

**FACTORS AFFECTING COMMUNITY PARTICIPATION IN  
PRIMARY EDUCATION DEVELOPMENT PROJECTS IN  
MAKETE DISTRICT OF TANZANIA**

**BY**

**ALEX BATWEL**



**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN RURAL  
DEVELOPMENT OF SOKOINE UNIVERSITY OF AGRICULTURE.**

**MOROGORO, TANZANIA**

**15 JAN 2010**

**2008**

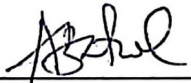


## ABSTRACT

The Primary Education Development Program (PEDP) is one of the current education programs adopted in the country to increase the quantity and quality of primary schools in Tanzania. The overall purpose of this study was to determine factors affecting community participation in primary education projects. Specifically, the study sought to: (a) determine the level of community participation in education projects. (b) identify the socio-economic factors associated with the level of individual participation in education projects. (c) determine individual attitude towards participation in education projects (d) find out constraints that hinder individual participation in education projects. The interview schedule was used as the main tool in data collection from 120 respondents. The data collected were analysed using quantitative approach. The study shows that the majority (85.8%) of respondents participated in implementation, while 60.8%, 30.8% and 21.7% respectively participated in project identification, project planning and project evaluation. On other hand, the research found that among hypothesized factors, sex, age, income, occupation and individual participation in education projects were the factors affecting community participation in the study area. Basing on the study results it is recommended among others that there is need for central government to help in providing vital training for village leaders particularly in the area of village bylaws formulation as well as administration. Also, regular communication should be maintained between the leaders and villagers through proper scheduled meeting.


**DECLARATION**

I, ALEX BATWEL, do here by declare to the senate of Sokoine University of Agriculture that this dissertation is my work and that it has never been submitted for a degree in any other University



---

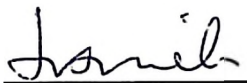
ALEX BATWEL  
(M.A. Candidate)



---

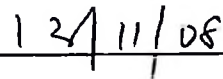
Date

The above declaration is confirmed



---

Dr. D. Mwaseba  
(Supervisor)



---

Date

## **COPYRIGHT**

No part of this dissertation may be reproduced stored in any retrieved system, or transmitted in any form or by any means; electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or Sokoine University of Agriculture in that behalf.

## ACKNOWLEDGEMENT

I wish to express my thanks to all people, whose assistance made the completion of this work possible. Special thanks are due to my Supervisor, Dr D.L Mwaseba, who patiently guided me in all phases of this study. His support is highly appreciated.

I greatly acknowledge the financial assistance offered to me by Vitus Nazareno Suju, Bernard Kyano Ngomano, Damiford Paskal Sanga(Mayaula), Perpetua Ngomano and Denis Robert Sanga. Without their support this study would have not been possible. Sincere thanks are also due to my course work instructors.

I also wish to express my special thanks to Mr. Nkwera, the District Planning Officer in Makete District, Village Executive Officers (VEOs) of Mago, Ihela, Ilindiwe and Malembuli villages for their assistance in gathering the necessary information for this work. Their co-operation is much appreciated. I also thank Mr. Lonzino Mahenge who was involved in this study as an enumerator.

I remain indebted to my family for its immense sacrifice and persistence toward my education.

## **DEDICATION**

This work is dedicated to my beloved sister ASHA PHILIMON SANGA and the lasting memory of my beloved parents the late father PHILIMON BANGEKYUMA SANGA, and the late mother ANG`ILIWE MASUMBUKO MBILINYI for their inspiration, encouragement and sacrifices that they made to support me throughout my studies.

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iii</b>
<b>COPYRIGHT</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xiii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>xv</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>1.0 INTRODUCTION</b> .....	<b>1</b>
1.1 Background .....	1
1.2 Primary education initiatives in Tanzania .....	2
1.3 Problem statement .....	3
1.4 Justification .....	4
1.5 Objectives .....	4
1.5.1 General objective .....	4
1.5.2 Specific objectives .....	5
1.6 Hypotheses .....	5
1.7 Conceptual framework .....	5

<b>CHAPTER TWO .....</b>	<b>7</b>
<b>2.0 LITERATURE REVIEW.....</b>	<b>7</b>
2.1 The concept of community .....	7
2.2 The concept of participation .....	7
2.3 Typology of participation.....	11
2.4 Forms of community participation.....	13
2.5 Indicators of community participation.....	13
2.6 Effects of gender on participation.....	15
2.7 Effects of socio-economic factors on participation.....	17
2.8 Constraints on participation in projects .....	18
<b>CHAPTER THREE .....</b>	<b>20</b>
<b>3.0 RESEARCH METHODOLOGY .....</b>	<b>20</b>
3.1 Overview .....	20
3.2 Description of the study area .....	20
3.2.1 Climate.....	20
3.2.2 Administration .....	21
3.2.3 Demographic features .....	21
3.2.3.1 Ethnic groups .....	21
3.2.3.2. Population size and growth.....	22
3.2.4 Economic activities .....	23
3.2.5 Education services.....	23
3.3 Research design.....	23
3.4 Sampling procedures.....	23
3.4.1 The population .....	23

3.4.2	Sampling technique and sample size .....	24
3.5	Data collection .....	24
3.5.1	Primary data .....	25
3.5.2	Secondary data .....	25
3.6	Data processing and analysis .....	25
3.7	Limitations of the study .....	26
3.8	Summary .....	26
<b>CHAPTER FOUR.....</b>		<b>27</b>
4.0	<b>RESULTS AND DISCUSSION .....</b>	<b>27</b>
4.1	Overview .....	27
4.2	Demographic characteristics of the respondents.....	27
4.2.1	Age .....	27
4.2.2	Sex.....	28
4.2.3	Marital status.....	28
4.3	Socio-economic characteristics of the respondents .....	29
4.3.1	Level of education.....	29
4.3.2	Occupation .....	29
4.3.3	Household income.....	30
4.3.4	Food security .....	31
4.4	Participation of the respondents in education projects.....	32
4.4.1	Level of participation in education projects.....	33
4.4.2	Awareness of community about village bylaws and level of participation .....	34
4.4.3	Punishments on non-participants in education projects.....	35

4.4.4	Sources through which respondents got to know about the education projects .....	36
4.4.5	Modes of joining education projects .....	37
4.5	Socio-economic factors associated with level of participation in education .....	37
4.5.1	Hypothesis I .....	37
4.5.2	Hypothesis II .....	39
4.6	Attitude of the respondents towards participation .....	42
4.6.1	Attitude of individual towards village leadership attributes .....	44
4.7	Constraints that hindered the respondents from participating in education.....	45
4.7.1	Lack of leaders accountability .....	46
4.7.2	Lack of regular communication .....	46
4.7.3	Poor health .....	47
4.7.4	Individual commitments .....	47
<b>CHAPTER FIVE.....</b>		<b>48</b>
<b>5.0 CONCLUSIONS AND RECOMMENDATIONS.....</b>		<b>48</b>
5.1	Conclusions.....	48
5.2	Recommendations.....	48
<b>REFERENCES.....</b>		<b>50</b>
<b>APPENDECIES .....</b>		<b>58</b>

## LIST OF TABLES

Table 1:	Administrative units in Makete District.....	21
Table 2:	Population distribution by wards .....	22
Table 3:	Distribution of respondents according to age (N=120).....	28
Table 4:	Distribution of respondents by marital status (N=120).....	28
Table 5:	Distribution of respondents by level of education (N= 120) .....	29
Table 6:	Distribution of respondents by occupation (N= 120).....	30
Table 7:	Distribution of respondents by household income (N= 120).....	31
Table 8:	Distribution of respondents by food shortage (N= 120) .....	32
Table 9:	Distribution of respondents according to participation in activities related to education projects (N= 120).....	33
Table 10:	Distribution of respondents by level of participation in education projects (N= 120) .....	33
Table 11:	Awareness of respondents on village bylaws and level of participation .....	34
Table 12:	Village bylaws and level of participation (N=120).....	35
Table 13:	Distribution of respondents by punishment of non-participants in education projects and level of participation (N= 120).....	36
Table 14:	Distribution of respondents according to source through which they got to know about education projects (N=120).....	36
Table 15:	Distribution of respondents according to Modes of joining education projects (N= 120) .....	37
Table 16:	Respondents' level of participation according to sex (N= 120).....	38
Table 17:	Respondents' level of participation by age (N= 120) .....	39

Table 18: Respondents' level of participation by level of education (N= 120) .....	40
Table 19: Respondents' level of participation by income of respondents (N= 120).....	41
Table 20: Respondents' level of participation by occupation of respondents (N= 120) .....	41
Table 21: Respondents' level of participation by food security of respondents (N= 120).....	42
Table 22: Attitude of individuals towards participation in education projects (N=120).....	43
Table 23: Distribution of respondents by attributes of village leadership (N= 120).....	45
Table 24: Distribution of respondents on constraints hindered participation in education projects (N= 120).....	46

**LIST OF FIGURES**

Figure 1: Conceptual framework of community participation in education  
projects ..... 6

**LIST OF APPENDICES**

Appendix 1: Interview schedule ..... 59

Appendix 2: Calculation sample size..... 63

**LIST OF ABBREVIATIONS**

ADB	African Development Bank
AU	Africa Union
PEDP	Primary Education Development Plan
ETP	Education Training Policy
FAO	Food and Agriculture Organization
MOEVT	Ministry of Education and Vocational Training
NGO	Non- Governmental Organization
NSGRP	National Strategy for Growth and Reduction of Poverty
PRSP	Poverty Reduction Strategy Paper
PRA	Participatory Rural Appraisal
SADC	Southern African Development Commission
SPSS	Statistical Package for Social Science
SSA	Sub-Saharan Africa
UPE	Universal Primary Education
VEO	Village Executive Officer

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background

Third world countries and international development partners have directed development efforts towards the poor majority based on community participatory planning as a necessary condition for rural people to manage their affairs (Howlett and Nagu, 2001). Besides, many Sub-Saharan Africa (SSA) countries and Tanzania in particular have created new forms of integrating community in development programs like education, sanitation as well as environmental programs (Hyde, 2003).

