu District Council (KDC) since January 2006 to date. According to District Agriculture and Livestock Development Officer (DALDO, 3 2010) Annual Report, DASIP covers all three Divisions, 21 Wards (80%) among 26 Wards and 30 Villages (23%) out of 117 Villages

The selection of 30 Villages was conditional, based on the following criteria: (i) agricultural productivity of the Village, (ii) readiness of community to participate the Opportunities and Obstacles to Development (O & OD) participatory planning methodology, (iii) readiness of community to contribute the cost of village micro-project, (iv) poverty level of the village, and (v) absence of agricultural related projects in the village. Each village covered by DASIP is supposed to implement one village micro-project by 2012. Each village micro-project costs Tsh 35.0 million, whereby DASIP contributes Tsh 28.0 million (80%), while communities contribute Tsh 7.0 million (20%) in terms of cash, manpower and/ or materials (URT, 2004). From the financial year 2007/08 to 2009/10, 23 village micro-projects (76.6%) have been implemented.

1.3 Statement of the Research Problem

One of the efforts of the government of Tanzania to increase agricultural productivity and incomes of rural households was the introduction of DASIP in Kishapu District Council. The identification of village micro-projects through DASIP commenced after completing the Opportunities and Obstacles to Development (O & OD) exercise in the District. The O & OD exercise took place from August to November 2009 whereby community in each village prepared Village Agriculture Development Plan (VADP). Furthermore, during introduction of DASIP, communities re-used O & OD methodology to review their former identified projects. At this juncture, there were minor changes for the former identified projects, resulting to production of appropriate village micro-projects. Despite adhering to the given criteria for selecting 30 villages, community using twice the O & OD methodology and the GoT still

making more emphasis on community participation in implementation of DASIP, yet there was poor community participation in implementation of village micro-projects. Furthermore, there was also less information pertaining community participation as the whole in implementation of village microprojects due to the fact that there was no any study conducted pertaining DASIP in Kishapu District Council (DALDO, 2010) Annual Report). The study therefore intended to fill these gaps by generating adequate and relevant information on socioeconomic characteristics of households associated with community participation, attitudes of community towards participation as well as constraints that hindered community participation in implementation of village micro-projects.

1.4 Objectives

1.4.1 General Objective

The general objective of this study was to examine the community participation in implementation of District Agricultural Sector Investment Project activities.

1.4.2 Specific Objectives

Specifically, the research aimed:

i) To identify socio-economic characteristics of households associated with community participation in implementation of village micro-projects.

ii) To determine the level of community participation in implementation of village micro-projects.

iii) To examine the attitudes of community towards participation in implementation of village micro-projects.

iv) To examine constraints that hinder community participation in implementation of village micro projects.

1.5 Research Questions

i) What are socio-economic characteristics of households associated with community participation in implementation of village micro-projects?

ii) How do community members participate in implementation of village microprojects?

iii) What are the attitudes of community towards participating in implementing village micro-projects?

iv) What are the constraints that hinder community participation in implementation of village micro-projects?

1.6 Significance of the Study

The findings of this study will be beneficial to stakeholders involved in participatory initiatives including communities, policy makers, government and project leaders at all levels (village to national). Firstly, the findings will be beneficial for community members in 23 villages and also for others in the remaining seven villages. Secondly, the findings will contribute in designing new, or re-designing appropriate income generating projects for rural people as part of the undertaken poverty reduction struggles in Tanzania. Thirdly, DASIP leaders at national headquarter (Mwanza), Kishapu District Executive Director (DED), DALDO and Honorable Councilors in the District will use the study findings for making amendments for the current poor community participation situation. By so doing, community participation in

implementation of the ongoing and subsequent village microprojects will be improved. Lastly, according to URT (2009), the DASIP's main objective conforms to the objective of the National Strategy for Growth and Reduction of Poverty (NSGRP) which aims to reduce the incidence of basic needs poverty in rural and urban areas, respectively by 2010 and to that of the Millennium Development Goal (MDG) of reducing the incidence of poverty to 50% between 1990 and 2015. In 1991/92, 39% of Tanzania households were living below the basic need's poverty line, so the MDG aims to reduce this proportion to 19.5% by 2025. Furthermore, the study findings will also permit the formulation of specific remedial measures for community improvement in participation in implementation of both the ongoing and subsequent village micro-projects and other projects in the study area and Kishapu District as the whole.

1.7 Scope of the Study

The study was designed to capture relevant information on how community members have been participating in implementation of village micro-projects since 2006 when the project (DASIP) was introduced in Kishapu District Council. The study specifically aimed at examining the influence of differences in well-being status of the community in relation to participation in implementation of village micro-projects, community attitudes towards participation in the project as well as constraints that hindered the community in implementation of village micro-projects. The coverage of the study included 120 respondents (heads of households) who were randomly selected from three randomly selected villages covered by the project.

Simple random sampling technique was employed to get the required number of both respondents and villages.

1.8 Organization of the Study

This study is divided into five chapters. Chapter one encompasses the introduction of the study, background to the study, general and specific research objectives, research questions, the imperativeness of the study. Chapter two is on literature which examined empirical studies and theoretical underpinnings relevant to the study. Chapter three provides the research methods that have been used in this study and the research ethics that guided the study. Chapter four is on research findings and discussion. Chapter five is about the summary of main findings, conclusions and recommendations of study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents the following sections: The concept of community participation, theoretical framework of community participation in development projects, modes of community participation, significance of community participation, reluctance of individuals and/or community in the project and types of participation. Other sections including; types of participation, key elements of participation, potential benefits of increased participation and arguments of legitimization of participation.

2.2 Definitions of Key Terms

2.2.1 Community

The term “Community” has been used by many writers especially on issues related to community participation. Though writers define it differently, still they retain the common meaning. Community is defined as a group of people with common interests, who are capable of taking collective decision and action for their common goal (Doe and Khan, 2004). According to Mvena (2008), community refers to individuals of the same origin, living in the same area or people with the same occupation. Some communities are homogeneous, while others are heterogeneous; and some united, while others conflictive.

2.2.2 Community Participation

Cohen and Uphoff (1997) defines community participation as an involvement of

rural people in decision making, implementation of programmes, sharing benefits of the programmes and people's involvement in programmes evaluation. According to World Bank (2007), community participation is defined as the process by which stakeholders' influence and share control over priority setting, policy making, resources allocation, and/or programme implementation. Community participation has also been defined by Nkonjera (2008) as an active process by which the beneficiaries or client groups influence the direction and execution of a development project with a view of enhancing their well-being in terms of income, personal growth, and self-reliance over values they cherish. FAO (2007) defines community participation as a process of equitable and active involvement of all stakeholders in the formulation of development policies and strategies and in analysis, planning, implementation, monitoring and evaluation of development activities. To allow for a more equitable development process, disadvantaged stakeholders need to be empowered so as to increase their level of knowledge, influence and control over their own livelihoods, including development initiatives affecting them. Furthermore, Jakariya (2000) defines community participation as a central goal in any form of development activities. It generally denotes the involvement of a significant number of people in situations or actions that enhance their well-being, time, security or self-esteem

2.3 Theoretical Framework of Community Participation in Development Projects

Since independence in 1961, the government of Tanzania sought to have participatory planning in the economy planning process, with a view to attain a

bottom-up approach in planning. The idea of using participatory planning in development projects is to meet the approval of many scholars, and it seems to fit and to be well captured within the concept of farmer groups or community groups where rural folk define and implement their own development projects (Kitetu, 2006). Participatory planning has been considered to be a means to exploit the marginalized communities, particularly the Third World communities (Molenaers and Renard, 2003) as well as being used as a bottom-top model of introducing participation (Rose, 2003a). Nabalarua (2002) and Ediriweera (2005) argued that participatory planning aims to empower local people in analyzing information about their livelihoods.

It allows representation of the most marginalized groups (women and the poor) in sharing and formulating community objectives and plans, the course that enhances majority ownership and sustainability of the development projects (Rose, 2003a; Brett, 2003 and Chambers, 2007). According to URT (2004), the government's effort to achieve this involved three periods as follows: The first period, 1961-1966 This was led by the independence vision whereby the main goal was to attain higher standards of living by combating illiteracy, diseases and poverty. People were encouraged to work hard and involved themselves in self-help projects as their contribution to the national development.

The catchword "Uhuru ni Kazi" which means "Independence and work" was used to steer the people into action. This was further emphasized by the Late President Mwl. Julius Kambarage Nyerere, when he summarized it by saying "It can be done, play

your part". The second period, 1967-1992 This was led by the Arusha Declaration, which articulated on the philosophy of socioeconomic liberation based on socialism and self-reliance ideology as a long-term national development goal. The strategy for implementing the Arusha Declaration was also to devolve powers to the people. As a result, the local Government Authorities of the colonial administration were abolished in 1972, to pave way for the introduction of the Regional Decentralization. Under Regional Decentralization, Village Government, District Development Committees and Regional Development Committees were established to enable more participation in decision making. This was provided by the Regional Decentralization Act of 1972.

