

**COMMUNITY PARTICIPATION IN MUHEZA DISTRICT
COUNCIL: A CASE OF ONGOING CONSTRUCTION OF
CLASSROOMS IN SECONDARY SCHOOLS**

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COUNCIL: A CASE OF ONGOING CONSTRUCTION OF
CLASSROOMS IN SECONDARY SCHOOLS**

By

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**A Dissertation Submitted to the School of Public Administration and
Management (SOPAM) in Partial Fulfillment of the Requirement for the
Master Degree in Public Administration (MPA) of Mzumbe University.**

2015

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, dissertation entitled ***Community Participation in Muheza District Council. A case of ongoing construction of Classrooms in Secondary Schools***, in fulfilment of the requirements for award of the Master Degree of Public Administration of Mzumbe University.

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DECLARATION AND COPYRIGHT

I, Imani Mohamed Mtumbi, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Finally, I would like to stress that, the entire above are no way associated with any errors that may be found in this work, all the shortcomings of this study are entirely the author's responsibility.

DEDICATION

I dedicate this work to my beloved family. My wife Ashura Tunu Mchujuko for her support and encourage during my study. Also am giving dedication to my lovely daughter Ameerat Imani Mtumbi for being most of the time lonely during my study. I dedicate to those who have made me reach to this stage and I can't afford to pay them but I want them to know that I do appreciate their views and support.

LIST OF ABBREVIATIONS

BEST	-	Basic Education Statistics in Tanzania
CIRDAP	-	Centre on Integrated Rural Development for Asia and the Pacific
CP	-	Community Participation
DC	-	District Council
EIA	-	Environmental Impact Assessment
ESDP	-	Education Sector Development Programme
FGD	-	Focus Group Discussion
JICA	-	Japanese International Cooperation Agency
LGI	-	Local Government Institution
LGSP	-	Local Governance Support Projects
MDC	-	Muheza District Council
MDG's	-	Millennium Development Goals
NGO	-	Non Government Organizations
NSGRP	-	National Strategy for Growth and Reduction of Poverty
PEDP	-	Primary Education Development Plan
SEDP	-	Secondary Education Development Plan
URT	-	United Republic of Tanzania
VEO	-	Village Executive Officer
WEO	-	Ward Executive Officer
WEC	-	Ward Education Coordinator

ABSTRACT

Tanzanians have been participating in the delivery of education yet the sound contributions remained minimal in providing school facilities. Therefore, community participation in education is characterized as a vital strategy for improving educational delivery in secondary schools. Due to the importance of community participation in education, analysing the community participation in ongoing construction of classrooms in secondary schools in the studied area was undeniable. Specifically, the study analysed the following; (i) to analyse the role of community participation in ongoing construction of classrooms in secondary schools (ii) to assess the effectiveness of community participation in ongoing construction of classrooms in secondary schools (iii) to explore the extent to which government support the community participation in ongoing construction of classrooms in secondary schools (iv) to identify the challenges of community participation in ongoing construction of classrooms in secondary schools (v) to explain the useful measure to be taken to improve community participation in ongoing construction of classrooms in secondary schools.

The study employed 90 respondents to collect data by use of interview, questionnaires, focus group discussions, field observations and documentary reviews. Quantitative data were analysed through Statistical Package for Social Science (SPSS) computer software while qualitative data were summarized and analysed manually. The study findings indicated that the communities were ineffective in the participation in ongoing construction of classrooms in secondary schools. Ineffective participation implies that there is minimal community participation in ongoing construction of classrooms for secondary schools. Also, the finding revealed challenges namely political interference, negative attitude, low government supports and low level of income which were reducing community participation in ongoing construction of classrooms. It was therefore recommended that strong efforts should be taken by the government and other stakeholders to educate the communities and politicians the mandatory of the communities to participate in improving school infrastructures.

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CHAPTER ONE

PROBLEM SETTINGS

1.1 Introduction

This chapter presents background information of the problem, followed by the statement of the problem, the objectives of the study research questions of the study. The last parts of the chapter present the significance and the scope of the study.