The shortage of school infrastructure in most developing countries has resulted in the increase of children not attending school. In the year 2002 statistics from UNICEF showed that about 113 millions children aged 6 to 11 years in developing countries were still not in school. About 80% of these children are from low-income countries in south Asia and Sub-Saharan Africa and 15% from the Middle East and North Africa (World Bank, 2002).

Community participation in education projects has become more formal in policies of developing countries including Tanzania. Williams (1994) stresses that until the middle of the last century, responsibility for educating children was not the duty of the community. Although, currently there are still places where communities are organized themselves to operate schools for their children, yet community participation in education hasn't been fully recognized nor extended systematically to a wider practice (Ibid). The community participation approach insists that people

will not cooperate until they see good reasons to do so. The words participation, participatory and bottom-up were in opposition to top-down approaches whereby communities concerned were kept out of all processes to their interaction in project identification, planning, implementation and evaluation (Sachs,1992).

In recent years, there has been an increasing number of comparative studies of development projects that show community participation as one of the critical components of success, empowering of the poor, ownership and projects sustainability (Howlett and Nagu, 2001). In principle, many leaders, politicians and program officials working with people now support the idea of community participation in development projects. As for the benefits of community participation, Shaeffer (1992) pointed out that if the people participate in cash contribution, labour or both cash and labour contribution; they develop a sense of ownership towards the projects. Furthermore Shaeffer (1992) argues that involvement of beneficiaries ensures that project design reflects the people's real priorities and the voice of the people.

## **1.2 Primary education initiatives in Tanzania**

Community participation in education activities in Tanzania has got a long history. Soon after independence the government devoted much of its effort in making sure that access to education is possible to all people regardless of their ethnic, religious or social status (Fundi, 2000). In fact, immediately after independence many primary schools were built throughout the country through self-reliance (Aurelia and Faustian, 2002).

Community participation is currently being advocated strongly not only by Government and Non-Government organizations in Tanzania, but also by international organizations like Africa Union (AU), South Africa Development Commission (SADC), World Bank and African Development Bank (ADB). They all argue that community participation is a facilitating element towards community development in most of communal projects. Moreover, it helps stakeholders to join forces not only in decision making process but also in actual implementation and sustainability of the projects (UNICEF, 2004).

The Primary Education Development Plan (PEDP) phase I (2001/06) was a five year plan that articulated the vision of Universal Primary Education (UPE) within the wider Tanzania policy framework of the Education and Training Policy (ETP, 1995), the Education Sector Development Program, the Local Government Reform Programs, the Poverty Reduction Strategy (PRSP, 1998) and Tanzania Development Vision (2000/25). In response to these policies and reforms, the government made several initiatives through introducing the strategy of involving communities in identifying, planning, implementing and evaluating primary schools projects. One of the priorities of PEDP in phase I were construction of classrooms, teacher's houses and school sanitation facilities.

### **1.3 Problem statement**

Several attempts have been done by government, donors and community aimed at providing good quantity and quality of primary education in Tanzania. It is almost seven years now since the government of Tanzania through the Ministry of Education and Vocational Training (MOEVT) started the implementation of

primary education development program (PEDP). The program consisted of many things concerning education but among others involved building school infrastructure such as classrooms, teachers' houses and pupils' toilets (MOEVT, 2001, 2002, 2004). To date little is known about factors affecting community participation in education project in the district. Therefore, the aim of this study was to investigate factors affecting community participation in primary education projects in Makete District.

#### **1.4 Justification**

This study is in line with the Millennium Development Goals (2015), the National Strategy for Growth and Reduction of Poverty NSGRP/MKUKUTA (2005), as well as the Tanzania Development Vision (2025). All these emphasize on development participatory approach as a means of attaining sustainable community development. The results of this study would be useful to district officials, policy makers, village leadership and other education stakeholders to ensure education improvement in the district and the country in general.

#### **1.5 Objectives**

##### **1.5.1 General objective**

The ultimate objective of this study was to determine factors affecting community participation in primary education projects in Makete District.

### **1.5.2 Specific objectives**

1. To determine the level of community participation in education projects
2. To identify the socio-economic factors associated with the level of individual participation in education projects.
3. To determine individual attitude towards participation in education projects
4. To find out constraints that hinder individual participation in education projects.

### **1.6 Hypotheses**

1. There is no statistically significant relationship between level of participation in education projects and individual characteristics namely, sex and age
2. There is no statistically significant relationship between level of participation in education projects and socio-economic factors namely; household income, occupation, education and food security.

### **1.7 Conceptual framework**

The variables shown in the conceptual framework (Fig 1) are as follows:

Independent variable includes characteristics of individuals which are sex, age and marital status. Others are; education, household income, occupation, and food security, individual attitude towards village leadership and individual attitudes to participation. The dependent variable is level of community participation.

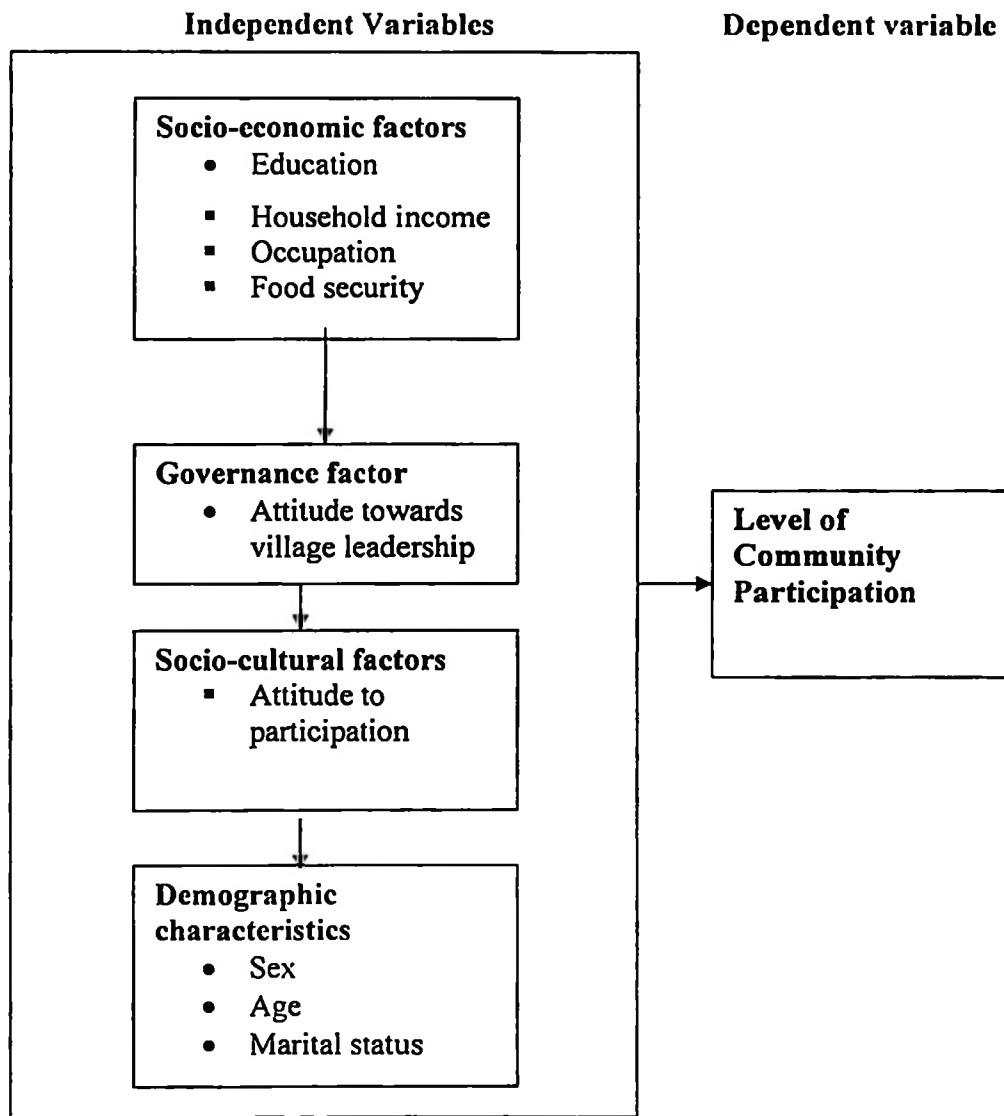


Figure 1: Conceptual framework of community participation in education projects.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 The concept of community

The term community has been used by many writers especially on issues related to community participation. Many have defined it differently but still they retain the common meaning. According to Doe and Khan (2004) "Community is a group of people with common interests who are capable of taking collective decision and action for their common good". In the case of water problems in rural areas it is up to the communities within the village to come up with collective strategies on how to solve the problem. Bray (1996) defines community as a group of people with complex range of interests and who share culture, language, tradition beliefs, laws, customs, geographical location, class and race.

Shaeffer (1992) argues that; some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Moreover, some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

#### 2.2 The concept of participation

Definitions and concepts of participation in development have evolved over time. Their roots can be traced back to community and popular participation, promoted mainly by non-governmental organizations (NGOs) in the 1950s and 1960s. In the late 1970s and early 1980s, multilateral agencies, such as FAO, ILO and UNRISD.

also began to promote popular participation in development projects and programs (Rudqvist and Woodford-Berger, 1996). The failure of many conventional development projects and programs and growing poverty brought a shift away from the modernization paradigm of development in the 1970s. People were identified as the missing element in development efforts. The limited success of many development initiatives was attributed to failure to involve people in the design and implementation of projects and programs (World Bank, 1998).