The third period, 1992-2002 It was characterized by reforms in the public sectors. The Government of the United Republic of Tanzania (mainland) undertook the reforms in order to increase efficiency and the capacity of the public sectors to deliver quality services. The reforms centered in the following areas: civil service, Local Government, financial sector, legal sector, planning and budgeting, parastatal organization and restructuring of the Regional administration. Although the Government of Tanzania had continuously set a conducive environment for the people to participate in development planning, yet development planning was owned and led by experts from the government, donors, bureaucrats and development partners who always believed that they have the control and that they know what the people need and that the people do not know what they need. In other words, the experts had an illusory feeling of control and efficiency, based on "we know, they (communities) do not know". Therefore, effective community participation in

development projects planning and decision making remained remote. Therefore, this approach led many projects not be sustainable and having no relevance to the targeted communities, and also led to smothering of the sense of freedom to decide, hence deleterious to the crucial issue of ownership of the activities/programmes. In the past, people were just involved through, among others the following methods (URT, 2004): (i) Food for work: It is a system of involving people in different development activities on a voluntary basis under agreements that they will get food in return or a loan arrangement such as a cow for a cow. Through these agreements, some practical problems and projects were solved and accomplished, respectively in a short time and at little cost. (ii) Cost sharing: This arrangement aimed at running costs through sharing costs with the beneficiaries. The objective of such arrangement was to avoid the provision of free services and to build a culture of seeing that services belonged to the people and therefore ensuring ownership and sustainability. (iii) Agreement with beneficiaries: Under this arrangement, the government or development agent and beneficiaries made an agreement for each part to contribute to the project. There have been attempts to use participatory techniques in some areas of the country, especially in donor funded programmes. Some of the participatory techniques used in these initiatives including: Participatory Rural Appraisal (PRA), ZOOP (German word given for objective oriented planning) and Learners centered Problem posing and Self Analysis (LEPSA).

However, all these participatory techniques start with identifying problems, thereby raising community expectations that there is assistance coming to address their problems (URT, 2004). This situation encouraged the attitude of dependency. Also,

donor programmes that were using participatory techniques had predetermined interventions, hence left no room for communities to make free decisions on their own. Because of these shortfalls, in 2001, the Government of Tanzania started the process of developing the Opportunities and Obstacles to Development (O & OD) participatory planning methodology. It was started in order to implement the Article number 145 and 146 of the constitution of United Republic of Tanzania 1977 which requires empowerment of the people in making decisions on their development endeavors (URT, 2004). The government believed that this methodology will promote self-help spirit, mobilize material and human resources, and enhance transparency and accountability in the process of planning, decision making, implementation and management of development activities. 18 Although the government of Tanzania (GoT) had continuously set a conducive environment for the people to participate in development planning, yet development planning was owned and led by experts from the government, donors, bureaucrats and development partners. Therefore, effective community participation in development projects planning and decision making remained remote.

2.4 Modes of Participation

Kwigizile (2007) identified four modes of community participation, including:

- Involvement of only the educated and moneyed people in community without the participation of the grassroots or the major. The people or beneficiaries are asked to legitimize or approve projects identified by the government. The people are consulted about the project, but they do not actually participate in planning and management of projects. The people are represented in the highest policy making

body of the agency. According to Karl (2000), three aspects of participation are presented in rural development which need to be evaluated, namely; (i) the extent and quality of participation, (ii) the cost and benefits of participation to different stakeholders, and (iii) the impact of participation on outcomes, performance and sustainability. This calls for identification of dimensions of participation to be evaluated.

2.5 Significance of Community Participation

The significance of community participation in development projects includes an increase in the sense of project ownership, accountability, responsibility and sustainability. According to Rao and Rogers (2006), sustainability should not be 19 narrowed to intended achievements of development projects, but should also consider of the direct and indirect impact on living conditions of the target community. In this regard, a development project is sustainable when it is able to deliver an appropriate level of benefits for an extended period of time after the major financial, managerial and technical assistance from the external donors are terminated. Lupilya (2007) suggested that, in order for the community to eradicate poverty, it must start from the early stage of decision making of what should be done to them. He further mentioned four affirmations which summarize the significance of participation on the development process: People organize best around problems they consider most important. Local people make rational economic decisions in the context of their own environment and circumstances. Voluntary local commitment of labour, time, material and money to a project is a necessary condition for breaking patterns of development paternalism, which reinforce local passivity and

dependency. Local control over the amount, quality and especially the distribution of benefits from development activities is directly to those benefits becoming self-sustaining. These affirmations reflect the fact that participation means more than occasional meetings in which project staff discuss their plans with local farmers in the usual benefactor-to-beneficiary manner. 2.6 Reluctance of Individuals and/or Community in the Project Despite the aforementioned significance of community participation in development projects, there are some reasons which can cause reluctance for an individual and/or community in participating in the project. According to Smith (2006), the reasons that 20 can cause reluctance of an individual and/or community in the project including: (i) An unfair distribution of the project works or benefits among the community members, (ii) treating community members as being helpless by the agency, (iii) misconception of the community members that the government or agency should provide the facilities, and (iv) the presence of a highly individualistic society where there is little or no sense of community. Apart from the reasons that can cause an individual and /or community to be reluctant to the project, Schonten and Morriarty (2004) argued that there are two principal factors that can cause limited community participation in development project: (i) Internal factors such as lack of community commitment, poor leadership communication, lack of participatory skills, technical issues, misplaced priorities and financial problems. (ii) External factors including lack of standardized technologies, interference with politicians' issues and occurrence of natural hazards. 2.7 Types of Participation There are seven types of participation in development projects (Howlett and Nagu, 2001), namely: Passive participation, interactive participation, functional participation, manipulative participation, self-mobilization participation,

participation for material incentives and participation by consultation. Passive participation is where people participate by being told what has been described or done. Therefore, there are unilateral decisions by project management, irrespective of the peoples' responses. Interactive participation is the type of a recommended participation whereby people are actively involved in analysis, planning, implementation and evaluation stages of the project. Functional participation is where participation is regarded by external agencies as a means of achieving project goal. People may participate by forming groups for meeting the pre-determined objectives related to the project goal. Manipulative participation is simply a pretending representative on official board, but who are unelected and have no power. Self-mobilization participation involves people participation by taking initiatives independently of external institutions to change systems. Participation for material incentives simply involves participation of the people by contributing resources, for instance labour in turn for food, cash or other material incentives. Participation by consultation is the type of participation whereby people participate by being consulted or answering questions. External agencies are used for defining problems, gathering information and control analysis. Cooksey and Kikula (2005) argued that apart from the above-mentioned types of participation, there is also forced participation. They reported that, during the colonial administration, people were forced to participate in different development activities, including road construction, clearing vegetation during the tsetse flies' campaigns, environmental conservation initiatives, etc. They further argued that similar type of forced participation was practiced even after independence. People have been more or less

given instructions to participate in carrying out an activity that has already been decided upon by higher authorities.

2.6 Key Elements of Participation

According to Howlett and Nagu (2001), there are four key elements for achievement of an effective community participation in development projects, namely; Community acceptance, institutional change, professional/personal change and appropriate mechanisms. Community acceptance involves acceptance of the people for changes in the participatory process. In the past, a top-down approach from the government was used. Currently the down-top approach is used which shows sustainability of the projects. Institutional change involves changes for formal institutions at all levels so as to accommodate the move to increased participation by the project beneficiaries. The changes include policy and institutional. Professional/personal change involves changes in the attitudes of professionals. In the past there was an assumption that those in the authority could provide answers to the problems of projects. The participation of local people was required to change if their views and knowledge were to be acknowledged by professionals. Currently, the role of professionals is to act as facilitators and stakeholders in the process of change. Appropriate mechanisms as the key element are required by different project stakeholders to participate in the project. Appropriate mechanisms allow stakeholders participate in the development and implementation of new projects. In discussing participation of stakeholders in development process, the issue of empowerment and its relation to participation, especially to the community is crucial. Kinyashi (2006) stressed that, including the poor to participate without equipping

them with even general knowledge of the existing framework conditions will mean closing them into a “box”. Whilst equipping them with such understanding, will help them to have proper reasoning and hence hold responsible and accountable those development actors that seem to have bad conduct, eventually enhance sustainable development. He went as far as clarifying that empowerment is all about providing ability to an individual or groups of individuals to act. On the other hand, participation is about using the ability gained during empowerment.