1.2 Background of the problem

Community participation in development process is essential to the modern development processes. The governments and international community calls for people involvement in development process that direct affect their life. Community may participate in different development activities such as building infrastructures such as roads, health services and education development. In essence, community participation has been promoted in the country for education development endeavors. In order to achieve sustainable economic development, Tanzania had decided to change the nature and character of economic system by improving access and quality of service delivery, strengthening local government financially through local taxation aimed at reducing dependency on the central government and increasing local contribution through community development policy. These ultimately increase community participation (empowerment) in development activities in implementing and decision making process (Kambuga, 2013).

The objectives of Primary Education development Plan (PEDP) 2002-2006 were meant to expand access to primary education, improving education quality at that level, increase pupils retention and competition, improving institutional arrangements and enhance capacity building for efficient and effective delivery of education services. This plan has led to the nascent of Secondary Education Development Plan (SEDP I) 2004-2009, which is an essential and timely sequel to PEDP.

Without the expansion in access stipulated in SEDP, the transition from primary to public secondary school would drop dramatically (URT, 2004). Therefore, the Secondary Education Development Plan (SEDP) was formulated in line with the development of Public secondary schools commonly called Ward based secondary schools. The goal was to ensure more access and equity of participation across geographical, gender, disadvantaged group and the marginalized people among the community. Such a plan was a curb of the substantial increased number of pupils enrolled in primary schools, thereby creating an upward demand for increased access to secondary education.

It was observed that a total of 124,884 and 1,602,752 students were enrolled in form 1-6 in 2005 and 2012 respectively. These figures were an indication of mass exodus of students to be enrolled within a short period of time. In this manner school classrooms grow worse and hence deliberate efforts have to be taken by government and other stakeholders to address the shortage of classrooms. Again, it was reported that in the same period there was a substantial deficiency of 15759 classrooms for secondary schools to accommodate increasing number of students (URT, 2013). Therefore, community participation in the construction of classrooms for improvement of teaching and learning environment in secondary schools has remained crucial. This stand as a quick solution to support the government efforts at the moment than in the past where government solely had the responsibility of financing and managing education.

The Government strong commitment to make sure that every child in the country who passes standard seven is able to attain secondary education have been weakened by persistent poverty and debts at national level. It is in this light that the government lacked resources to finance adequately education sector. This led to government call for communities to join efforts to support the government by constructing classrooms in public secondary schools famous known as ward secondary schools. This situation could guarantee increased access and at least

majority of pupils who passes standard seven examinations could join secondary schools (Watt, 2001).

The improvement of education facilities can leads to delivery of quality secondary education which is the essential to the reduction of poverty in the society. Regardless of the intention of the government to involve community in education development, unfortunately the community participation has been low. In Muheza District where this study focuses, community participation has been poor in supporting the development of education learning environment. The role of sharing cost for classrooms construction in secondary schools has not been actively supported. The Education development in the district will not achieve its goal if the community will not accept their designated role of supporting the government. Therefore this study was proposed to examine community participation in ongoing construction of classrooms in secondary schools.

1.3 Statement of the problem

Local Government Authorities have statutory responsibility to involve community in provision of social welfare services such as education. The process of using of villagers through community participation mechanisms to curb social problems has been a common phenomenon in the country due to insufficiency government finance resources. The need to improve delivery of quality education services led to increasing student enrolment of form one to form four from 432,599 in 2004 to 1,466,402 in 2009 and enrolment of form five to form six from 31,001 in 2004 to 64,843 in 2009 (URT, 2009). Therefore this increasing rate causes the demand for more secondary schools with adequate classrooms to accommodate all students.

The community participation in delivery of education service is mainly associated with lack of funds from Central Government and Local Authorities to finance construction of secondary school infrastructures including classrooms. Since the Government failed to provide and maintain the education projects, it justify the call for community participation, whereby people are mobilized to do things for

themselves by raising their own funds or by volunteering their own labour to construct classrooms(Kileka, 2004).