The term participation has been defined differently by different people. According to World Bank (1994), participation refers to a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them. Howlett and Nagu (2001) explain that development agencies (donor, government and NGOs) interpret and use the term participation an account that people are told what is going to happen in their community in respective gathering and what they are supposed to do at what time. Shaeffer (1994) cited by Uemura (1999), makes a clarification on different levels of participation and provides possible definitions of the term as following

- : (a) Involvement of community through the contribution of money, materials and labour;
- (b) Involvement of community through the mere use of a service (such as enrolling children in school or using a primary health care facility);
- (c) Involvement of community through 'attendance' (e.g. at parents' meetings at school), implying passive acceptance of decisions made by others;
- (d) Involvement of community through consultation on a particular issue; and

- (e) Involvement of community “in real decision making at every stage.” including identification of problems, planning, implementation, and evaluation.

According to Ghai (1990), participation can be seen as a process of empowerment of the deprived and the excluded. This view is based on the recognition of differences in political and economic power among different social groups and classes. Participation in this sense necessitates the creation of organizations of the poor which are democratic, independent and self-reliant.

According to Cohen and Uphoff (1997), participation includes people's involvement in decision-making process, in implementing programs, their sharing of benefits of development programs and their involvement in efforts to evaluate such programs. Participation involves a significant number of persons in situations or actions, which enhance their well-being. Chambers (1997) points out that when the methods from participatory rural appraisal (PRA's) are used, then full participation of community are realized.

The terms people's participation and popular participation are now part of the normal language of many development agencies, including NGOs, government departments and banks Adnan *et al.* (1992) cited by Pretty and Scoones (1995). The term 'participation' has been used to justify the extension of control of the state on the one hand, and to build local capacity and self-reliance on the other. It has been used to justify external decisions as well as to devolve power and decision-

making away from external agencies. It has been used for data collection by “experts” and for more interactive analysis. But more often than not: “people are asked or pulled into participating in operations of no interest to them, in the very name of participation” as stated by Rahnema (1992), cited by Pretty and Scoones, (1995). It is argued that, participation theory is an outcome, but people need wider judgments on the type of participation in use. In conventional rural development, participation has commonly centered on encouraging local people to sell their labor in return for food, cash or materials. Yet these material incentives distort perceptions, create dependencies, and give the misleading impression that local people are supportive of externally-driven initiatives which undermines sustainability goals and produces impacts which rarely persist once the project ceases (Pretty and Scoones, 1995).

Despite this, development programs continue to justify material incentives, on the ground that they are faster, can win over more people, provide a mechanism for disbursing food to poor people, and build local skills, interests and capacity. But local people have no stake in maintaining new practices once the flow of incentives stops. If participation has a generally-agreed broad meaning, there are also many ambiguities when it comes to interpreting what participation might bring out in practice. It is being perceived through different eyes Pretty and Scoones (1995). In this study participation was understood as involving the following: (a) involvement of the community through the contribution of money, labour in education projects; (b) involvement of the community in every project stage namely; project identification, planning, implementation and project evaluation during the entire project life span.

### 2.3 Typology of participation

There are many types of participation. According to Pretty and Scoones (1995) and Hawlett and Nagu (2001) participation has been categorized into passive participation, manipulative participation, participation by consultation, participation by material incentives or contributing resources, functional participation, interactive participation and self-mobilization as are elaborated here under:

- (a) Passive participation is where people participate by being told what is going to happen or has already happened through an announcements by administration or project management without any listening to people's responses, here the information being shared belongs only to external professionals;
- (b) Manipulative participation is simply a pretending representative on official boards but who are unelected and have no power on final decision-making;
- (c) Participation by consultation is the type of participation where communities are involved in answering questions passed by using questionnaires; it involves seeking views of the target groups. The external agents define problems, information gathering process and so control analysis, no sharing in decision – making. Profession official representatives have no power on final decision – making;
- (d) Participation for material incentives or contributing resources, people are involved in providing resources e.g. labour in return for food, cash or other material incentives, e.g. peasant may provide piece of land for a certain project yet they will not be involved in experimentation, applied technologies nor practices learning ;
- (e) Functional participation is that

tends to arise only after major decisions have already been made by external agencies, people are co-opted as a means to achieve external project goals with a minimal cost, here people participate in both interactive and shared decision making.

- (f) Interactive participation is the type of recommended participation where people are actively involved in analysis, planning, and implementation and evaluation stages in the whole process and ensure the identified community needs and objectives are attained for sustainable development. The process involves interdisciplinary methodologies that seek multiple perspectives using structured learning processes and;
- (g) Self-mobilization is when people participate by taking initiatives independently of external agencies to change their lives through resources and technical advice they need, but remains with control over how resources are used.

Regardless the typology of participation, the term "participation" should not be accepted without appropriate classification. According to Rahnema (1992) and World Bank (1994), as cited by Pretty and Scoones (1995) it has been reported that, participation in terms of manipulative, passive, consultative and material incentives-driven forms are just superficial and fragmented. If the objective of development planning is to achieve sustainable projects, then none of these four types of participation alone will be sufficient. Narayan (1993) cited by Pretty and Scoones (1995) showed that in 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 much poorer.

#### **2.4 Forms of community participation**

Participation can take many forms, such as participation in project identification, participation in project planning, project implementation and participation in project evaluation (Rudqvist and Woodford-Berger, 1996). Four broad types of participation can be distinguished in popular participation projects and programs (Oakley, 1988): (a) Involvement: the rural poor get involved in and benefit from the activities of rural development projects; (b) Community development: the rural poor participate in specific tasks; (c) Organization: the rural poor participate through a formal organization; (d) Empowerment: the rural poor actively participate in development projects and gain access to and share in the resources required for rural development.

#### **2.5 Indicators of community participation**

The concept of participation as applied to members of communities or organizations is a good source of measuring participatory approach. It is argued that, the participatory approach becomes more valid and useful when the community makes

assessments of the level of today, one year and five years ago to see if they have succeeded and to what extent have been empowered. To this end, Bartle (2002) reported that there are 16 sets of observations that will indicate whether some empowerment through participation has taken place. These include component of altruism whereby records show how much individuals are willing to donate at community fund-raising events, or how many residents join in communal labour activities.

A common value is another indicator of participation measured through anthropological research methodology. The third measurement of participation is communal services which are recorded through the number of services delivery facilities changes over the years. Communication and information are indicators of participation which are quantified on the abilities to speak, write, listen which are sociological changes in nature. Other measurements include confidence in communal and individual context analyzed by looking at the informal laws, legislation, government institutions and guidelines through attitudes and practices of leaders and local authorities.

Other indicators of participation in the community are intervention through community workers, formal and informal leadership, networking on how community members can contact each other for obtaining resources for communal uses. Political power and organizations are also measurements of participation in the form of sense of changes compared with later or earlier in the communities. Apart from these, the following components are also indicators of participation.

These are: the change of skills through a number of individuals trained in certain skills, trust in collective attitudes and values held by individuals in the community, unity in a set of community values expressed in individuals attitudes, and the last but not least, is communal wealth which are recorded in terms of services delivery facilities in the community such as new school, roads and health clinic projects just to mention a few.

## **2.6 Effects of gender on participation**

In measuring the extent and quality of participation, it is important to understand how gender differences affect the participation of women in development activities. Gender analysis should, therefore, be an integral part of monitoring and evaluation activities. Research on the gender dimensions of poverty has brought to light a major constraint that affects the extent and quality of participation in development projects. Rural people and women in particular, often lack the time to take part in meetings and decision-making, especially if this takes them away from production. Consequently, payment for participants' time has come to be recognised as a factor in raising the quality of participation (McGee and Norton, 2000).

Both women and men have valuable knowledge, which should be incorporated into education development programs in order to ensure their sustainability. Quality and quantity education delivery will not be successful if gender relations are not considered in all aspects of education projects and programs. Mehra (1993) cited by Sharma (1997) demonstrated that projects are more successful with women participation than without. However, it is not true that "women's voice will be

heard when men participate in formal organization” because there is no guarantee that women’s needs will be regarded and will be taken as priority by men” (Mehra, (1993), cited by Sharma (1997)).

Godquin and Quisumbing (2006) looked at participation in community groups and other types of social capital. They found that asset-rich, better educated, closer to-town households were more likely to participate in groups and have larger social economic assistance networks. Although there was not a significant difference in number of groups in which men and women participated, the types of group was significantly different between men and women.

A survey conducted in Malawi by Rose (2003) indicates that there are gender inequalities in the community contributions within households. The study showed that 70% of households interviewed those involved in providing non-monetary contributions were women rather than men. Also Olojede (1978) cited by Mwaseba (1991) showed that women participate more than men in communal projects. This means that women are more likely to participate in community activities compared to men in the African context. Agrawal *et al.* (2006) conducted a study on community participation in forest management, and found that active participation by women led to positive outcomes in terms of regulating grazing and felling of trees.

## 2.7 Effects of socio-economic factors on participation

Participation in project development is directly related to socio economic status. Defee *et al.* (1974), Kelbert (1980), Passewitz (1991) and Dresbach (1992) all argue that people with lower incomes and lower levels of living are less likely to participate in voluntary activities than persons of higher incomes. On other hand, Bellamy (2000) argues that participation is central to the human development approach in the sense that it promotes local ownership and empowerment which are necessary conditions for sustainable development of any community project. Despite the fact that community participation has important role in development, there is a wide range of factors that could prevent and constrain the promotion of participatory development which often lead to the emergence of non- participatory approach. Such factors range from household's income, occupation, education and food security.