2.7 Potential Benefits of Increased Community Participation

The potential benefits from increased community participation in development projects as reported by Howlett and Nagu (2001), including: (i) Improvement of dialogue among the project stakeholders. In addition, it increases knowledge about the needs and problems of the local communities. (ii) It increases the participation of local communities in decision making, rather than being passive or consulted. Therefore, the local communities become subject and not object in the projects. (iii) It enhances identification of local organizations to be used for supporting the project. (iv) It enhances development of new procedures for identifying priority needs and optimal investments at the local level. (v) It provides an opportunity to discuss various group interests, eventually reaching the consensus on the project ideas and design. According to Dungumaro (2003), other benefits of increased community participation subsumes; (i) Demonstration of local consent in taking part in the public decision making process which is a critical, especially on the issues that directly affect peoples’ welfare, (ii) building public trust takes care of the public trust which might lead to unnecessary and un avoidable antagonism, and (iii) the use of

indigenous knowledge of the local people gives an opportunity for them to provide an important database, experience and ideas that could lead to practical, relevant, achievable and acceptable solutions to the problems related to the project. Increased community participation can also bring benefits to the community itself, as it tends to bring the community together in defining their problems and priorities setting, as presented by Gibbon et al. (2001) in the Western Kenya. They argued that community participation approach is used to assess the basic needs with the internally displaced using well-being ranking. Before discussing their basic needs with the government and other authorities, community members have to comprehend and identify their problems and set priorities among themselves. Howlett and Nagu (2001) presented the role of community participation in development projects. They argued that in recent years, there have been an increase number of comparative studies of development projects that show community participation is one of the critical components of success. Pretty and Soones (1995), cited by Batwel (2008) showed that in the 121 rural projects studied in 49 countries of Africa, Asia and Latin America, participation was the most significant factor contributing to project effectiveness. But only 21% of the projects which involved community participation scored high on interactive and self-mobilization. According to Narayan (2002), only in situations where people were involved in decision-making during all stages of the project identification to evaluation that the best results occurred. On the other hand, where they were just involved in information sharing and consultations, then results were poorer. In the majority of projects, emphasis has now been placed upon the need for local people participation (Kerhof, 1990 cited by Luhasi, 1998). Beneficiaries' participation helps in making decisions which affect them, their basic

human rights and employment as a means and an end, as a concrete basic need. Therefore, it is now generally being admitted that one of the contributing factors for poor performance of the projects in the past has been lack of participation of the beneficiaries/community. Luhasi (1998) reported that the Village Afforestation Development Project in Kondoa District which started in 1973 did not perform well due to poor community participation. There was little or no community involvement in establishment of demonstration woodlot. This situation caused lack of interest to community in tree planting activities, protecting or management of the majority woodlot. Community members turned distrustful of the project in such a way that they left their livestock grazing and trampling planted tree seedlings within the demonstration woodlots. Furthermore, planted tree seedlings were purposely uprooted and thrown away by community members. Consequently, the project performed poorly. Therefore, any development project should envisage attainment of voluntary people's participation in identification and solution of their own problems as its goal, and also as a pertinent part of the development. This to a large extent can be one of the ways of attaining rural development and indeed of making the process of that development self-sustaining. On the other hand, there are several reported successful development projects due to active community participation. Howlett and Nagu (2001) reported that the Research and Extension project in Mgeta, Mvomero District performed well due to active community participation in the project. In 1984, Sokoine University of Agriculture (SUA) researchers collaborated with Mgeta farmers in initiation of dairy goat rearing project as an opportunity for overcoming the problem of low protein intake as well as increasing the households' incomes. The project was initially accepted by some farmers in three villages whereby upgrading

of local goat breed was done. Farmers were trained at SUA on goat husbandry principles. After three years, the original farmers started training other farmers. Later, after 10 years, most of the extension services were transferred to the farmers from SUA, and a total of 150 farmers joined the project. Interviews carried out at the beginning of 1997 indicated that the project succeeded. Dungumaro (2003) also reported that the Kihansi River Project in Nkasi District was successful for crops cultivation during dry season. Since local people were actively involved in project identification, implementation and monitoring, they enacted bylaws which prohibited cultivation within the catchments area to avoid downstream sedimentation. Local communities ensured that the river valley was well taken care of, aimed at acquisition of continuous water availability. Mahinda (2009) commended one of the successful projects known as Uroki-Bomang'ombe Water Scheme (UBWS) in Kilimanjaro where the communities' willingness and their participation in activities were high. Communities participated in all stages from planning to implementation.

2.8 Research Gap

Despite the fact that these rural community projects are of great importance in improving the lives of the people living in the rural parts, few similar studies like that of Ngonyani; 2013 who conducted a study to establish for the factors influencing sustainability of Micro projects under DADPs to establish factors influencing the sustainability of rural based community projects and the study by Kavishe (2016) on the Challenges for implementing the PPP Projects in Tanzania. have been conducted to establish factors influencing the sustainability of rural based community projects. From this point the researcher found it necessary to conduct research to establish the

factors influencing the sustainability of rural community-based projects; this study was done through investigations on how stakeholders' participation, cultural practices, management skills and technology influences sustainability of rural community-based projects. There is inadequacy of literature on DASIP as far as developing countries like Tanzania are concerned. Moreover, the available studies are inadequate in that they cover only certain aspects of project implementation. This study, therefore attempted to fill the research gap.

2.9 Conceptual Framework.

The following is the conceptual frmework of the study.

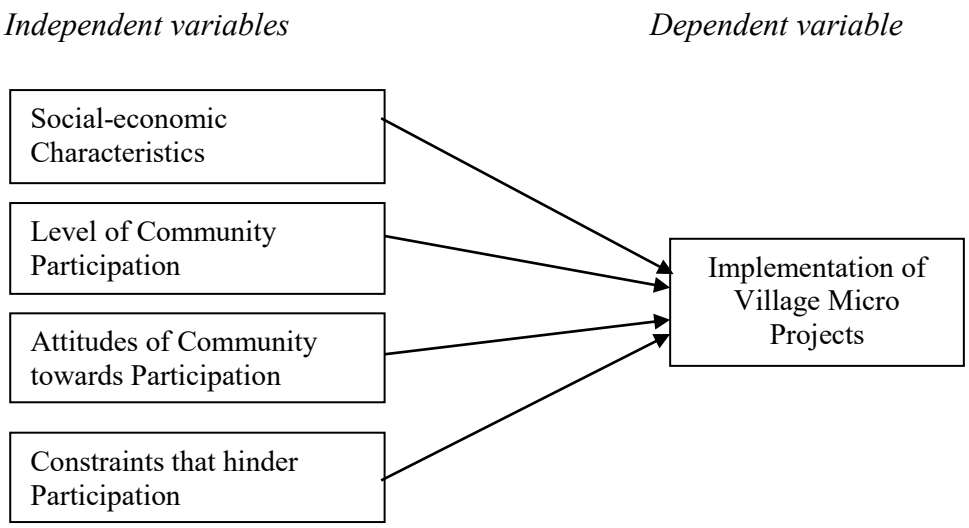

Figure 2.1: Conceptual framework

Source: Researcher (2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents the methods used for data collection and analysis on community participation in implementation of village micro-projects. The chapter is divided into five sections: Section one presents the research design, section two description of the study area, section three describes the sampling procedures and sample size, section four describes data collection and section five presents data processing and analysis.

3.2 Research Design

The cross-sectional research design was used in this study because it consents data to be collected at a single point in one time and used in descriptive study for determining the relationships of variables (Babbie, 1990). Furthermore, it is considered to be favorable because of resources, time limitations for data collection and the study objectives.

3.3 The Study Area

The study was conducted in Kishapu District Council (SDC), Shinyanga Region. Due to changes of administration units made by the GoT in 2010, Kishapu District Council is currently among the four District Councils in Shinyanga Region. Others subsume Shinyanga District, Shinyanga Municipality, and Kahama.

3.4 Target Population

According to the Tanzania (Census, 2002) Population and Housing Census, Kishapu District Council had the population of 276 393, with an average household size of 6.2 members per household and an annual growth rate of 2.4%. The estimated human population by sex and number of households in the year 2010 was 358 368.

3.5 Sampling Procedure and Sample Size

All three Divisions in the Kishapu District Council were covered by District Agricultural Sector Implementation Project (DASIP). Three Wards out of 26 (11.5%) were randomly selected through simple random sampling (SRS) technique. One Village from each Ward was also randomly selected using SRS technique. The number of households in the study area was 1,255. Therefore, SRS technique was used to get a sample size of 120 respondents (heads of households -97 males and 23 females) from three villages.

According to Israel (2006), the sample size determination formula used was as follows: Formula: $n= z^2 pq/d_2$

Where: n= sample size in the study area when the population is large.

z=standard normal deviation, set at 1.96 (approximate to 2.0) corresponding to 95% confidence interval level.

P=proportion in the target population (if population is not known we use 50%) q=1-p (1-50) (1-0.5) =0.5

d=degree of accuracy desired, (set at 95% equivalent to 0.05)

Therefore, sample size was: $n=z^2$ pq/d2 = (2)2 (0.5) (0.5)/ (0.05)2 = 4(0.25)/0.0025=400

Based on the formula, the sample size for the study could be 400 respondents. But due to fund and time limitations, thirty percent of the respondents were studied which is equal to 120 respondents. For this case, 40 respondents were randomly selected from each village, giving a total of 120 respondents. Furthermore, the decision to select 40 respondents from each selected village was based on the literature which says that "regardless of the population size, a sample of 30 respondents is the bare minimum for studies in which statistical data analysis is to be done, and that if the population is small, the sample may even be 100% of the population" (Bailey, 1995).

3.6 Data Collection Methods

3.6.1 Primary Data Collection

Primary data Primary data collection took place using three methods, namely structured questionnaires, structured interview and Focus Group Discussion (FGD). This method involved the use of structured questionnaire, composed of open-and closed-ended questions that were designed to capture all necessary and required information for the study. Open-ended questions were those which allowed the respondents to explain from their own expressions, while closed-ended questions were the ones which offered a list of possible options or answers from which the respondents had to select one or more. The revised version of the questionnaire was translated in Kiswahili before commencing data collection exercise. This was done aimed at enabling easy comprehension of the questions for respondents since Kiswahili is the national language in Tanzania. The principal researcher and three

trained research assistants administered the questionnaire. The questionnaire was administered to the heads of households who were randomly selected.