The report conducted by Basic Education Statistics in Tanzania (BEST) in 2013 shows that from 2004 to 2009, the number of secondary schools increased from 828 in 2004 to 3283 in 2009 and most of those secondary schools have been built through community participation support in their wards. Regardless of the increased number of classrooms, the facilities are not enough due to the increased number of students enrolled from primary schools to form one. Countrywide in 2005, nearly 289,699, students were enrolled in form 1-6 whereas 1,884,270 students were registered in 2012. By any means, measures these are large enrolment increase over a short period of time that need support from the parents and society to rescue the shortage of classrooms. It was established that enrolment of students had increased by 51% in 2012 contrary to the available numbers of classrooms in secondary schools, implies that classrooms were scarce. The case in point signposts that the classrooms available are 35374 although the real number of classrooms to accommodate the present number of students enrolled in all secondary schools from forms1-6 was 51133. From these facts, it can be deduced that there were a serious scarce of 15759 classrooms which was equivalent to 25.2% of the total classroom shortages in the country (URT, 2013).

Muheza district is among of the district whereby there is critical shortage of classrooms in secondary schools. Therefore the call for community participation in the construction is inevitable. Therefore, the district has decided to engage community to reduce the problem. Despite of the good will of the district council on engaging the community involvement of the people to participate fully in construction of classrooms within their localities (Wards) remained low. Poor community participation needs to be addressed to make participation effective in the construction of classrooms in secondary schools.

Therefore it was essential to examine community participation in Muheza district council especially in ongoing construction of classrooms in secondary schools as a way forward of establishing the reason for low participation.

1.4 Objectives of the study

1.4.1 General objective

General objective of this study was to examine the community participation in ongoing construction of classrooms in secondary schools.

1.4.2 Specific objectives

- (i) To analyse the roles of community participation in ongoing construction of classrooms in secondary schools.
- (ii) To assess the effectiveness of community participation in ongoing construction of classrooms in secondary schools.
- (iii) To explore the extent to which government support the community participation in ongoing construction of classrooms in secondary schools.
- (iv) To identify challenges of community participation in ongoing construction of classrooms in secondary schools.
- (v) To explain the useful measure to be taken to improve community participation in ongoing construction of classrooms in secondary schools.

1.5 Research questions

This study is intended to answer the following specific research questions regarding community participation in ongoing construction of classrooms in secondary schools. These questions expose the reality of community participation to particular projects.

- (i) What are the roles of community participation in ongoing construction of classrooms in secondary schools?

- (ii) How effective community participation in ongoing construction of classrooms in secondary schools?
- (iii) To what extent the Government has supported community participation in ongoing construction of classrooms in secondary schools?
- (iv) What are the challenges of community participation in ongoing construction of classrooms in secondary schools?
- (v) What are the measures to be taken to improve community participation in ongoing construction of classrooms in secondary schools?

1.6 Significance of the study

This study will be important to various stakeholders and authorities in the following ways;

The work will definitely contribute positively not only on strengthening the development of Secondary schools infrastructures in Muheza district but also to the whole country of Tanzania.

It will also be useful in the sense that it will provide facts which are essential to policy makers and other stakeholders who can use it to design appropriate education interventions for strengthening community participation in the execution of school infrastructures. These interventions will be used to curb the challenges that affect active community participation in the development projects geared towards provision of high quality education to students for their development.

Finally, the study will further serve as a provoking source for research gaps for future studies that can inspire and arouse other researchers to conduct comprehensive studies on the impact of community participation in the development projects especially in Local Government Authorities (LGAs).

1.7 Scope of the study

The main focus of this study is community participation in Muheza district council with reference to ongoing construction of classrooms in secondary schools.

Basically, the study paid attention on how community participation engages in decision making about planning and implementation of the development projects. The study covered the period of 2010 – 2014.