Crewe and Harrison (1998) articulate that, participatory approaches tend to overlook complexities and questions of power and conflict within communities. They further argue that the approaches are designed based on the false assumptions that the community, group, or households are homogeneous, or has mutually compatible interests. The differences occurred with respect to age, gender, education, wealth, ethnicity, language, culture, race and so on. Even though marginalized or minority groups (such as female, landless, or lower-caste people) may be physically present during discussion, they are not necessarily given a chance to express their views to the same degree as others. Regarding the effect of income on participation, Uemura (1999) and Dresbach (1992) argue that people

with lower incomes and lower levels of living are less likely to participate in community projects than persons of higher income. Community participation can contribute a lot on education delivery through constructing, repairing and improving school facilities by contributing labor, building materials, land, technical skills and finance.

### **2.8 Constraints on participation in projects**

In attempts to understand constraints that prevent communities from being involved in formal education development projects, Shaeffer (1992) found that the degree of community participation is particularly low in socially and economically marginal regions. This is because such regions tend to have the following elements: (a) a lack of appreciation of the overall objectives of education; (b) a mismatch between what parents expect of education and what the school is seen as providing; (c) the belief that education is essentially the task of the State; (d) the length of time required to realize the benefits of better schooling.

In addition, Pena (1995) reveals that even though the parents valued education and had a positive attitude regarding the teachers, they were suspicious about the government. This wariness, combined with lack of communication, fostered the fear that education would be privatized and parents would have to pay for education services. Parents are optimistic about the economic value of education, but their optimism decreases when they are asked to think about the role of education in their own lives. Furthermore, because of parents' relative lack of education and the way the traditional school systems are structured, parents and teachers perceive their

roles as separate from one another, without substantial parental interaction with teachers or involvement in the schools themselves.

In order to exercise any kind of community participation, there is a need to understand among all stakeholders, all people who are targeted. Reasons and benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community is essential because it usually takes a long period of time to yield any benefit. Also all the stakeholders need to share the understanding that responsibility to educate children cannot be taken by single group of people (Ibid).

A study done by Makauki *et al.* (2001) pointed out that awareness of people in rural development innovations has great influence on their participation. Perceived benefit is the major factor that motivates people to participate in rural development innovations. Makauki *et al.* (2001). Temba (1993) further argues that in order for participation of rural poor in identifying their needs and establishing strategies to be used in attaining those needs, they have to be involved effectively in implementing and evaluating their projects.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Overview**

This Chapter presents the methods used to collect and analyse data on factors affecting community participation in primary education development projects. The chapter is divided into six sections. Section one presents the study location and justification for its selection. Section two presents research design, while section three presents the sampling procedures employed. Section four describes data collection. This is followed by a presentation of data processing and analysis in section five. The last section presents limitations of the study.

#### **3.2 Description of the study area**

This study was conducted in Makete District; in Iringa region. The district is one of the 7 districts of Iringa region. The district is bordered by Rungwe district to the West, Mbarali to the north western part and Njombe to the East and Ludewa district to the extreme South alongside with Lake Nyasa. The district has a total area of 5 800 square kilometres which is mostly mountainous with steep hills, ridges, valleys and escarpments. Thus the area available for human settlements and agriculture production is only 4 128 square kilometres.

##### **3.2.1 Climate**

The district is characterized by two altitudinal zones- low and highland zones. In the highland lying zone, there are huge valleys and undulating mountains. This zone

is found at an altitude of between 1500 – 3000m above sea level. Annual temperature ranges from between 4°C to 20°C with an average rainfall of 1300 mm. On the other hand, the lowland which is relatively small in size lies on the foot of Chimala escarpment to the north –east side of the district. The area is at an altitude of between 900 and 1500 meters above sea level. The average temperature in this zone is 20°C . Rainfall ranges between 500 mm and 800 mm per annum.

### 3.2.2 Administration

The District is divided into administrative units as follows. It consists of six divisions, 17 Wards, and 98 Villages. The villages are further sub divided into 470 sub villages, popularly known as hamlets as shown in Table 1 below.

**Table 1: Administrative units in Makete District**

S/No	Division	Number of wards	Number of villages	Number of hamlets
1	Matamba	2	17	70
2	Ikuwo	2	9	32
3	Lupalilo	3	23	119
4	Ukwama	3	13	56
5	Magoma	3	18	81
6	Bulongwa	4	18	112
<b>Total</b>		<b>17</b>	<b>98</b>	<b>470</b>

Source: Makete District Profile, 2007

### 3.2.3 Demographic features

#### 3.2.3.1 Ethnic groups

The main ethnic groups in the district are the Wakinga. The wakinga tribe exists in a number of ethnic dialects including the Wakinga (proper), Wamagoma, Wawanji and Wamahanji.

### 3.2.3.2. Population size and growth

In accordance with the year 2002 population Census; Makete district has a population of 105 775 out of whom 57 463 (54%) are women while 48 598 (46%) are men. Children under the age of one year are 2997 divided in 1467 boys and 1527 girls). Children under the age of five are 14 680 of these boys are 7330 and girls are 7350. The age dependency ratio is 49% while life expectancy is 45 years for men and 55 for women.

The 1988 population census statistics show that the district total population figure stood at 102 470 and growing at the annual rate of 1.2 percent. Currently, the population stands are 105 775 people. The district growth rate is the second lowest in Tanzania after Lindi Urban.

**Table 2: Population distribution by wards**

Name of ward	Population		Total
	Male	Female	
Bulongwa	3379	4316	7695
Ikuwo	3155	3562	6717
Iniho	2054	2321	4375
Ipelele	2522	2839	5361
Ipepo	2599	3209	5808
Iwawa	5497	6611	12 108
Kigulu	461	534	995
Kipagalo	2202	2691	4893
Kitulo	2782	2856	5638
Lupalilo	4449	5843	10 292
Lupila	2701	3447	6148
Mang'oto	1838	2241	4079
Matamba	4874	5376	10 250
Mbalatse	1427	1821	3248
Mfumbi	2145	2262	4407
Mlondwe	4550	5092	9642
Ukwama	1963	2442	4405
<b>Total</b>	<b>48 598</b>	<b>57 463</b>	<b>106 061</b>

**Source: Makete District Profile (Population Housing Census, 2002)**

### **3.2.4 Economic activities**

The major economic activities include agriculture and timber works. In general, agriculture involves crop and animal husbandry.

### **3.2.5 Education services**

Education services are divided into five levels. These includes: pre-school, primary and secondary schools, college level, and vocational training. In the district, there are 29 pre-primary schools with a total number of 2655 pupils, and 89 primary schools. Pupils' registration in primary school for the year 2004 stood at 26 110 out of whom 12 860 were boys and 13 250 were girls. On the other hand, there are six secondary of which one are owned by private organization. There is also a Teachers Training College, and two pre-tertiary schools – one for laboratory technology and the other one for vocational training.

## **3.3 Research design**

The cross-sectional research design was used in this study. This method allows data to be collected at one point in time and establishes relationships between variables (Bailey, 1998). This method is considered to be useful because of time limitation and resource constraints (Kothari, 2004).

## **3.4 Sampling procedures**

### **3.4.1 The population**

The population from which the sample for this study was drawn consisted of household heads aged 18 years and above from the two wards of Lupalilo division. The total population in these wards was 14 371 as shown in Table 2. The sampling

unit comprised of heads of households. The choice of the household as a unit of analysis was based on the fact that it is the most appropriate unit for measurement when assessing socio-economic and socio-cultural factors in the society.

#### **3.4.2 Sampling technique and sample size**

Sample selection was done in stages as follows. Two wards and four villages were randomly selected from a list of 17 wards and 98 villages. Two villages from each ward were chosen and the reason to use random sampling was to make sure that every individual in village and ward had an equal chance of being selected and included in the sample (Kothari, 2004). Simple random sampling was used to select respondents from each village. From each village, 30 respondents were randomly selected, thus the total sample was 120 respondents. This sample was deemed optimum because it fulfils the requirements of efficiency, representative ness, reliability, and flexibility. (Kothari, 2004) and (Bailey, 1998).

#### **3.5 Data collection**

A pilot study was used to test the clarity; sequence of the questions proposed as well as estimate the time it took to complete interview schedule. A pilot study was done for one week before the major study. The researcher and one trained research assistant administered a structured interview schedule to a random sample of 120 respondents. Ten respondents were selected and interviewed.

During data collection, the researcher and research assistant went as a team and each interviewed an average of eight respondents per day. In particular, during the fieldwork the principal researcher supervised the interview periodically with the

aim of making certain that the proper data collection procedures were followed and to attend to administrative matters as appropriate. In addition, every day the principal researcher read through the completed questionnaires to check the consistency and accuracy of responses.

### **3.5.1 Primary data**

A structured interview schedule (Appendix I) was used to collect both quantitative and qualitative data from selected respondents at household level in four selected villages.

### **3.5.2 Secondary data**

These were obtained from sources such as the National Bureau of Statistics for population size, reports on education projects from Makete District Council, MOEVT and research reports on community participation from Sokoine National Agriculture Library.

## **3.6 Data processing and analysis**

Data were coded, entered, cleaned and edited by using a computer program of Statistical Package for Social Sciences (SPSSs) version 12.0. Specifically data were analyzed in terms of frequencies and percentages, cross tabulation and Chi-square tests was employed to examine relationship between the addressed variables. Attitude was measured by using Likert- scale.

### **3.7 Limitations of the study**

In carrying out this study, were some critical limitations which include the following;

- a) In some instances, some of the respondents were reluctant to give information at the beginning as they thought that the interviewer would tell their village leaders what they had disclosed during the interview. To overcome these respondents were assured that the information collected was confidential.
- b) Furthermore, some respondents were reluctant to give information because previous researchers had not fulfilled the promises they had made upon completion of their studies to the respondents.

### **3.8 Summary**

This Chapter described the study area and the methodology used for data collection and analysis. The geographical location of the Makete district has been described. Furthermore, the survey design and the technique used in sampling the respondents were presented. Also, the methods used for data collection have been described. Both qualitative and quantitative research methods used in data collection have been described.