Prior carrying out major field work, reconnaissance survey and pilot study were done. Reconnaissance survey enabled acquisition of a general picture of the research area. Main activities done during reconnaissance survey included meeting and identification of various stakeholders such as Village leaders, Project leaders, Village Extension Workers, Religious leaders, to name just a few. Reconnaissance survey also enabled acquisition of the basic information on population size, ethnicity and economic activities in the study area.

3.6.2 Secondary Data

Secondary data were collected from various sources, including DED's Office, DALDO's Office, DASIP's Office, WEO's and VEO's Offices. Other secondary data were collected from the Sokoine National Agricultural Library (SNAL), journals, published and unpublished documents.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity

Pilot study or pre-test of the methodology was also carried out in order to check the reliability and validity of the questionnaire items. Moreover, it allowed the identification of the potential problems in the proposed study, revision of the proposed methods and logistics of data collection. Reconnaissance survey and pilot study were done two weeks before commencement of actual study.

The questionnaire is presented in Appendix 1. During data collection, respondents were also facilitated to mention six well-being indicators for wellcategorization purpose as shown.

3.8 Key Informant Interviews

Key informants were interviewed immediately after the administration of questionnaire to check the reality of some of the answers that were given by the respondents. Key informants in the study area included DASIP Officers, Ward Executive Officers (WEOs), Village Executive Officers (VEOs) and Extension Officers (EOs). Relevant information obtained from key informants included: Significance of village bylaws on community participation in implementation of village micro-projects, variation of well-being status of households in relation to community participation level, major contributions of community in implementation of village micro-projects in relation to project success and previous experience of community in projects participation. A well-structured checklist is attached in Appendix 3.

3.9 Data Processing and Analysis

The collected data were coded and analyzed using the Statistical Package for Social Sciences (SPSS) computer software. Both quantitative and qualitative methods of data analysis were used. Quantitative methods of data analysis including descriptive statistics and inferential statistics. Descriptive statistics such as frequencies, percentages, minimum, mean, maximum, standard deviation and cross tabulation were computed. For inferential statistics analysis, linear regression model was used

to show the statistically significant relationship between the socio-economic characteristics of respondents and participation level. Qualitative method of data analysis such as structural content analysis was also used to analyze information obtained from FGD members and key informants. This method has been defined as a systematic and replicable technique for compressing many words of text into fewer content categories based on explicit roles of coding (Stemler, 2001).

3.10 Research Model

The equation of linear regression model used is as follows: $Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4 + \beta 5X5 + \beta 6X6 + \beta 7X7 + \beta 8X8 + \beta 9X9 + \beta 10X10 + Є$

Where Y is dependent variable and X1 – X10 are independent variables.

Y = Community participation in implementation of village micro-projects (score level 1 = between 1% and 45% = low, score level 2 = between 46% and 70% = average and score level 3 = between 71% and 100% = high).

βo – Intercept or constant β1- β10 = Regression coefficients

Є = error term X1, X2, X3 ..... X10 = Independent variables. 39 X1 = Households' annual income (Tsh) (1 = below 200 000, 2 = between 201 000 and 300 000, 3 = between 301 000 and 400 000, 4 = between 401 000 and 500 000 and 5 = above 500 000). X2 = Main occupation of respondent (1 = crops farming, 2 = livestock keeping, 3 = petty business and 4 = civil employment). X3 = Physical assets possessed by respondent (1 = bicycle, 2 = radio, 3 = ox plough, 4 = ox cart, 5 = cellular phone, 6 = television, 7 = motor bike and 8 = grain milling machine). X4 = Education level of respondent (1 = no formal education, 2 = Adult education, 3 = Primary School education, 4 = Secondary School education and 5 = Post-Secondary

School education). X5 = Manpower availability at household (1 = between 1 and 3 people, 2 = between 4 and 6 people and 3 = above 6 people). X6 = Attitudes of respondents towards participation in the project (1 = agree, 2 = uncertain and 3 = disagree). X7 = Gender (i) Participation of female members at household in implementation of the project activities (1 = Yes and 2 = No). (ii) Separation of executed activities between male and female household members (1 = Yes and 2 = No). X8 = Previous experience of respondent on project participation (1 = Yes and 2 = No). X9 = Food security status at household (1 = food secure and 2 = food insecure). X10= Housing status of respondent (i) Bricks (1 = muddy, 2 = burnt and 3 = cement). (ii) Plastered walls (1 = Yes and 2 = No). (iii) Plastered floor (1 = Yes and 2 = No). (iv) Roofing material (1 = thatching grasses, 2 = soil and thatching grasses and 3 = corrugated iron sheets).

3.11 Research Ethics

In conducting this, the respondents were duly informed that the study was for academic purpose and that they were not c to respond to the questionnaire compulsorily=. The respondents were asked to participate voluntarily whilst assuring them of anonymity and confidentiality on the information given. In order to avoid plagiarism, all sources of information were duly acknowledged

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

This chapter presents the analysis and interpretation of data collected based on the specific objectives. It is organized into six main sections. Section one presents demographic characteristics of respondents, section two presents socio-economic characteristics of respondents, section three describes the socio-economic characteristics of households associated with community participation, section four presents community participation in implementation of village micro-projects, section five describes the attitudes of community towards participation in implementation of village micro-projects and section six presents major constraints that hindered community participation in implementation of village micro projects.

4.2 Demographic Characteristics of Respondents

4.2.1 Sex

The results in Table 4.1 show that 96 (80%) of the respondents were males, while 24 (20%) were females. This suggests that the majority of the households in Kishapu District Council are headed by men.

Table 4.1: Distribution of respondents by demographic characteristics (N=120)

Variable	Frequency	Percent
Sex		
Male	96	0.80
Female	24	0.20
Total	120	1.00
Marital status		
Single	3	0.03
Married	87	0.73
Divorced	13	0.11
Widower	11	0.09
Widow	6	0.05
Total	120	1.00
Age		
18-28	10	0.08
29-39	42	0.35
40-50	46	0.38
51-60	17	0.14
Above 60	5	0.04
Total	120	1.00
Education		
No formal Education	11	0.09
Adult Education	12	0.10
Primary school education	84	0.70
Secondary school education	9	0.08
Post-secondary education	4	0.03
Total	120	1.00
Household size group		
1-5 people	46	0.38
6-10 people	58	0.48
11-15 people	12	0.10
Above 15 people	4	0.03
Total	120	1.00

Source: Field data (2022)

4.2.2 Marital Status

The respondents were asked to state their marital status. The results on marital status are presented in Table 4.1. The findings reveal that the majority (73%) of the respondents was married, 11% were divorced, 9% were also widowers, while 5% were widows. The study findings reported by Zengoh (2010) in Mufindi District also

showed that the majority (68.8%) of the respondents were married. These findings reflect a high marriage rate which is a common phenomenon in most of rural areas in Tanzania. This is probably due to social responsibilities that require collective implementation by husbands and wives.

4.2.3 Age

Table 4.1 shows that about 38% of the respondents were in the age group ranging between 40 and 50 years, while 4% were above 60 years. On the other hand, 8% of them were aged between 18 and 28 years, 35% between 29 and 39 years and 14% between 51 and 60 years. The mean age of the respondents was approximate 42year. On average, the age of respondents was 40.56±10.54 years. In general, the results show that the majority (73%) of respondents was in the age between 29 and 50 years, could therefore be expected to participate more actively in the project because they range within the most productive years of labour force.

4.2.4 Educational Level

Respondent were asked to mention the educational level attained. The results in Table 4.1 show that the majority (70%) of the respondents had completed Primary School education, 9 % of them did not attend formal education at all, 8 % of them completed Secondary School education and 3% of them attained post-Secondary School education. The majority (70%) who completed Primary School education is due to the implementation of the Universal Primary Education (UPE) programme and the Primary Education Development Plan (PEDP) which both insist the rights of every child to attain free Primary School education (TDHS, 2004). UPE and PEDP

commenced in 1975 and 2006, respectively. These results conform to those reported by Nkonjera and Batwel (2008) in Makete and Mbeya Districts, respectively for the same reason i. e. implementation of UPE Programme and PEDP.

4.2.5 Household Size

The results in Table 4.1 also show that 48% of the respondents had between six and 10 people as family members in their households, 38% had between one and five people, 10% had between 11 and 15 people, while 3% had above 15 people. The mean household size of the respondents was approximate 7.0 people (7.0). On average, the household size was 6.77± 3.36 people. In general, the majority (48.3%) who had the household size between six and 10 people were within the national average household size of 6.1 per household (URT, 2003).

4.3 Socio – Economic Characteristics of Households

During the study, the following socio-economic characteristics of the households were identified:

4.3.1 Main Occupation

Respondents were asked to mention their main occupations as their major source of household incomes. The results in Table 4.2 show that the majority (68%) of the respondents were engaged on crops farming, 8 % of them on petty business, 14 % on livestock keeping, while 10 % of them were in civil employment. The high rate (68%) of respondents who were engaged on crops farming is in line with that reported in the United Republic of Tanzania (URT) (2005) which states that “80% of Tanzanians reside in rural areas, engaged absolutely on subsistent agriculture”.