1.8 Limitations of the study

It is apparent believed that no task can be completed without some limitations faced by the doer. Therefore, this study was confronted with some limitations; however the findings and conclusions reached were not affected at all. These limitations were:

It was observed that some respondents were unwilling to offer information needed to attain the research objectives simply because they wanted to be paid before they provide information. This problem was tackled through the use of Village Chairpersons and Village Executive Officers who persuaded them.

Moreover, another limitation encountered during field work was the organization of participants especially government officials for focus group discussions was somehow intricate because some of them said that they have no reliable means of transport. This limitation was minimized by hiring motorcycles for transporting them to and from discussion venue as a result additional costs were incurred by the researcher.

1.9 Organization of the study

This study has been organized into five chapters as follows; Chapter One explains the background of the study and statement of the problem. The chapter also presents the research objectives and research questions. Similarly, the chapter describes significance, scope and limitations of the study. Chapter Two focuses on the theoretical literature review for study; this chapter also included the description on the concept of community participation in education, empirical review and conceptual framework of the study. Chapter Three, explains in detail the methodology employed in this study. Likewise, the chapter demonstrates the research design, the research sampling methods, sampling unit and sample size of

the study. This chapter identify data types and sources, data processing, analysis and styles of data presentations. Chapter Four is concerned with presentation of findings of the study, discussion and implication of the findings. Chapter Five gives summary, conclusions, recommendations and policy implications of the study.

CHAPTER TWO

THEORETICAL LITERATURE REVIEW

2.1 Introduction

This chapter is all about community participation and other related literature on participation and development. This chapter addresses the definition of terms, theoretical explanations, empirical review, conceptual framework of the study and its operationalization.

2.2 Definition of Terms used

It is very essential to understand the meaning of community, participation and community participation. The understanding of the meaning of community will help in understanding well the concept of community participation towards ongoing construction of classrooms in secondary schools.

2.2.1 Community

According to Mnaranara (2010), communities are typically, although not universally, defined on the basis of their geographical foundations, as occupying a particular geographical space. Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. Chambers, 21st century dictionary defines community as the group of people living in a particular place that are bounded by a common religion, nationality or occupation; usually community are responsible person in a local area who are able to contribute to the planning designing, monitoring and evaluation stage of development projects. From above definition, the word community in Tanzania and according to this study the community regarding the people lives at districts. A definition of 21st century dictionary actually reflects the situation of Tanzania in the essence of planning, implementing and monitoring of development projects.

Furthermore, Shaeffer (1992) stressed that some of the communities are related whereas other communities are unrelated; and indeed, some communities are united while other communities are divided. Also, it was disclosed that there are some communities which are governed and managed by leaders chosen by majority vote who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Bray (1996) identifies three types of communities. The first is geographic community, which is defined according to its members' place of residence, such as a village or district. The second type is ethnic, racial, and religious, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is communities based on shared family or educational concerns, which include parents associations and similar bodies that are based on families' shared concern for the welfare of students.

2.2.2 Participation

The concept of participation tends to confuse many scholars of development studies. In defining participation, Kohssay and Oakley (1995:5) cited in Njunwa (2010) define participation as collaboration, in which people, voluntarily, or because of some persuasion or incentives, agree to collaborate with an externally determined development project, often by contributing their labour and other resources in return for some expected shared benefits. In a simple way, participation gives power to the people. However, for the participation to be meaningful the action must be voluntary and not forced by external (Njunwa, 2010).

Cohen and Uphoff (1980) viewed participation with regard to development projects as people's involvement in decision making process, in implementing programs, their sharing in the benefits of development programs and their involvement in efforts to evaluate such program.

Therefore popular participation can be defined as the active involvement of the local people in the planning and implementation of development projects.

2.2.3 Community participation and Community Participation Theory

Community participation defined by Kristiansand (1996) as an active process by which beneficiaries or client groups influence the direction and execution of development project with the view enhancing their well-being in terms of income, personal growth, self-reliance, or other values they cherish. In other words, community participation can be defined as a means to educate people and to increase their competence. Therefore, it is a vehicle for influencing decisions that affect the lives of people and an avenue for transferring political power.