## CHAPTER FOUR

### 4.0 RESULTS AND DISCUSSION

#### 4.1 Overview

This Chapter presents results and discusses the findings of the study. The major aspects covered in this chapter are:

- Demographic characteristics of respondents.
- Participation of the respondents in education projects.
- Individual attitude towards participation.
- Socio-economic factors that influenced individual participation in education projects.
- Constraints that hindered the respondents from participating to education projects.

#### 4.2 Demographic characteristics of the respondents

This part focuses on the following demographic characteristics of the respondents: age, marital status and sex.

##### 4.2.1 Age

Table 3 shows that about 47% (46.7%) of the respondents were in the age group between 31-40 years, 25.0% were aged between 41- 50 years while 21.7% fell in the 21-30 age band. Moreover, about 7% of them were 51 years and above. The mean age of the respondents was 37.5. This analysis shows that majority (68.4%) of respondents were in 21- 40 years age and could therefore be expected to participate more actively in education projects.

Based on Table 3, the results show that the age groups which are more active in participating in education projects were below 41- 50 years age. From then participation starts declining since people start losing energy as age's increases.

**Table 3: Distribution of respondents according to age (N=120)**

<b>Age group</b>	<b>Frequency</b>	<b>Percent</b>
21 - 30	26	21.7
31 - 40	56	46.7
41 - 50	30	25.0
51 - 60+	8	6.7
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.2.2 Sex

The results show that a total of 120 respondents were interviewed. The majority of respondents (50.8%) were male and (49.2%) were female.

#### 4.2.3 Marital status

The respondents were asked to state whether they were single, married, widowed, divorced and separated. Table 4 shows that the majorities (65.8%) of the respondents were married, 22.5% were widowed, and 9.2% were single while 1.7% of them were divorced and only 0.8% (about 1%) were separated.

**Table 4: Distribution of respondents by marital status (N=120)**

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Single	11	9.2
Married	79	65.8
Widowed	27	22.5
Divorced	2	1.7
Separated	1	0.8
<b>Total</b>	<b>120</b>	<b>100</b>

### 4.3 Socio-economic characteristics of the respondents

#### 4.3.1 Level of education

Table 5 shows that the majority of the respondents (76.7%) had completed primary education, 14.2% of respondents had secondary education while 8.3% said did not go to school at all. Only one (0.8%) of them attained post- secondary education. This shows that, most people had been educated to primary level.

**Table 5: Distribution of respondents by level of education (N= 120)**

<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>
No formal education	10	8.3
Primary education	92	76.7
Secondary education	17	14.2
Post- secondary education	1	0.8
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.3.2 Occupation

The results in Table 6 shows that, 65% of people who deal with agriculture activities, 15.8% deal with business, and 11.7% were employed and 7.5% engaged on sawing timber. Farmers were participating more than other people who's their occupation were different from farming. This shows that among respondents interviewed in sampled study area many were employed themselves in agriculture production and yet had high rate of participating in education projects.

**Table 6: Distribution of respondents by occupation (N= 120)**

<b>Occupation Category</b>	<b>Frequency</b>	<b>Percent</b>
Agriculture	78	65
Business	19	15.8
Employed	14	11.7
Sawing timber	9	7.5
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.3.3 Household income**

During the survey, respondents were asked to tell the interviewer about the estimated income per month in household level and how much do they contribute in their education projects. Table 7 shows that most of the respondents 66.7% had income below 10 000Tshs followed by 21.7% of the household with income above 20 001 Tshs while 11.7% has income ranged from 10 001 to 20 000 Tshs. On the other hand, the result from Table 6 shows that, 47.5% contributed labour, 35.9% contribute both labour and cash while 12.5% contributed cash only. Further more, results reveal that few respondents do not contribute in any kind 4.1%. The research also was aimed to find out how many shillings were contributed to education projects by each household in each year.. The result show that 43.3% of respondents contributed below 5000 Tshs, 33.3% contributed between 5001to 9000 Tshs while 23.3% contributed above 9001 Tshs.

**Table 7: Distribution of respondents by household income (N= 120)**

<b>Income category</b>	<b>Frequency</b>	<b>Percent</b>
Below 10 000	80	66.7
10 001- 20 000	14	11.7
Above 20 001	26	21.7
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Contribution in terms of cash and labour</b>		
Cash	15	12.5
Labour	57	47.5
Cash and labour	43	35.9
None	5	4.1
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Amount of money(cash) contributed per year</b>		
Below 5000	52	43.3
5001- 9000	40	33.4
Above 9001	28	23.3
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.3.4 Food security

The results in Table 8 revealed that 71.7% of the respondents responded “Yes” about shortages of food at household level, this means that food is a problem to most of household in the sampled study area, while 28.3% of the respondents were responded “No” about food shortages within the household level. In rural setting food insecurity happen because of lack of necessary knowledge and skills of crop production which later on lead to food shortage.

**Table 8: Distribution of respondents by food shortage (N= 120)**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	86	71.7
No	34	28.3
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.4 Participation of the respondents in education projects**

Respondents were required to respond ‘Yes’ or ‘No’ to questions that sought to find out whether they participated in education development projects. These activities were project identification, project planning process, project implementation process and project evaluation of education projects in their respective village. Their responses are summarized in Table 9.

Also the table shows that participation was high in two activities namely project implementation (85.8%) and problem identification (60.8%). In addition, the table shows that participation was low in planning (30.8%) as well as project evaluation (21.7%). The plausible explanation for this is that, education project planning and project evaluation need highly qualified personnel. Besides, only few people are required in these stages. Also it appears that, in rural areas most people have primary education. This makes it difficult to be integrated at planning and evaluation stage compared to implementation stage A study done by Kane and Wolf (2000) showed that communities are more involved in programs implementation and identification rather than in planning and making program evaluation.

**Table 9: Distribution of respondents according to participation in activities related to education projects (N= 120)**

Activity	Response Category			
	Yes		No	
	Frequency	Percent	Frequency	Percent
Project Identification	73	60.8	47	39.2
Planning	37	30.8	83	69.2
Implementation	103	85.8	17	14.2
Evaluation	26	21.7	94	78.3

#### 4.4.1 Level of participation in education projects

The level of community participation in education projects was determined as follows: For every 'Yes' response received a score of one and every 'No' response received a score of zero. Respondent who responded 'No' to all the questions asked in relation to this subject scored a minimum score of zero. Likewise a respondent who responded 'Yes' to all questions received a maximum score of four. In this study, level of participation was categorized as low, medium and high as shown in Table 10. The table shows that the majority (68.3%) of the respondents scored a medium level of participation and 27.5% of them scored low level of participation and only 4.2 % of the respondents scored a high level of participation. This finding shows that the level of participation of the respondents in education projects was average.

**Table 10: Distribution of respondents by level of participation in education projects (N= 120)**

Level of participation	Frequency	Percent
0-1	33	27.5
2-3	82	68.3
4	4	4.2
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.4.2 Awareness of community about village bylaws and level of participation

During the survey, respondents were asked about their knowledge on the existence of village bylaws, and how these bylaws encourage them towards participation in education development project in their respective villages. The results are summarized in Table 11. The table shows that 15 % of the respondents reported that there are village bylaws but the enforcement of these bylaws to encourage participation is poor. On the other hand, the table shows that 69.1% of the respondents indicated that the respondents had no knowledge about the presence of village bylaws. Moreover, 7.5% reported that they didn't know about the presence of village bylaws.

**Table 11: Awareness of respondents on village bylaws and level of participation (N=120)**

Response	Level of participation			
	Below Average		Above Average	
Is there any village bylaws	No	%	No	%
Yes	18	15	83	69.1
No	1	0.8	7	5.8
Don't know	2	1.7	9	7.5
<b>Total</b>	<b>21</b>	<b>17.5</b>	<b>99</b>	<b>82.5</b>

Results from Table 12 indicate that 45% of the respondents reported that village bylaws encourage participation. The findings also show that the level of participation by respondents who agreed that bylaws encourage participation in education programs was average (36.7%). On other hand, 30.8% of the respondents reported that village bylaws discouraged people to participate effectively in community activities such as education projects and 11.7% reported that they don't know about the presence and the use of bylaws in their villages. Therefore,

education has to be provided to the community about village bylaws and made them understood.

**Table 12: Village bylaws and level of participation (N=120)**

Category	Level of participation					
	Below Average		Above Average		Total	
	No	%	No	%	No	%
<b>Use of village bylaws</b>						
Encourage participation	10	8.3	44	36.7	54	45
Discourage participation	7	5.8	37	30.8	44	36.7
None	2	1.7	6	5.0	8	6.7
Don't know	2	1.7	12	10	14	11.7

#### 4.4.3 Punishments on non-participants in education projects

Respondents were asked whether non-participants in education projects were punished. The results in Table 13 shows that 74.2% of the respondents reported that there is association between punishment given to non-participants and participation in education projects. About 17% (16.7%) of the respondents said that non-participants were not punished and 9.2% said they don't know whether non-participants were punished. Those who answered 'Yes' indicates that the common punishment to non-participants involved a fine ranging between 2000 and 3000 Tshs. According to the village leaders interviewed, fines were obligatory in order to sustain participation among members in the community.

**Table 13: Distribution of respondents by punishment of non-participants in education projects and level of participation (N= 120)**

Category	Level of participation					
	Low		Average		Total	
	No	%	No	%	No	%
Yes	13	10.8	76	63.3	89	74.2
No	7	5.8	13	10.8	20	16.7
Don't know	1	0.8	10	8.3	11	9.2

#### 4.4.4 Sources through which respondents got to know about the education projects

When the respondents were asked to explain how they got to know about education projects they responded as shown in Table 14. The majority (66.7%) of the respondents said they were informed about education projects by the village government leaders. Other sources of information were neighbors (22.5%), donor agency officials (6.7%) and (4.2%) friends. This finding shows that majority of respondents got informed about education projects by village government leaders. This would seem to suggest that the official channel of communication was used as the major means of passing information about development issues to the villagers. This is made easier by the fact that there exist in each village network of official communication channels such as scheduled village meetings and hamlet meetings.