Table 4.2: Main Occupation of Respondents

Variable	Frequency	Percent
Main Occupation		
Petty Business	10	0.08
Livestock Keeping	17	0.14
Cross Farming	81	0.68
Civil Employment	12	0.10
Total	**120**	**1.00**

Source: Field data (2022).

4.3.2 Household's Annual Income (Tsh)

The results in Table 4.3 show that most of the respondents (8%) earned less than Tsh 200 000, while 19% of them earned above Tsh 500 000, 22% between Tsh 301 000 and 400 000, 31% between Tsh 401 000 and 500 000, while 20% between Tsh 201 000 and 300 000. The mean households' annual income was Tsh 443 750. On average, the households' annual income was 443,750±428 367. This indicates that the majority (64.1%) of the households' annual income was less than Tsh 443 750 (the mean).

Table 4.3: Distribution of respondents by household's annual income (N=120)

Variable	Frequency	Percent
Annual Income (Tshs)		
Below 200,000	10	0.08
201,000-300,000	24	0.20
301,000-400,000	26	0.22
401,000-500,000	37	0.31
Above 500,000	23	0.19
Total	**120**	**1.00**

Source: Field data (2022).

4.3.3 Respondent's Previous Experience

The results in Table 4.4 show that the majority (66%) of the respondents said that they had previous experience in implementation of development projects, while 31%

had no previous experience and 4% were undecided. Additional findings obtained from key informants were that 88% of community members had previous experience in projects participation, while 12% did not have.

4.3.4 Manpower Availability

Table 4.4 also shows that most of the respondents (67.5%) had manpower (household members aged 18 years and above) between one and three people, 30% of them had between four and six people, while very few 2.5%) had above six people at their households.

Table 4.4: Distribution of Respondents by Household Attributes in Participation (N=120)

Variable	Frequency	Percent
Previous experience		
Yes	79	0.66
No	37	0.31
I don't know	5	0.04
Total	120	1.00
Manpower Availability		
1-3 people	81	0.675
4- 6 people	36	0.3
Above 6 people	3	0.025
Total	120	1.00
Awareness		
Yes	110	0.92
Know	10	0.08
Total	120	1.00

Source: Field data 2022

4.3.5 Awareness of Community on Government Emphasis

The majority (92%) of the respondents in Table 4.4 were aware about the government of Tanzania emphasis on community participation in development

projects, while the minority (8%) of them were not aware. This implies that the government leaders at all levels (from village to national) worked hard in channeling the government policies from top to grassroots level.

4.3.6 Gender

This sub-section provides information on whether or not female members at household level participated in implementation of village micro-projects. Respondents were supposed to agree (yes) or disagree (no) about participation of female members in the projects. The findings in Table 4.5 reveal that the majority (85%) agreed, while few respondents (15%) disagreed. Further information on division of labour was obtained. The respondents were further asked whether or not the project activities executed by female family members were differentiated from those executed by male family members. The findings in the same table show that the majority (75%) disagreed, while few (25%) agreed. These findings generally imply that there was very minimal gender segregation in implementation of village micro-projects in the study area.

Table 4.5: Distribution of respondents by gender (N=120)

Variable	Frequency	Percent
Female Participation		
Yes	102	0.85
No	18	0.15
Total	120	1.00
Activities separation		
Yes	30	0.25
No	90	0.75
Total	120	1.00

Source: Field data (2022)

4.3.7 Food Security

The respondents were asked to state the food security status at household level for the two consecutive years (2009 and 2010). The results in Table 17 show that 66.7% of them were food insecure for two years, while 33.7% were food secure. These results show that food insecurity was the fundamental problem to most of the respondents in the study area. The food insecure respondents were further asked to mention the major reasons for food insecurity. The results in the same Table show that the most reason (54.7%) were drought. Other reasons mentioned including shortage of agricultural fields (17.4%), use of poor technology in crops production (15.1%) and low soil fertility in their fields (12.8%).

Table 4.6: Distribution of respondents by food security status for two consecutive years (N=120)

Variable	Frequency	Percent
Food Security Status		
Food security	42	35.0
Food insecurity	78	65.0
Total	120	100.0
Reasons for food security		
Low soil security	10	11.6
Poor technology	14	16.2
Field shortage	15	17.4
Drought problem	47	54.6
Total	86	100.0

Source: Field data (2022)

During FGDs, additional findings pertaining food security and community participation were obtained. It was revealed that food insecurity affected about 65% of households' participation level in implementation of village micro-projects.

4.3.8 Physical Assets Possession

This sub-section provides information on physical assets possessed by respondents among the eight listed ones. Table 4.7 shows that 90% of the respondents possessed all eight listed physical assets, while 10% of them did not possess any asset at all. The eight listed physical assets were bicycle, radio, ox plough, ox cart, cellular phone, television, motor bike and grain milling machine. Further, the results show that 34% of the respondents who possessed physical assets had bicycles, 25.6% of them possessed radios, 15.4% had ox ploughs, 3.8% had ox carts, 18.2% had cellular phones and 0.7% had both televisions and motor bikes. Very few respondents (0.14%) had grain milling machines. The high rate of bicycle possessors implies that bicycle is the major means of transport in the study area.

Table 4.7: Distribution of respondents by physical assets possession (N=120)

Variable	Frequency	Percent
Possession		
Yes	108	90
No	12	10
Total	**120**	**100.0**
Types		
Bicycle	97	34.0
Radio	73	25.6
Ox plough	44	15.4
Ox cart	11	3.8
Cellular Phones	52	18.2
Television	**2**	0.7
Motorbike	4	0.7
Grain milling machine	**2**	0.14
Total	**285**	**100.0**

Source: Field data (2022)

4.3.9 Livestock Possession

The respondents were asked to state on livestock possession (cattle, goats, sheep and poultry). The results in Table 4.8 show that 53.3% of the respondents possessed cattle, 50% had poultry, 45% possessed goats and 19.1% had sheep. In general, most respondents had cattle. This implies that cattle are the most valued livestock type in the study area on grounds that they are used as a major source of power for agricultural practices, traditional bank, prestige as well as for dowry payment. The means for cattle, goats, sheep and poultry were about nine, eight, eight and 13, respectively. On average, the respondents had livestock types as follows: Cattle 9±8, goats 8±6, sheep 8±6 and poultry 13± 9. 50.

Table 4.8: Distribution of respondents by livestock possession (N=120)

Types of livestock possessed								
Possession status	**Cattle**		**Goats**		**Sheep**		**Poultry**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Possessed	64	53.3	54	45	23	19.1	60	0.50
None	56	46.7	66	55	97	80.9	60	0.50
Total	**120**	**100.0**	**120**	**100.0**	**120**	**100.0**	**120**	**100.0**

Source: Field data (2022)

4.3.10 Housing Status

The respondents were interrogated on housing status based on four variables, namely: types of bricks used for house construction, walls if plastered or not, floors if plastered or not and types of roofing materials used. The results in Table 4.9 show that the majority (90.8%) of the respondents' houses were constructed by muddy bricks, 6.6% by burnt bricks, and only 2.6% by cement. Results also reveal that the majority (75%) and (75.8%) of the respondents' walls and floors, respectively were

plastered by the mixture of sand and soil. This implies that suitable soil and sand for both muddy bricks making and plastering were the readily available materials in the study area. Cement for bricks making and plastering was too costly such that most respondents did not afford to purchase. Further, the results show that most of the respondents' houses (47.5%) were roofed by thatching grasses, 34.2% by corrugated iron sheets, while 18.3% by soil and thatching grasses. This also implies that thatching grasses were readily available materials in the study area. On the other hand, corrugated iron sheets were too costly to purchase i.e. unaffordable for most respondents.

Table 4.9: Distribution of respondents by housing status (N=120)

Variable	Frequency	Percent
Bricks		
Muddy	109	90.8
Burnt	8	6.6
Cement	3	2.6
Total	**120**	**100.0**
Plastered walls		
Yes	90	75
No	30	25
Total	**120**	**100.0**
Plastered floor		
Yes	91	75.8
No	29	24.2
Total	**120**	**100.0**
Roofing materials		
Thatching grasses	57	47.5
Soil and thatching grasses	22	18.3
Corrugated iron sheets	41	34.2
Total	**120**	**100.0**

Source: Field data (2022)

The results in Table 4.10 show that 48.3% of the respondents were in the medium wellbeing category (neither poor nor rich), 30.8% were poor, while 20.9% were rich. Further, results show that among the medium respondents, 49.6% were males, while

43.4% were females. For the poor respondents, 27.8% and 43.4% were males and females, respectively. Among the rich respondents, 22.6% were males, while 13.2% were females. In general, the majority (79.1%) of the respondents belonged in poor and medium wellbeing categories.

Table 4.10: Distribution of respondents by well-being categories (N=120)

	Sex				Total	
Well-being category	**Male**	**Percent**	**Female**	**Percent**	**Frequency**	**Percent**
Poor people	27	27.8	10	43.4	37	30.8
Medium people	48	49.6	10	43.4	58	48.3
Rich people	22	22.6	3	13.2	25	20.9
Total	**97**	**100.0**	**23**	**100.0**	**120**	**100.0**

Source: Field data (2022)

4.4 Socio-Economic Characteristics of Households and Participation Level

The identified socio-economic characteristics of households in section 4.3 were further analyzed to find out their statistical relationships with participation level of the community in implementation of village micro-projects. Linear regression model was used to test their statistical relationships with participation level. The analyzed socioeconomic characteristics of households including: education level, main occupation, previous experience of respondents in projects, livestock possession, household's annual income, physical assets possession, manpower availability at household and awareness of respondents on government emphasis.