According to UN (2005), community participation as a process of creating opportunities to enable all people of a community to actively contribute to and influence the development process and to share equitably in the fruits of development. In the context of development, community participation may mean as an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits.

The community participation theory assumes that community participation has a real influence on the decision, i.e., greater community participation makes it less likely that the decision is determined by the external agency (Khwaja, 2004). Khwaja (2003) cited in Khwaja (2004) checks for this assumption and shows that it is indeed true higher community participation in a decision also implies a lower likelihood that the external organization rather than the community is identified as the main decision maker. The participation of citizen is essential at each stage of a project cycle. In community participation theory, focuses are given on the participation of beneficiaries, and not that of government personnel in the development project.

The joint or collaborative involvement of beneficiaries in groups is a hallmark of community participation, and that community participation refers to a process and not a product in the sense of sharing project benefits.

Participation of people is of utmost essence while identifying a project. If their participation is ensured, they can best fit the need, nature and type of project according to their own need as well as challenges and constraints. Even they can identify the core social issues better than the staffs working at local government level. Moreover, their participation in project identification imbues the sense of ownership among them which will, help during the implementation of the project in question (Mohammad, 2010).

Tanzania today and specifically in local authorities, community participation is one of the basic concepts in the development theory. Its operationalization is thought by development theorists to be central in the success and sustainability of development programmes as it defines community members not only the beneficiaries but also as important actors in the development process. Community participation in development project becomes common approach to most governments in developing countries and donors. Community participation empowers people, builds social capital, and strengthens local governance. For example, the government of Japan through Japanese International Cooperation Agency (JICA) in improving primary education in Niger established a project intending to improve school management through community participation in Niger. Niger as one of the countries in Africa characterized by extreme poverty and poor quality education with low gross enrolment of 34% in 2000, absolute lack of classrooms and low level of awareness among the community and parents (Njunwa, 2010).

2.3 Theoretical Literature Review

2.3.1 Effectiveness of Community Participation

The definitions, approaches, and the various literatures on participation suggest effective community participation in development projects need the following elements.

Identification of Appropriate Stakeholders

The public involvement of stakeholders in development projects is widely recognized as a fundamental element of the process. Timely, well-planned, and well-implemented public involvement programs have contributed to the successful design, implementation, operation, and management of proposals (UNEP, 1996).

Needs Identification and Goal Determination

Participation of the masses in development activities implies enhanced capacity to perceive their own needs. Through participation, local people identify their needs as well as the relevant goals of a program. By participating in decision making and implementation activities, local people help project officials identify needs, strategies to meet those needs, and the necessary resources required to implement the various strategies (Yadama, 1995). For example, community participation will be discouraged if environmental issues are given priority in agendas without addressing issues such as poverty, homelessness, health, and other basic necessities perceived to be more important by the communities.

Information Dissemination

This is a one-way flow of information from the proponent of the development project to the public. The proponent should provide sufficient relevant information about the project such as the benefits of the project to the beneficiaries, the costs of implementation, the potential for financing and implementation, and possible risk factors. The proponent must allow sufficient time for individuals to read and discuss the information provided, and listen to the views held by individuals as well as to issues and problems. Lack of transparency often fosters mistrust and misunderstanding between project authorities and local communities (UNEP, 1996).

Consultation

Consultation involves inviting people's views on the proposed actions and engaging them in a dialogue. It is a two- way flow of information between the proponent and the public.

Consultation provides opportunities for the public to express their views on the project proposal initiated by the project proponent. Rigorous planning and implementation of projects should be undertaken only after considerable discussion and consultation. Consultation includes education, information sharing, and negotiation, with the goal being a better decision making process through organizations consulting the general public (Becker, 1997). This process allows neglected people to hear and have a voice in future undertakings. Depending on the project, various methods are used during consultation such as public hearings, public meetings, general public information meetings, informal small group meetings, public displays, field trips, site visits, letter requests for comments, material for mass media, and response to public inquiries. The knowledge of local people should be recognized and they should be enrolled as experts in designing development projects. Participants should be encouraged to articulate their ideas and the design of the project should be based on such ideas.