**Table 14: Distribution of respondents according to source through which they got to know about education projects (N=120)**

Source of information	Frequency	Percent
Village overnment leaders	80	66.7
Donor agency officials	8	6.7
Neighbours	27	22.5
Friends	5	4.2
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.4.5 Modes of joining education projects

Table 15 shows that the majority (68.3%) of the respondents participated in education projects voluntarily, twenty-three (19.2%) participated by force while fifteen (12.5%) participated in the project through advice. The result implies that most of the respondents participated in education projects voluntarily.

**Table 15: Distribution of respondents according to Modes of joining education projects (N= 120)**

<b>Response category</b>	<b>Frequency</b>	<b>Percent</b>
Voluntarily	82	68.3
Through force	23	19.2
Through advice	15	12.5
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.5 Socio-economic factors associated with level of participation in education

##### Projects

To identify socio-economic factors associated with the level of participation of individual the following hypotheses were tested in this study.

##### 4.5.1 Hypothesis I

There is no significant relationship between individual characteristics and level of participation in education projects. The chi-square values were calculated for the following individual characteristics: sex and age. The aim was to determine whether they were statistically significantly related to the level of participation of the respondents in education projects. The findings are presented in Tables 16 - 17 below respectively.

### Sex

Data in Table 16 show that there was statistically significant relationship between level of participation in education projects and sex. Therefore the null hypothesis of no significant relationship is rejected. This finding supports some of the earlier research: Rose (2003) and Mahra (1993) cited by Sharma (1997). On other hand, this finding contradict finding of Rose (2003) and Agrawal *et al.* (2006) which found that female participate more than men regardless of their triple role they perform in community. The low level of participation of women relative to men might be due to the fact that they have multiple roles to play in society.

**Table 16: Respondents` level of participation according to sex (N= 120)**

Sex	Level of participation						Significant level
	Low		Medium		High		
	No	%	No	%	No	%	
Male	14	11.7	39	32.5	14	11.7	P= 0.001
Female	28	23.3	20	16.7	5	4.2	
<b>Total</b>	<b>42</b>	<b>35</b>	<b>59</b>	<b>49.2</b>	<b>19</b>	<b>15.8</b>	

$X^2 = 13.600$ ,  $df = 2$ , Sig. at  $P \leq 0.05$        $P = 0.001$

### Age

Data in Table 17 show that there was statistically significant difference between age and level of participation in education projects. Therefore the null hypothesis of no significant is rejected as also reported by Mwaseba (1991). According to the same table, participation in education projects is shown to be relatively high among respondents in the age falling between 31- 50 years followed by those below 30 years and those above 51 years. Therefore, with reference to this, the data seem to

suggest that participation is maximum at 31- 30 years. People in this age 31- 50 years have the stamina for participating themselves in physical activities which in turn becomes helpful in giving out the solutions of their daily problems.

**Table 17: Respondents' level of participation by age (N= 120)**

Age in years	Level of participation						Significant level
	Low		Medium		High		
	No	%	No	%	No	%	
Below 30	18	15	9	7.5	3	2.5	P = 0.021
31- 50	20	16.7	41	34.2	12	10	
Above 51	4	3.3	9	7.5	4	3.3	
<b>Total</b>	<b>42</b>	<b>35</b>	<b>59</b>	<b>49.2</b>	<b>19</b>	<b>15.8</b>	

$X^2 = 11.517$ ,  $df = 4$ , Sign at  $P \leq 0.05$ ,  $P = 0.021$

#### 4.5.2 Hypothesis II

There is no statistically significant relationship between household income, level of education, occupation, food security and level of participation in education projects. The results are presented in Tables 18- 21.

##### **Level of education**

Table 18 shows that there was no statistically significant relationship between level of participation in education projects and level of education. Therefore the null hypothesis of no significant relationship is accepted. This finding contradicts with the finding by Godquin and Quisumbing (2006), Bellamy (2000), Uemura (1999), Crewe and Harrison (1998) and Dresbach (1992). They argued that people with less education are less likely to participate in community projects compared with those of high income, high education as well as high level of living standards.

**Table 18: Respondents' level of participation by level of education (N= 120)**

Level of education	Level of participation						Significant level
	Low		Medium		High		
	No	%	No	%	No	%	
No formal education	7	5.8	2	1.7	1	0.8	P = 0.282
Primary education	30	25	46	38.3	16	13.3	
Secondary education	5	4.2	10	8.3	2	1.7	
Post-secondary education	0	0	1	0.8	0	0	
<b>Total</b>	<b>42</b>	<b>35</b>	<b>59</b>	<b>49.2</b>	<b>19</b>	<b>15.8</b>	
$X^2 = 7.435$ , $df = 6$ , Not Sign at $P \leq 0.05$ <span style="float: right;"><math>P = 0.282</math></span>							

#### Household income

Data in Table 19 show that there was significant relationship between household income and level of participation in education projects. For this reason, the null hypothesis of no significant relationship is rejected. Looking in the table, one finds that out of 120 respondents, majority (80%) of them have income below 10 000 per month. Plausibly one could say that one of the factor that contribute to low community participation in terms of contributing in cash in whatever kind of project will be highly affected because of less income among people. This finding is in line with findings found by Godquin and Quisumbling (2006), Bellamy (2000) and Uemura (1999). The individual participation in communal projects is shaped by wealth. This situation suggests that the non- participation of the poorest will not necessarily be overcome by the creation of new spaces and rules for their involvement.

**Table 19: Respondents' level of participation by income of respondents (N=120)**

Income category in TSH	Level of participation						Significant level
	Low		Medium		High		
	No	%	No	%	No	%	
Below 10,000	25	20.8	53	44.2	2	1.7	<b>P = 0.002</b>
10,001- 20,000	7	5.8	5	4.2	2	1.7	
Above 20,001	1	0.8	24	20.0	1	0.8	
<b>Total</b>	<b>33</b>	<b>27.5</b>	<b>82</b>	<b>68.3</b>	<b>5</b>	<b>4.2</b>	

$X^2 = 16.674$ ,  $df = 4$ , Sign at  $P \leq 0.05$ ,  $P = 0.002$

### Occupation

Data in Table 20 show that there was statistically significant relationship between occupation of the respondents and level of participation in education projects. For this reason, the null hypothesis is rejected. This finding is in line with findings on participation by Dresbach (1992). He argue that occupation is one of the factor which can facilitate an individual to participate in any communal projects.

**Table 20: Respondents' level of participation by occupation of respondents (N=120)**

Occupation category	Level of participation						Significant level
	Low		Medium		High		
	No	%	No	%	No	%	
Agriculture	21	17.5	55	45.8	2	1.7	<b>P = 0.01</b>
Business	2	1.7	15	12.5	2	1.7	
Employed	9	7.5	4	3.3	1	0.8	
Sawing timber	1	0.8	8	6.7	0	0	
<b>Total</b>	<b>33</b>	<b>27.5</b>	<b>82</b>	<b>68.3</b>	<b>5</b>	<b>4.2</b>	

$X^2 = 16.929$ ,  $df = 6$ , Sign at  $P \leq 0.05$ ,  $P = 0.01$

### Food security

Data in Table 21 show that there was no significant relationship between food security and level of participation in education projects. Therefore, the null hypothesis of no significant relationship is accepted.

**Table 21: Respondents' level of participation by food security of respondents (N= 120)**

Food shortage category	Level of participation						Significant level
	Low		Medium		High		
	No	%	No	%	No	%	
Yes	20	16.7	55	45.8	1	0.8	P = 0.09
No	13	10.8	27	22.5	4	3.3	
<b>Total</b>	<b>33</b>	<b>27.5</b>	<b>82</b>	<b>68.3</b>	<b>5</b>	<b>4.2</b>	

$X^2 = 4.643$ ,  $df = 2$ , Not Sign at  $P \leq 0.05$ ,  $P = 0.09$

### 4.6 Attitude of the respondents towards participation

In order to determine the individual attitude towards participation in education projects, the respondents were asked 6 questions to ascertain attitude towards participation. More specifically, respondents were required to indicate whether they strongly agreed, agreed, uncertain, disagreed or strongly disagreed with each statement. Furthermore, for easy computation and results presentation, responses were categorized into three, namely agree, uncertain and disagree. Thus "agree" response was interpreted to indicate a positive attitude towards participation. Similarly, a "disagree" response was interpreted to indicate a negative attitude towards participation and "uncertain" response was interpreted as a neutral response with respect to participation.

According to the findings shown in Table 22, the majority (80 %) of respondents agreed with the statement that participation is helpful, 13 % disagreed with the statement while 6.7% were uncertain. Also results from Table 22 show that 72.5% of the respondents agreed that participation is essential in education development projects, 45 % agreed that they have time to participate in education development activities. On other hand, 55.8 % of the respondents disagreed that they were too busy to participate in education projects, 62.5% disagreed that it is not important to participate in education projects and 71.7% disagreed that participation is not helpful. These results generally, indicate that respondents in the study area had a positive attitude towards participation in education projects.

**Table 22: Attitude of individuals towards participation in education projects (N=120)**

Statement	Agree		Uncertain		Disagree	
	Freq	%	Freq	%	Freq	%
Participation is helpful	96	80.0	8	6.7	16	13.0
Participation is essential for education development	87	72.5	6	5.0	27	22.5
I have time to participate in education projects	54	45	23	19.0	43	35.0
Im too busy to participate in education projects	34	28.3	19	15.8	67	55.8
It is not essential to participate in education projects	30	25.0	15	12.5	75	62.5
Participation is not helpful	19	15.8	15	12.5	86	71.7

#### **4.6.1 Attitude of individual towards village leadership attributes**

In order to determine the attitude of community towards village leadership attributes, six questions about village leadership attributes were asked to the respondents. In turn, respondents were required to respond “Yes” if they found that a particular leader has a particular attribute and “No” if he/she has no such attribute. The attributes asked to respondents were: ability in problem solving, regular communication, honesty, respect people, employ participatory leadership style and acceptance of challenges.