4.4.1 Education Level and Participation Level

The findings in Table 4.11 show that there was linear/positive statistically significant relationship between education level of respondents and participation level in

implementation of village micro-projects (p= 0.028). These findings imply that an increase in education level of respondents results to an increase in participation level, and vice versa. These findings conform to that reported by the researchers Godquin and Quisumbling (2006). They argued that people with less education are less likely to participate in community projects compared with those of high education. As stated in Table 4.1, the majority (73.3%) of the respondents in the study area had completed Primary School education. Therefore, educated people were more knowledgeable on the significance of participating in implementation of village microprojects than those with less education. Based on this fact, educated respondents participated more in implementation of village micro-projects than those with less education. On the other hand, the findings contradict with that reported by researchers Phillip and Abdillahi (2003) in their study on community participation in rural water development project in Nandi District, Kenya. They argued that education level was not statistically significant related to participation level. Also, Toner and Cleaver (2006) in their studies reported that level of education was not significantly related to participation level in communal projects due to the high literacy rate.

Table 4.11: The relationship between socio economic characteristics of respondents and participation level

	Unstandardized coefficients		**Standardized coefficient**			**Collinearity Statistics**	
Variable	B	Std Error	Beta	t	p-value	Tolerance	VIF
Constant	1.426	0.407		3.483	0.001		
Educational level	0.09	0.064	0.122	1.265	0.028	0.647	1.548
Main occupation	0.057	0.045	0.143	1.24	0.047	0.834	1.197
Previous experience	0.334	0.086	0.252	1.562	0.017	0.843	1.187
Livestock possession	0.082	0.093	0.084	0.688	0.043	0.869	1.151
Annual income	-0.056	0.028	-0.208	-1.914	0.077	0.668	1.43
Physical assets	-0.011	0.153	-0.073	-0.734	0.465	0.852	1.174
Manpower availability	0.032	0.083	0.041	0.369	0.712	0.67	1.493
Awareness on government	0.057	0.186	0.031	2.804	0.045	0.843	1.186

NB: R=0.271, R-Square=0.073, Adjusted R-Square=0.007, Standard error of estimate=0.4062, F-change=1.112, degree of freedom=8 and Level of significance =0.05

4.4.2 Main Occupation and Participation Level

Table 4.11 also shows that main occupation of respondents has linear/positive statistically significant relationship with participation level. This means that differences in main occupations of respondents resulted to differences in participation levels in implementation of village micro-projects. These study findings are consistent with that reported by Jarikaya (2000), but contradict with those reported by Phillip and Abdillah (2003) in that they argued that main occupation has no statistically significant relationship with participation level. The statistically significant relationship between main occupation and participation level is presented by the p-value = 0.047.

4.4.3 Previous Experience in Projects and Participation Level

Results in Table 4.11 show that previous experience of respondents in project participation has also linear/positive statistically significant relationship with participation level. The more the experience possessed by an individual in project participation, the higher the participation level acquired, and vice versa because previous experience increases familiarity of an individual in projects participation. The statistically significant relationship can also be supported by the p= 0.017.

4.4.4 Livestock Possession and Participation Level

The results in Table 4.11 show that livestock possession has linear/positive statistically significant relationship with participation level. Based on p-value (0.043), results also show that there was statistically significant relationship between these two variables. This implies that respondents with many livestock participated at

higher level than those with either few or no livestock. For this case respondents with many livestock had wider chances of participating in projects in terms of contributing cash (by selling livestock)/manpower and/or materials than those with few or no livestock as they depend largely on manpower contribution.

4.4.5 Household's Annual Income (TSh) and Participation Level

Table 4.11 shows that households' annual income has an inverse/negative statistically significant relationship with participation level in implementation of village micro projects. Therefore, there was no statistically significant relationship between these two variables because a household with less annual income can participate in projects through contributing manpower instead of cash. This relationship can be substantiated by the $p = 0.077$. These results contradict with those reported by the researchers Godquin and Quisumbling (2006), and Nkonjera (2008). They argued in their study findings that households' annual income has statistically significant relationship with participation level ($p = 0.023$).

4.4.6 Physical Assets Possession and Participation Level

The findings in Table 4.11 show that there was an inverse/ negative statistically significant relationship between physical assets possession and participation level of respondents in implementation of village micro-projects. This implies that an increase in one variable result to decrease in another variable. Further, the findings also show that physical assets possession was not statistically significant related to participation level as substantiated by p-value (0.465)

4.4.7 Manpower Availability and Participation Level

Table 4.11 shows that manpower availability at household level has an inverse/negative statistically significant relationship with participation level. An inverse relationship means that an increase in one variable result to decrease in another variable. Manpower availability at household level was not statistically significant related to participation level ($p = 0.712$).

4.4.8 Awareness of Respondents on Government Emphasis and Participation Level

Table 4.11 presents the results for linear/positive statistically significant relationship between awareness of respondents on government emphasis pertaining community participation in projects and participation level. The statistically significant between these two variables is also shown by the p-value (0.045). A study done by Makauki *et al.* (2001) also pointed out that awareness of rural people on government emphasis pertaining community participation in development projects has a great influence on their participation.

4.5 Community Participation in Implementation of Village Micro-Projects

This section provides the findings and information associated with community participation in implementation of village micro-projects.

4.5.1 Sources Through Which Respondents Knew the Project (DASIP)

The respondents were asked to mention the means through which they got information about the project in their villages. Results in Table 4.12 show that 50%

of the respondents knew the project through District level leaders, 41.6% of them through Village Government leaders, while 8.4% through Ward level leaders. The results indicate that District level leaders worked hard in channeling project information to people in rural areas than other leaders.

Table 4.12: Distribution of respondents by means of understanding the project-DASIP in their villages (N=120)

Means	Frequency	Percent
Through village government leaders	50	41.6
Through Ward level leaders	10	8.4
Through District level leaders	60	50.0
Total	**120**	**100.0**

Source: Field data (2022)

4.5.2 Mode of Joining the Project (DASIP)

Results in Table 4.13 show that the majority (84.1%) of the respondents joined voluntarily in the project, 11.4% of them joined by being advised, while the very few (2.5%) joined involuntarily. Since the majority joined voluntarily in the project, it implies that the respondents were thoroughly explained by both Village Government and District level leaders during introduction of the project in villages. The thorough understanding of the project by respondents caused most of them to join it voluntarily. This finding conforms to that reported by Batwel (2008) in Makete District whereby the majority (68.3%) of the respondents joined voluntarily the primary education development project due to the same above reason.

Table 4.13: Distribution of respondents by mode of joining the project-DASIP (N=120)

Mode	Frequency	Percent
Voluntary	101	84.1
Involuntary	3	2.5
Through advice	14	11.4
Total	**120**	**100.0**

Source: Field data (2022)

Furthermore, the findings from FGD members showed that 80% of community members joined the project voluntarily, while 20% joined through advice.

4.5.3 Identification of Village Micro-Projects

Respondents were supposed to say "yes" if they participated in identification of the village micro-projects or "no" if they did not participate. The results in Table 4.14 show that the majority (91.6%) of the respondents participated in identification of the village micro-projects (construction of godowns for storage of food crops), while very few (8.4%) did not because they (respondents) were not living in those villages during identification of village micro-projects. The majority participated in identification of village micro-projects because they got thorough description of the project (DASIP) from Village Government, Ward and District level leaders during its introduction in the villages.

Table 4.14: Distribution of respondents by participation in identification of village micro-projects (N=120)

Participation	Frequency	Percent
Yes	110	91.6
No	10	8.4
Total	**120**	**100.0**

Source: Field data (2022)

During FGDs, it was also reported that 91.8% of the community members participated in identification of village micro-projects, while only 8.4% did not participate.

4.5.4 Village Bylaws and Participation Level

Respondents were asked to state whether their village bylaws encouraged community participation or not. The results in Table 4.15 reveal that the majority (80%) of the respondents agreed that village bylaws encouraged community participation, 12.5% disagreed and very few (7.5%) were uncertain. These results conform to those attained by Batwel (2008) in Makete District whereby the majority (84%) of the respondents agreed that village bylaws encouraged community participation in Primary Education Development Project. The major reason for village bylaws to encourage community participation was that there were punishments for non-participants without concrete reasons. Therefore, community members feared to be punished.

Table 4.15: Village bylaws and community participation level (N=120)

Uses of Village bylaws	Frequency	Percent
Encouraged participation	96	80.0
Discouraged participation	15	12.5
I don't know	9	7.5
Total	**120**	**100.0**

CHAPTER FIVE

SUMMARY OF MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter deals with the results and discussion of the study. It starts with analyzing the data collected in relation to objectives of the research; it goes further to compare them with the research questions which were the guide to this study. It also presents the findings of this study in tables and descriptions.