Genuine Interests

Participation depends on people's legitimate interests in the project or development activities. Therefore, participation needs to be considered as an active process, meaning that the person or group in question takes initiatives and asserts an independent role (Chowdhury, 1996).

Public Involvement in Decision Making

The project should encourage a maximum number of people in the participation of development projects. Such involvement should give the participants full inclusion in designing, organizing, and implementing activities and workshops in order to

create consensus, ownership, and action in support of environmental change in specific areas. It should include people and groups rather than exclude any individuals. Public involvement is a process for involving the public in the decision making of an organization (Becker, 1997). Therefore participation actually brings the public into the decision making process.

Accountability

The requirement of accountability applies to all parties involved in the project, such as project management, external organizers, and traditional leaders, as well as any emergent leadership from the ranks of the poor and the disadvantaged (Adnan, Barrett, Alam, and Brustinow, 1992). The authors also note that the agencies involved in project management and implementation are procedurally and periodically answerable to the people in the project area, as well as the citizens of the country in general. All people should be aware of their roles in the project and the planning of activities of the project. Accountability of concerned community members must be ensured, particularly after the decision is taken.

Repeated Interaction

Often there is interaction at the beginning of the project but no dialogue or any other form of interaction occurs during the project. This ultimately creates a big gap between the proponents of the development projects and the communities. Consequently, the local people abandon a project based on such an idea (Mohammad, 2010). Therefore, it is suggested that there should be ongoing communication throughout the project period.

Ownership and Control

Participation plays a major role in people's management of their own affairs. Ownership and control of resources have a profound impact on participation in development projects (Mathbor, 1990). Ferrer (1988) emphasized four areas to be worked toward in a participatory coastal resource management program: greater

economic and social equality, better access to services for all, greater participation in decision making and deeper involvement in the organizing process resulting from the empowerment of people.

Sharing Benefits

It is evident that without sharing the benefits of the project, participation is a frustrating process for the poorer people. Zachariah and Sooryamoorthy (1994) note that there should be a fair and equitable distribution of benefits, as well as redistribution of goods and services, to enable poorer people to get a fairer share of society's wealth and to participate fully in the development process. The Centre on Integrated Rural Development for Asia and the Pacific (CIRDAP, 1984), a regional rural development organization in South Asia, mentions that participation entails three distinct processes: first, the involvement of the people in decision making; second, eliciting of their contribution to development programs; and third, their participation in sharing the benefits from the development process.

Partnerships

Partnership in development processes allows stakeholders to work, talk, and solve problems with individuals who are often perceived as the masters. Instead of demonstrating the relationship as a worker- client tie, the parties involved should agree on working in partnerships. An expression used by the Latin American activists to describe their relationship with the people (communities, groups) with whom they are working is *acompanamiento*, or “accompanying the process” (Wilson and Whitmore, 1997). Wilson and Whitmore identified a set of principles for collaboration in a variety of settings and situations. These include nonintrusive collaboration, mutual trust and respect, a common analysis of what the problem is a commitment to solidarity, equality in the relationship, an explicit focus on process, and the importance of language.

2.3.2 Role of Community Participation

The International Organization and Local NGOs accept that community participation is crucial in development process/project. According to Njunwa, (2010) the following below are some of the role of community participation in development processes:-

Firstly, the community participation empowers community to make decision that directly affects their life. The community participation helps to achieve greater citizen's satisfaction with their communities and development at large. Therefore, the active community participation is a key for building an empowered and responsible community.

Secondly, the community participation creates the sense of ownership of the development process to the community itself. Development processes become integral part of the community and helps the community to believe that they own their development process. The top down approach to development process do not create the sense of ownership of the development to the community.

Thirdly, the community participation ensures sustainable development and continuity of the development processes. The community participation ensure that people are informed about community work, involved in decision-making process (planning stage) and in implementation stage. The situation of involve people in all stages of development create mutual partnership between the government/donors and communities which result to sustainable development. The community participation develops true democratic processes in development process. The community direct or through their representatives is free to make decision about the problems and development project.