The results in Table 23 revealed that 80% of the respondents responded “ Yes” that village leaders have ability in problem solving 65% of them said leaders communicate well with community in different matters in their village. On other hand, 60.8 % of the respondents said that leaders are not honest, not respecting villagers (55.8%); do not employ participatory leadership style (51.7%) while 64.2% of respondent claimed that leaders do not accept challenges from community

**Table 23: Distribution of respondents by attributes of village leadership (N=120)**

<b>Attribute</b>	<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Leaders have problem solving skills	Yes	96	80
	No	24	20
<b>Total</b>		<b>120</b>	<b>100</b>
Leaders communicate effectively	Yes	78	65
	No	42	35
<b>Total</b>		<b>120</b>	<b>100</b>
Leaders are honesty	Yes	47	39.2
	No	73	60.8
<b>Total</b>		<b>120</b>	<b>100</b>
Leaders respect people	Yes	53	44.2
	No	67	55.8
<b>Total</b>		<b>120</b>	<b>100</b>
Leaders employ participatory leadership	Yes	58	48.3
	No	62	51.7
<b>Total</b>		<b>120</b>	<b>100</b>
Leaders accept challenges	Yes	43	35.8
	No	77	64.2
<b>Total</b>		<b>120</b>	<b>100</b>

#### 4.7 Constraints that hindered the respondents from participating in education

##### Projects

Respondents were asked to mention four major problems that hindered them from participating to the best of their ability in education projects. The analysis showed that the problems mentioned by the respondents were mainly associated with individual problems and leadership related problems as shown in Table 24. Personal commitments and poor health were identified as the two problems at the individual level while the leadership-related problems mentioned by respondents were absence of leadership accountability, lack of regular communication between the leaders and villagers on the level of progress of education projects within their community and lack of transparency on village revenues and expenditures.

**Table 24: Distribution of respondents on constraints hindered participation in education projects (N= 120)**

<b>Constraints</b>	<b>Frequency</b>	<b>Percent</b>
Leadership accountability	37	30.8
Lack of regular communication	29	24.2
Poor health	27	22.5
Personal commitment	22	18.3
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.7.1 Lack of leaders accountability**

Respondents, particularly in Malembuli and Mago complained about lack of accountability on the part of the leadership in regard to issues of education development. They mentioned, for example school committees in collaboration with business people in their respective village has sold village forest and school forest without the leadership taking any measure to solve the problem.

#### **4.7.2 Lack of regular communication**

Among the four mentioned problems, regular communication was mentioned as one of the problems limiting the participation of the people in education projects particularly in Malembuli, Ihela and Mago. Many respondents in these villages mentioned the problem in reference to revenue collection and expenditure. They said that they were not informed regularly about revenue and expenditure of the money they contributed for education projects.

Lack of communication between leaders and villagers especially on displaying the total amount of revenue obtained from contributions of education projects provides

a fertile argument for complaints. In turn this hinders confidence in the leadership among the people which is a central aspect to development.

#### **4.7.3 Poor health**

Some respondents mentioned poor health as a problem limiting their participation in education projects. The problem was mentioned by the respondents across the four villages. For example, Mago, Ihela, Malembuli and Ilindiwe villagers received health services from the dispensary established very far from their villages. They said most of their times are used in caring relatives in hospitals and health centers instead of involving in education projects.

#### **4.7.4 Individual commitments**

This was another problem mentioned by some respondents as limiting factor to them to participate in education projects. They said that they found it difficult to reconcile their commitments in the home and their responsibilities in education projects. Most of the respondents said they attended to private business more than to community projects. At this juncture, it is worthy of note that the afore-mentioned problems are not mutually exclusive. There is therefore a need to find solutions to them in order that their negative impact on the development of education could be improved.

## **CHAPTER FIVE**

### **5.0 CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

Based on the major findings of the study, the following conclusions are drawn:

- (1) Majority of people were not involved in the planning and evaluation process on matters related to education programs.
- (2) The research found that income at individual/ household level, occupation, age and individual participation in education projects were the main factors affecting community participation in education projects.
- (3) The majority of respondents agreed that participation is important in education projects.
- (4) Leadership and individual related problems and other attributes affected participation in education projects.

#### **5.2 Recommendations**

In order to improve participation in community education projects and better involvement to most of the villagers in education projects, it is recommended among others that:

- (1) In any project which involves community participation, people should be involved in every stage of community projects in order to bring about project sustainability and ownership.
- (2) There is need for central government to help in providing vital training for village leaders particularly in the area of village bylaws formulation and use

as well as administration. It should be noted that community participation cannot be realized in situations where leaders are lacking some skills and knowledge of organizing and mobilizing people for various development activities.

- (3) There is a need of mobilizing community members to increase their participation in community projects.
- (4) Regular communication should be maintained between the leaders and villagers on the progress of education projects in the village. This could be done by convening scheduled meetings or by sending relevant messages to villagers through their hamlet leaders.

## REFERENCES

- Agrawal, A.G., Yadama, R. and Bhattachary,A. (2006). *Decentralization and Environmental Conservation: Gender Effects from Participation in Joint forest Management*. Washington, DC: U.S. Agency for International Development Bureau for Africa. 40pp.
- Aurelia, K. and Faustian. (2002). Community driven development: Nyerere's approach towards poverty alleviation in Tanzania. *Journal of Management Development* 3(2): 10 – 26.
- Bailey, D. K. (1998). *Methods of Social Research*. The Free Press Collier. MacmillanInc Publisher., London. 478pp.
- Bartle, P. (2002). Participatory methods of measuring empowerment, monitoring and evaluation in agriculture. *Group up Plenum Association Journal* 1(9): 26 -28.
- Bellamy, C. (2000). *Emerging Issues for Children in 21<sup>st</sup> Century in Rethinking the Global Agenda*. The UN Millennium Summit, UNICEF, New York. 97pp.
- Bray, M. (1996). *Decentralization of Education Financing*. Washington D.C. World Bank 350pp.

- Chambers, R. (1997). *Rural Development Putting the Last First*. Longman Scientific and Technical. Essex, UK. 230pp.
- Cohen, J. and Uphoff, N. (1997). Participation's place in rural development: Seeking clarity through specificity. *Journal of World Development* 8(2): 213- 235.
- Crewe, E. and Harrison. E. (1998). *Whose Development? An Ethnography of Aid*. Zed Books Ltd., London and New York. 60pp.
- Defee, J., Schultz, H. and Pasewark, R. (1974). Occupational Level and Organizational Membership. *Journal of Leisure Research* 6(1): 20 – 26.
- Doe, S. R. and Khan, S. M. (2004). The boundaries and limits of community Management: Lessons from water sector in Ghana. *Community Development Journal* 39 (4): 360-371.
- Dresbach, S. H. (1992). Commitment and volunteer Organizations: Variables Influencing Participation in Environmental Organizations. Dissertation for Award of MSc Degree at Ohio State University, Ohio, U.S.A, 145pp.

- Fundi, S.S. (2000). *Community participation in education: An insight to major Challenges facing participatory system in primary education in Morogoro rural district, Tanzania*. Dissertation for Award of M.Phil Degree in Public Administration at university of Bergen, Bergen, Norway, 127pp.
- Ghai, D. (1990). *Monitoring Social Progress in the 1990s: Data Constraints, Concerns and Priorities*. UNRISD. 238pp.
- Godquin, M. and Quisumbing, A.R. (2006). *Groups, Networks and Social Capital in Rural Phillippines Communities*. Proceedings of Research Workshops, Chiang Mai, Thailand, 17- 21 October, 2005. 135pp.
- Howlett, D. and Nagu, J. (2001). *Agricultural Project Planning in Tanzania IDM*. Mzumbe and the United Kingdom Department for International Development 76pp.
- Hyde. K. (Ed) (2003). *Expanding Educational Opportunities at Primary Level: Are Community Schools the Answer?.* Proceedings of Education Workshops, Lilongwe, Malawi, 25 November, 2003. 40pp.
- Kane, E. and Wolf, J. (2000). *From Information to Action: Tools for Improving Community Participation in Education*. Washington, D.C: U.S.A Agency for International Development Bureau for Africa. 57pp.

Kelbert, S.R. (1980). *Activities of the American Public Relation to Animals*. Phase 11: American Attitudes, Knowledge, and Behaviors toward Wildlife and Natural Habitats. U.S.A. 89pp.

Kothari, C.R. (2004). *Research Methodology; Methods and Techniques*. Second Edition New Age International (P) Ltd., New Delhi. 401pp.

Makauki, A. Ndubi, J. and Wangila, J. (2001). Awareness and participation of farmers in rural development innovations: A case of agro forestry systems in Morogoro rural district. *Journal of Management and Development* 13 (1): 38-51.

McGee, R. and Norton, A. (2000). *Participation in Poverty Reduction Strategies: A Synthesis of Experience with Participatory Approaches to Policy Design, Implementation and Monitoring*, IDS Ltd., Brighton. 240pp.

Mwaseba, D. (1991). A study of Popular Participation in Rural Development Projects in Morogoro District of Tanzania. Dissertation for award of BSc.(AGRIC) at University of Ife, Ile- Ife, Nigeria. 143pp.