5.2 Summary of the Main Findings

The main findings of this study is as follows: the socio-economic characteristics of households statistically significant related to the respondents' participation levels, while manpower availability, physical assets and households' annual income were not statistically significant. Furthermore, the attitude of the respondents towards participation in implementation of village micro-projects was positive due to high community sensitization during introduction of the project in their villages. High community sensitization caused majority of the respondents to join voluntarily in the project and participate effectively in identification of the village micro-projects. Additionally, although the majority of the respondents participated in identification of village micro-projects, their participation level in implementation of village micro-projects was generally average. Failure for the community members to accomplish their roles was due to six principal problems, namely; contributions for construction of Ward Secondary Schools, food insecurity, dependency solely on crops farming as

the major source of income, delay submission of building maps from the project headquarter poor village leadership.

5.3 Conclusion

Based on the major findings of the study, the following conclusions are drawn: Education level of respondents, main occupation, previous experience of community in projects, livestock possession and awareness of respondents on government emphasis pertaining community participation in projects were socio-economic characteristics of households statistically significant related to the respondents' participation levels, while manpower availability, physical assets and households' annual income were not statistically significant. Secondly, the attitude of the respondents towards participation in implementation of village micro-projects was positive due to high community sensitization during introduction of the project in their villages. High community sensitization caused majority of the respondents to join voluntarily in the project and participate effectively in identification of the village micro-projects. Participation level of respondents in implementation of village micro-projects was average. Constrains identified in implementing DASIP were: contributions for construction of Ward Secondary Schools, food insecurity, dependency solely on crops farming as the major source of income, delay submission of building maps from the project headquarter poor village leadership and water shortage during dry season.

5.4 Recommendations

According to the aforementioned conclusions, it is recommended among others that:

(i) The aforementioned socio-economic characteristics of households which had statistically significant relationship with community participation level should be more emphasized.

(ii) There is a need to continue doing high community sensitization during introduction of the project in the remaining villages covered by DASIP and more importantly during the implementation period. The essence is to keep community members constantly reminded of their roles in project implementation and also fashion out strategies to carry out their expected roles.

(iii) To address the issue of average community participation level in implementation of village micro-projects, community members should be more mobilized aiming at boosting their participation levels in implementation of village micro-projects. Furthermore, a much closer collaboration is necessary between the development partners, the District Assemblies, DASIP leaders and communities.

(iv) The government and project leaders at all levels (village to national) should jointly facilitate community to solve the major constraints which hinder effective community participation in implementation of village micro-projects so that the roles of the community are to be accomplished by 2012 when the project (DASIP) will phase out. Failure to do so, the main objective of the project will not be achieved. Consequently, the household income poverty will persist in the study area and Shinyanga District Council as the whole.

5.5 Suggestions for Further Research

In the project cycle there are six steps, namely: project identification, design, analysis, implementation, monitoring and evaluation. This study focused largely on the aspect of community participation in implementation of village micro-projects in three villages (10%) out of 30 villages which were covered by DASIP in Kishapu District Council. Based on this fact, there is a need for conducting further studies on DASIP for other project steps in other villages covered by DASIP in Kishapu District Council or in other Districts or Regions. By so doing, the study findings to be generated will allow for suffice generalization in the country.

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APPENDICES

Appendix 1: Questionnaire for Respondents

My name is **Barbina John Matemu,** pursuing Master's Degree in Human Resource Management (MHRM) of the Open University of Tanzania. I am currently doing a research to examine Community Participation in Implementation of District Agriculture Sector Investment Project (DASIP). This study is for academic purpose but may be useful for the Government, NGOs and other private and corporate institution involved in development projects in communities. Your participation in the exercise is voluntary and so you are free to choose to or not participate. But it would be helpful if you could participate fully. The results of this research will be completely confidential and no identification data will be collected. Some of the questions I will ask may also be quite personal and I hope they will be okay with you. If, however, you do not feel comfortable answering any questions, please feel free to say so or seek clarification where you do not understand.

2.0 General information of the respondent

2.1 Sex. (i) Male ( ) =1 (ii) Female ( ) =2

2.2 Marital status (i) Single ( ) =1 (ii) Married ( ) =2 (iii) Divorced ( ) =3 (iv) Widow ( ) =4 (v) Widower ( ) =5

2.3 Age (i) 18 to 28 years ( ) =1 (ii) 29 to 39 years ( ) =2 (iii) 40 to 50 years ( ) =3 (iv) 51 to 60 years ( ) =4 (v) Above 60 years ( ) =5

2.4 Household size (i) 1 to 5 people ( ) =1 (ii) 6 to 10 people ( ) =2 (iii) 11 to 13 people ( ) =3 (iv) Above 13 people ( ) =5

2.5 Education level (i) No formal education ( ) =1 (ii) Adult education level ( ) =2 (iii) Primary School level ( ) =3 (iv) Secondary school level ( ) =4 (v) Post-Secondary school level ( ) =5

2.6 Main occupation (i) Crops farming ( ) =1 (ii) Livestock keeping ( ) =2 (iii) Petty business ( ) =3 (iv) Civil employment ( ) =4 (v) others (specify) ( ) =5……

3.0 Previous experience of respondents for participation in implementation poverty projects.

3.1 Was there any poverty reduction project(s) in your village for the past five years before initiation of DASIP? (i) Yes ( ) =1 (ii) No ( ) =2. If yes;

3.1.1 What was it/are they? Mention

(i) ……..….

(ii) ……

3.1.2 Did you participate in any way in that project(s)? (i) Yes ( ) =1 (ii) No ( ) =2 If yes;

3.1.2.1 At which project stage did you participate? (i)Identification ( ) =1 (ii) Planning ( ) =2 (iii) Implementation ( ) =3 (iv) Monitoring and evaluation ( ) =4 (v) All four stages ( ) =5

4.0 Community awareness on the village micro-project/DASIP.

4.1 When did DASIP start in your village? Mention (year……)

4.2 When will it wind up? Mention (year……..)

4.3 How did you get know about DASIP in your village? (i) Through village Govt leaders ( ) =1 (ii) Through Ward level leaders ( ) =2 (iii) Through District level leaders ( ) =3 (iv) Through other means (specify) ( ) =4……

4.4 How did you join the village micro-project? (Mode of joining project) (i)Voluntarily ( ) =1 (ii) Involuntarily/by force ( ) =2 (iii) Through advice ( ) =3 (iv)Through getting incentives ( ) =4 (v) others (specify) ( ) =5……

5.0 Community participation in implementation of village micro-project.

5.1 Did you participate in identification of village micro-project? (i) Yes ( ) =1 (ii) No ( ) =2. If yes;

5.1.1 What is the name of village micro-project you identified? Mention…… If no;

5.1.2 Why did not you participate? Give reasons.

(i)……

(ii)……

(iii)……

5.2 Are village micro- project activities being executed by community and government /project separated? (i) Yes ( ) =1 (ii) No ( ) =2. If yes;

5.2.1 Mention activities which are executed by: (i) Community ……

(ii) Government/project ……

5.3 Is there any project/village schedule for implementation of village micro-project activities? (i) Yes ( ) =1 (ii) No ( ) =2. If yes; 5.3.1 How many times per week or month are you supposed to participate in implementation of village micro-project works? (Based on project/village schedule) Mention……

5.4 Are you physically able to participate in implementation of village micro-project works? (i)Yes ( ) =1 (ii) No ( ) =2

5.5 How many family members are able to participate in implementation of village micro-project? Mention number……

5.6 Do females participate in implementation of village micro-project?

(i) Yes ( ) =1 (ii) No ( ) =2. If yes;

5.6.1 Are activities being implemented by females different from that being done by males? (i) Yes ( ) =1 (ii) No ( ) =2. If no (for question 5.7);

5.6.2 Why females do not participate? Give reason(s)……

5.7 Do you participate in implementation of village micro-project works?

(i) Yes ( ) =1 (ii) No ( ) =2. If yes;

5.7.1 How many times on average per week or month do you participate in implementation of village micro-project? Mention……If no (for question 5.7);

5.7.2 Why do not you participate? Give reason(s).

(i)……

(ii)……

5.8 What is your major contribution for participation in implementation of village microproject? (i) Cash ( ) =1 (ii) Manpower ( ) =2 (iii) Materials ( ) =3

5.8.1 If your participation is through contribution of cash, how much money so far have you contributed since initiation of the project? Mention (Tshs……..out of……. (Target)

5.8.2 If your participation is through contribution of manpower, how many times on average have you participated since initiation of the project? Mention

(……..out of…… (Target) 5.9 What are major problems do you encounter generally in implementation of village micro-project activities? Mention.

(i)……

(ii)……

(iii)……

(iv)……

5.9 Are there any village bylaws governing community participation in implementation of village micro-project activities? (i) Yes ( ) =1 (ii) No ( ) =2. If yes;

5.9.1 Do the presence of bylaws encourage or discourage community participation level in implementation of village micro-project activities? (i) Encourage ( ) = 1 (ii) Discourage ( ) =2 (iii) I don't know ( ) =3

6.0 Community attitudes towards participation

6.1 Do you know that currently the Government of Tanzania is emphasizing the participation of community in implementation of poverty reduction projects or activities? (i) Yes ( ) =1 (ii) No ( ) =2.