2.3.3 Government support in Community Participation

Community participation in schooling has always been apparent in many countries around the worlds Tanzania in particular. The forms of support for school construction have become more formalised in policy in recent years with new forms

of community participation emerging. In the context of Tanzania, community members were involved in the construction of classrooms, teachers' houses and toilets and management of schools, although the extent to which the community is involved can vary considerably according to district and regions (Kimbunga, 2013).

The government of Tanzania does not left the community alone to participate in school development. The government assisting the community in the building process, the first approach, the government in its budget allocates certain development funds for each school namely Capital Development Grants (CDG). The government provides capital development grants.

The funds from the government are not adequate for development project such building of classrooms and houses, therefore, the government asked the community to either support those development projects through contributions or participate in building process. The communities motivated by the government initiative to allocate some money as starting point for their participation (Njunwa, 2010).

The Government of Tanzania provides some funds to buy construction materials for the construction of toilets, teacher's houses and classrooms. The construction material includes iron sheets, iron bars, timber and cements (PEDP 2003). The Government of Tanzania also has role of provision of expertise in the ongoing construction. At District level there were civil District engineer who were accompanied with civil technician, the role of the engineer and technician was to make a close supervision in ongoing school construction. All stages of school construction must supervise and passed by the District Engineer or technician, the major stages were foundation, wall, and roofing (PEDP Report 2003).

2.3.4 Challenges of Community Participation

In the context of Muheza district and the country respectively, the following are the challenges facing community participation in ongoing construction of classrooms in Secondary schools and other development projects.

Poor involvement of people and lack transparency

For the people to participate effectively, the government or School management must observe transparency and involvement of the people in designing and implementation of the development projects. Involvement of people and transparency create trust and confidence of the community to the leaders and school management. For example, the classification of documents as confidential can prevent public dissemination and in the absence of transparency (openness), it is difficult for effective public participation to be achieved. Moreover, lack of transparency fosters mistrust and misunderstanding between project authorities and communities (Kakonge, 1996).

Political Influence in Development Project

It is evident that projects are usually selected and framed as the expression of political government as part of their commitment to the people. Consequently, it is assumed that project will be selected on the basis of local people's urgent need and demands not to facilitate the ruling party local political leaders or elected representatives closest ones some undue advantages (Mohammad, 2010). In some localities the communities are reluctant to contribute through physical participation on the basis that funds disbursed by the Government were enough. This was the result of political opposition parties which were campaigning to the community not to contribute or participate in school construction (Mnaranara, 2010).

In 1992, the government of Tanzania adopted multi- party system and allowed for the formation different political parties apart from CCM. A mushroom of political parties formed in 1992. In the 1st multi-party election in 1995, many parties participated. The strong opposition political parties include Chama cha Demokrasia na Maendeleo (CHADEMA), Civic United Front (CUF), Tanzania Labour Party (TLP) and NCCR-Mageuzi. The political intervention negatively affects the community participation because at the area in which the Member of Parliament

(MP) or Councillor is from CCM, the opposition political parties discourage people to participate in development process (Njunwa, 2010).

Poverty

Tanzania is among the poorest country in the world, majority of the population are living in absolute poverty. By absolute poverty, we mean inability of individual, a community or nation it satisfactory meet its basic need such as food, clothes and shelters. The World Development Report (2005) estimated that majority of Tanzanians are living in absolute poverty struggling to survive with \$ 300 dollar a year which is less than a dollar per day. Njunwa (2010), Poor economic situation makes difficult for the people to participate in development of their school because they do not have money to contribute.

When they decided to contribute for certain amount of money, the people escape from paying them because they do not have any source to get that money.

Illiteracy and Ignorance

Illiteracy and ignorance of the members of community is a challenging factor for effective community participation. Many people still do not understand the importance of education to their children and therefore, ignore to contribute for the school development. They still believe that, the government is responsible for paying everything to the schools because they pay taxes to the government. They believe that government is responsible to build classrooms, teacher's houses and other physical facilities. They still have old mentality of 1960s and 1970s when the government provide free social service to the children. All social services such as health services, education and others were free and people only depend from government for everything (Njunwa, 2010).