- Narayan, D. (2002). *Designing community based development*. Washington, DC: The World Bank, OECD, (1997) *Parents as partners in schooling*. Paris: *Journal of Organization for Economic Co-operation and Development* 55(9) 55 - 134.
- Oakley, P. (1988). "The concept of participation in development" *Landscape urban and Planning Journal* 20:115 - 122.
- Passewitz, G. R. (1991). *Self-Interest and Volunteerism: Analysis of a Statewide Association*. *Journal of the Community Development Society* 20(1):37-54.
- Pena, V. (1995). "*Second Phase of the Social Assessment for the El Salvador EDUCO Program and the Basic Education Modernization Project*." Washington, DC: U.S.A. The World Bank. 210pp.
- Pretty, J. N. and Scoones, I. (1995). *Institutionalizing Adaptive Planning and Local Level Concerns; Looking to the Future*. International Technology Publication, London, UK. 157pp.
- Reheman, M. (1992). *Participation in Sacks, the Development Dictionary; a Guide to Knowledge as Power*, Zed press, London. 131pp.

- Rose, P. (2003). Community participation in school policy and practice in Malawi: Balancing local knowledge, national policies and international agency priorities *Journal of Development Policy* 33(1): 47-64.
- Rudqvist, A. and Prudence, W. (1996). *Evaluation and Participation Some Lessons, SIDA Studies in Evaluation*, Stockholm, SIDA. 247pp.
- Sachs, W. (1992). *The Development Dictionary. A Guide to Knowledge as Power*. Edited by Wolfgang Sachs, published by Zed Book Ltd, 57 London N1 9BU, UK. 137 pp.
- Shaeffer, S. (1992). *Collaborating for Educational Change: the Role of Teachers, Parents and the Community in School Improvement*. Paris: UNESCO. International Institute for Educational Planning. 135pp.
- Shaeffer, S. (1994). *Partnerships and Participation in Basic Education: A Series of Training Modules and Case Study Abstracts for Educational Planners and Managers*. Paris: UNESCO, International Institute for Educational Planning. 237pp.
- Sharma, P. N. (1997). *Participatory Process for Integrated Watershed Management. Participatory Watershed Management Training in Asia (PWMTA) and Farmers Centre for Agricultural Resources Management (FARM) Programme*. NETHERLANDS/UNDP/FAO, Kathmandu, NEPAL. 29 pp.

Temba, E. (1993). The process of participation and rural poor. Issues and possibilities. *Journal of Management Development* 8:23- 37.

Uemura, M. (1999). *Community Participation in Education: What do We Know?* The World Bank. 33pp.

UNICEF, (2004). Water for Life Report. [<http://www.oneworld.net/external>] site visited on 25/7/2007.

URT (1995). *Ministry of Education and Vocational Training: Education Training Policy (ETP)* United Republic of Tanzania (URT). Dar es Salaam. 22 pp.

URT (1998). *Republic of Tanzania President Office: Poverty Eradication Strategy Program (PESP)*. United Republic of Tanzania (URT). Dar es Salaam. 50pp.

URT (2001). *Ministry of Education and Vocational Training: Primary Education Development Program (PEDP)*. United Republic of Tanzania (URT).65pp.

URT (2002). *Ministry of Education and Vocational Training: PEDP Overall Annual Performance Report*. United Republic of Tanzania (URT), Dar es Salaam. 50pp.

URT (2004). *United Republic of Tanzania President Office, Regional administration and Local Government, Local Government Capital Development grant System, Planning guidelines for villages and Mitaa*, Central printing works limited. , Dar es Salaam. 23-24 pp.

URT (2005). *United Republic of Tanzania President Office: National Strategy for Growth and Reduction of Poverty (NSGRP)*. United Republic of Tanzania (URT). Dar es Salaam. 41-43 pp.

URT (2007). *National Bureau of Statistics: Makete District Development Socio-economic Profile*. 15pp.

Williams. J.H. (Eds) (1994). *The Role of Community in Education*. Proceedings of Basic Education and Literacy Workshop, Cambridge, London, 4 September, 1994. 120pp.

World Bank, (1994). *Report of the Learning Group on Participatory Development*. Washington D.C, World Bank. 150pp.

World Bank (1998) *Assessing Aid: What Works. What Doesn't, and Why*, New York: Oxford University Press. 284pp.

World Bank, (2002). *World Development Indicators*. Chinese Statistical Book; Hong Kong. 144pp.

## APPENDECIES

### Appendix 1: Interview schedule

#### SECTION A: RESPONDENTS BACKGROUND INFORMATION

1. Sex of respondent 1=Male 2= Female [ ] (Tick ✓)

2. Age of the respondent (years) .....

3. Level of education

1= Primary education [ ]

2= Secondary education [ ]

3=Tertiary education [ ]

4= None [ ]

5=Others (Specify).....

5 Marital status

1= Single [ ]

2= Married [ ]

3=Widowed [ ]

4=Divorced [ ]

5=Separated [ ]

#### SECTION B: RESPONDENTS INCOME

6. What is your occupation (Tick✓)

1=Agriculture [ ]

2= Livestock keeping [ ]

3= Business [ ]

4= Employed [ ]

Others (Specify).....

7. What is your source of income in your household?

Series	Source of income	1=Yes	2= No	Average monthly
1	Sales of crops			
2	Sales of livestock			
3	Petty trade			
4	Sales of labor			
5	Brewing of local beer			
10	Sales of food from mgahawa			

8. What is your estimated income per month (Tick  $\surd$ )

1= Below Tshs. 5,000/= [ ]

2= Between Tshs. 5,000/= to 20,000/= [ ]

3= Between Tshs. 20,000/= to 30,000/= [ ]

4= Above Tshs. 30,000/= [ ]

9. Is your income enough for your household daily expenditure?

1= Yes [ ]

2= No [ ]

### SECTION C: FOOD SECURITY

10. Is food readily available in your household?

1= Yes [ ]

2 = No [ ]

11. Does your household have adequate accessibility to food throughout the year?

1 = Yes [ ]

2 = No [ ]

12. If No what causes poor food production (Tick)

1. Low soil fertility [ ]

2. Poor technology in production [ ]

3. Shortage of land for production [ ]

4. Drought problem [ ]

5. Lack of cash for buying inputs [ ]

6. Others [specify] .....

13. Does food shortage affects your participation in education projects?

1 = Yes [ ]

2 = No [ ]

**SECTION D: LEADERSHIP ATTRIBUTES**

14. Please indicate whether your village leaders have the following leadership attributes

Attributes	Items	1=Yes	2=No
1	Leaders have problem solving skills		
2	Leaders communicate effectively?		
3	Leaders are honesty		
4	Leaders employ participatory leadership		
5	Leaders accept challenges		
6	Leaders respect people		

**SECTION E: AWARENESS OF COMMUNITY ON VILLAGE BYLAWS**

15. Are there any village rules and regulations governing your participation in education

projects? (Tick (√))

1 = Yes [ ]

2 = No [ ]

16. If there are rules, regulations and village bylaws governing your participation please indicate whether they encourage or discourage community participation

Series	Items	1=Encourage participation	2=Discourage participation
1	Village rules		
2	Village regulations		
3	Village by-laws		

**SECTION F: LEVEL OF PARTICIPATION**

17. Were you involved in any of the following activities related to education projects?

(a) Project Identification

1. Yes [ ]

2. No [ ]

## (b) Project planning

1 = Yes [ ]

2 = No [ ]

## (c) Project implementation

1 = Yes [ ]

2 = No [ ]

## (d) Project evaluation

1 = Yes [ ]

2 = No [ ]

## 18. What is your contribution in education development projects? (Tick ✓)

1= Cash [ ]

2= Labor [ ]

3= Cash and Labor [ ]

4= Others Specify.....

## 19. Did you contribute cash? (Tick ✓)

1= Yes. (Go to Q. 20) [ ]

2= No. (Go to Q. 21) [ ]

## 20. If yes, how much did you contribute (Indicate per year?)

.....

## 21. If No, give the reasons, why.....

## 22. Do those failing to participate in project work to get punished? (Tick)

1. Yes [ ]

2. No [ ]

3. Don't know [ ]

## 23. If yes, please mention some of the punishments provided on non-participants

**SECTION G: ATTITUDE TOWARDS PARTICIPATION**

## 24. How did you get to know about this project? (Tick)

1. through village government [ ]

2. Through donor agency officials [ ]

3. Through neighbours [ ]

4. Through friends [ ]

25. How did you join the project? (Tick)

1. Voluntary [    ]  
 2. Through force [    ]  
 3. Through advice [    ]

26. Do you think the participation of villagers in education projects would contribute? to success in education ?(Tick)

- 1 = Yes [    ]  
 2 = No [    ]

27. Please indicate your agreement or disagreement with the following statements by circling the response that reflects the most coincides with your opinion.

5 (SA) = Strong Agree 4 (A) = Agree 3 (U) = Uncertain 2 (D) = disagree 1 (SD) = Strong Disagree

Item	Statements	(SA)	(A)	(U)	(D)	(SD)
		5	4	3	2	1
1	Participation is useful					
2	Participation is important for community development					
3	I have time to participate in community activities					
4	I am too busy to participate in community activities					
5	Its not important to participate in community activities					
6	Participation is not useful to me					

28. Mention four major problems which constrain you from participating in education projects

**Thank you very much for your co-operation**

## Appendix 2: Calculation sample size

The following formula was used to calculate the sample size for the study.

$$n = \frac{Z^2 pq}{d^2}$$

Where n = sample size when population is greater than 10,000

Z = Standard normal deviate, set at 1.96 (in simple at 2.0) corresponding to 95% confidence level,

p = proportion in the target population estimate to have a particular characteristic; if not known use 50%.

$$q = 1.0 - P$$

d = degree of accuracy desired, set at .05

Therefore sample size will be

$$n = \frac{Z^2 pq}{d^2} = \frac{(2)^2 (0.50 \times 0.50)}{(0.05)^2} = \frac{4 \times 0.25}{0.0025} = \frac{1}{0.0025}$$

$$= 400 \text{ respondents.}$$

30 percent of the sample size was taken due to financial constraints 120 respondents