6.2 Please indicate your agreement or disagreement with the following statements by ticking the response that reflects the most coincide with your opinion. 1=Strongly agree (SA), 2= Agree (A), 3=Uncertain (U), 4=Disagree (D) and 5=Strongly disagree (SD).

S/N STATEMENT SA A U D SD

i) Village micro-project is beneficial for community development 2 Community participation contributes largely to village micro-project success

ii) Village micro-project on completion will contribute significantly to poverty reduction

iii) Poor people are not supposed to participate in any way in village micro-project

iv) Community participation in implementation of village micro-project is wastage of time 6 Community contributions are very important for village micro-project

v) Village micro-project becomes more sustainable if beneficiaries are involved in project identification and implementation

vi) Community participation in village micro-project creates the sense of project ownership

vii) Community participation in village micro-project results to community development 10 During rainy season, it is better to do agricultural works rather than participating in village micro-project works

7.0 Well-being status of respondent

7.1 What is the main occupation for the livelihoods of your household? (i) Agriculture ( ) = 1 (ii) Livestock ( ) =2 (iii) Petty trading ( ) =3 (iv) Civil employment ( ) = 4 (v) Casual labour ( ) = 5 (vi) Others (specify) ( ) = 6……

7.2 What is your average annual income? (Tshs (i) Below 2000,000/- ( ) =1 (ii) Between 200,000/- and 300,000/- ( ) =2 (iii) Between 301,000/- and 400,000/- ( ) =3 (iv) Between 401,000/- and 500,000/- ( ) =4 (v) Above 500,000/- =5

7.3 Do you have any of the following physical assets at your household have? Tick. 88 (i) Bicycle ( ) =1 (ii) Radio ( ) =2 (iii) Ox plough ( ) =3 (iv) Ox cart ( ) =4 (v) Cellular phone ( ) =5 (vi) Television ( ) =6 (vii) Motor bike ( ) =7 (viii) Grain milling machine ( ) =8

7.4 Do you have livestock? (i) Yes ( ) =1 (ii) No ( ) =2 If yes;

7.4.1 What types and amounts? Give answers in table 1.

Table 1: Types and amounts of livestock possessed. S/n Types of livestock Quantity 1 Cattle ( ) 2 Goats ( ) 3 Sheep ( ) 4 Swine ( ) 5 Others (specify)( )…

7.5 Do you have fields for agricultural production activities?

(i) Yes ( ) =1 (ii) No ( ) =2. If yes;

7.5.1 What is the total area of your own land/fields? Give answer in hectares…… 7.6 What are the main food crops do you grow? (i) Maize ( ) =1 (ii) Sorghum ( ) =2 (iii) Bulrush millet ( ) =3 (iv) Rice ( ) =4

7.6 What are total productions of food crops harvested for two years? Year 2009: (i) Below 10 bags ( ) =1 (ii) Between 10 and 20 bags ( ) =2 (iii) Between 21 and 30 bags ( ) =3 (iv) Between 31 and 40 bags ( ) =4 (v) Between 41 and 50 bags ( ) =5 (vi) Above 50 bags ( ) =6 Year 2010: (i) Below 10 bags ( ) =1 (ii) Between 10 and 20 bags ( ) =2 (iii) Between 21 and 30 bags ( ) =3 (iv) Between 31 and 40 bags ( ) =4 (v) Between 41 and 50 bags ( ) =5 (vi) Above 50 bags ( ) =6

7.7 1Are the total food crops produced for each year satisfied your household requirements throughout the year? (i) Yes ( ) =1 (ii) No ( ) =2. If no;

7.7.1 What are reasons for food shortage (food insecurity)? Mention.

(i)……

(ii)……

(iii)……

7.8 Does variation in economic/well-being status of community affect an individual's participation in implementation of village micro-project works? (i) Yes ( ) =1 (ii) No ( ) =2.

7.9 What type of building materials used for construction of your house? (i) Muddy bricks ( ) =1 (ii) Burnt bricks ( ) =2 (iii) Cement bricks ( ) =3 (iv) Others (specify) ( ) =4……

7.9.1 Are walls of your house plastered? (i) Yes ( ) =1 (ii) No ( ) =2. If yes;

7.10 What type of plastering materials used? (i) Mud and sandy ( ) =1 (ii) Cement and sand ( ) =2

7.11 Is the floor of your house plastered? (i) Yes ( ) =1 (ii) No ( ) =2. If yes;

7.11.1 What type of plastering materials used? (i) Mud and sandy ( ) =1 (ii) Cement and sand ( ) =2

7.12 What type of materials used for roofing your house? (i) Thatching grasses ( ) =1 (ii) Soil and thatching grasses ( ) =2 (iii) Corrugated iron sheets ( ) =3 (iv) Others (specify) ( ) =4……

Appendix 2: Checklist for Focus Group Discussion (FGD)

Division……Ward…….Village……

Date of interview……

1.0 Was there any poverty reduction project(s) in your village for the past five years before initiation of DASIP? (i) Yes ( ) =1 (ii) No ( ) =2

1.1 Did you participate in any way in that project(s)? (i) Yes ( ) =1 (ii) No ( ) =2 (a) If yes, at which project stage did you participate? Mention. (b) If no, why did not you participate? Give reasons.

2.0 Did you participate in identification of the village micro-project? (i) Yes ( ) =1 (ii) No ( ) =2

3.0 How did you join village micro project? (Mode of joining)

4.0 Do you participate in implementation of village micro-project works? (i) Yes ( ) =1 (ii) No ( ) =2

5.0 What are major problems do you encounter generally in implementation of village micro-project activities? Mention.

6.0 Do the village bylaws encourage or discourage community participation level in implementation of village micro-project activities? (i) Encourage ( ) =1 (ii)Discourage ( ) =2 (iii) I don't know ( ) =3

7.0 Do you know that currently the Government of Tanzania is emphasizing the participation of community in implementation of poverty reduction projects or activities? (i) Yes ( ) =1 (ii) No ( ) =2

8.0 Is the village micro-project(s) beneficial for you? (i) Yes ( ) =1 (ii) No ( ) =2

9.0 Do you think your participation in implementation of village micro-project works will contribute to households' poverty reduction through the project?

10.0 Does variation in economic/well-being status of community affect an individual's participation in implementation of village micro-project works? (i) Yes ( ) =1 (ii) No ( ) =2

11.0 Does food insecurity affect your participation in implementation of village microproject? (i) Yes ( ) =1 (ii) No ( ) =2

Appendix 3: Checklist for Key Informants

Division……Ward…….Village…… Date of interview……Designation of interviewee…… Leadership level (District/Division/Ward/Village)…….

1.0 Was there any poverty reduction project(s) in your area for the past five years before initiation of DASIP? (i) Yes ( ) =1 (ii) No ( ) =2

2.0 Did villagers participate in any way in that project(s)? (i) Yes ( ) =1 (ii) No ( ) =2.

3.0 Did villagers participate in identification of village micro-project(s) in your area? (i) Yes ( ) =1 (ii) No ( ) =2

4.0 Is/are there any project/village schedule(s) for implementation of village microproject activities in your area? (i) Yes ( ) =1 (ii) No ( ) =2.

5.0 Do community members/beneficiaries participate fully in implementation of village micro-project works in your area? (i) Yes ( ) =1 (ii) No ( ) =2 If no, why do not they participate? Give reasons.

6.0 What are major problems do villagers encounter generally in implementation of village micro-project activities? Mention.

7.0 Are there any village rules and regulations governing community participation in implementation of village micro project activities in your area? (i) Yes ( ) =1 (ii) No ( ) =2

8.0 Do the village rules and regulations encourage beneficiaries to participate in implementation of village micro project activities in your area? (i) Yes ( ) =1 (ii) No ( ) =2

9.0 Did villagers get thorough description on the main objective of DASIP/village microproject during initiation of village micro-project in your area? (i) Yes ( ) =1 (ii) No ( ) =2

10.0 Do you think community participation in implementation of village micro-project contributes to the project success? (i) Yes ( ) =1 (i) No ( ) =2

11.0 Do you think community participation in implementation of village micro project works will contribute to household's poverty reduction through the project(s) in your area? (i) Yes ( )=1 (ii) ( ) =2

12.0 Does variation in economic/well-being status of community affect an individual's participation in implementation of village micro-project works? (i) Yes ( ) =1 (ii) No ( ) =2

13.0 Does food insecurity affect a community member for participation in implementation of village micro-project? (i) Yes ( ) =1 (ii) No ( ) =2

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix 4: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

P. Box 23409,
Dar es Salaam, Tanzania
www.out.ac.tz

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Our Ref: PG201701515 Date: 5th May, 2022

District Director,
Kishapu District Council
P.O. Box 115
Kishapu

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1stMarch 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1stJanuary 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Barbina John Matemu**, Reg. No: **PG201701515** pursuing **Master of Human Resource (MHRM)**.

We hereby grant this clearance to conduct a research titled ***"Community Participation in Implementation of District Agriculture Sector Investment Project. A Case of Kishapu District in Tanzania".*** She will collect her data at your area from 9th May, 2022 to 9th July 2022. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P. O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

With kind regards,

Prof. Magreth Bushesha
DIRECTOR OF POSTGRADUATE STUDIES