2.3.5 Measures to Improve Community Participation

The World Bank (1992) suggests the following strategies for improving community participation. First, use of local voluntary organization in order to reach the rural

poor in remote areas and second is to increase access to information through sharing information with local communities at the early stage of identifying projects. According to Kakonge (1996), the following are the measures to improve Community Participation.

Monitored, participatory communications strategy

A communications strategy for effective local consultation regarding the project's benefits and costs should be sensitive to, and based upon, the socio-cultural context. By definition, a communications strategy should be formulated in a manner that facilitates dialogue between project planners/ officials and the affected communities. This requires an understanding of how people in that society communicate, institutionally as well as individually (Hudson and Lay 2013).

Ensuring equitable socioeconomic benefits from the project

By their very nature, development projects provide a stream of economic benefits. Not all groups benefit equally, however; indeed, some groups are actually made worse off by some projects. Clearly, the aggregate benefits should exceed the costs imposed on particular groups; otherwise the project would not be worth considering. But a difficult dilemma arises when local inhabitants, for example, stand to lose from a project, although the benefits for the greater population-located some distance away-are great (Kileka 2004). This is frequently the case with infrastructure projects such as dams, which involve resettlement and dislocation. In such situations, the "losers" must be provided compensation as well as development assistance.

According to UNESCO (2009), However Community Participation face many challenges, the following are the measures to improve Community Participation in development projects especially in education, such as First, Planning for the long term, it is necessary to adopt a long-term approach to community participation. This often requires a shift in roles for the community from focusing on the operational aspects of contributing resources towards the management and governance of education. Second Building partnerships, it is important not only to build trust within

communities, but also between communities and their partners. Genuine partnership share based on an understanding that not all parties bring the same resources. Third, Work with existing community capacity and needs. The state, NGOs and UN agencies should work with communities to identify realistic contributions from all partners with regards to physical resources, time, and decision making/ governance capacity. This should be reviewed with time, after training and in light of other community development initiatives.

2.4 Empirical Literature Review

Kileka, (2004), carried the study on effectiveness of community participation in Karatu district, and the study show that the traditional approaches to community participation are well used in Karatu district; these are public meetings and co-option to committee which are used frequently by authorities to engage the community.

The study also show that Karatu district council engage the community on issues relating to service delivery, service like education, health and water community contribution were in term of cost sharing to development projects by cash or in kind. Furthermore Karatu district as the one of local authority in Tanzania has statutory responsibilities to consult and involve the community in relation to certain issues, such as planning and implementation, in order to achieve social and economic development.

Kimbunga, (2015) conduct a study on the role of community participation in the ongoing construction of Ward based secondary School. The study shows that, Community participation has received increased attention in international and national policy in recent years. It is considered important as an end in itself as well as a means to the achievement of sustainable development and poverty alleviation, the interest in community involvement has occurred simultaneously with an intensified focus on achieving gender parity in education, and community participation may be seen as one of the means to achieve this goal. As a means to an end, community participation in education is seen as a way to increase resources, improve accountability of schools to the community they serve, ensure a more cost-

effective use of resources and, importantly, be responsive to local needs. Participation of community members in the construction of classrooms in ward based secondary schools is through cash contribution and contributing by offering labour power.

Mohammad (2010), carried a study of people participation in development projects at grass root level and the study show that, Community Participation theory stands for the general assumption that higher the community participation in a decision; lower the likelihood of the interferences of external organizations on that decision. Greater community participation ensures transparency in decision making process, enhances accountability of the key actors to their clients. In the present study, this theory has been rightly proved to some extent especially in case of Local Governance Support Projects (LGSP).

Due to participation focused policy guidelines, community people's participation in selection/ planning process, implementation and monitoring level of development project has been ensured quite successfully in LGSP.

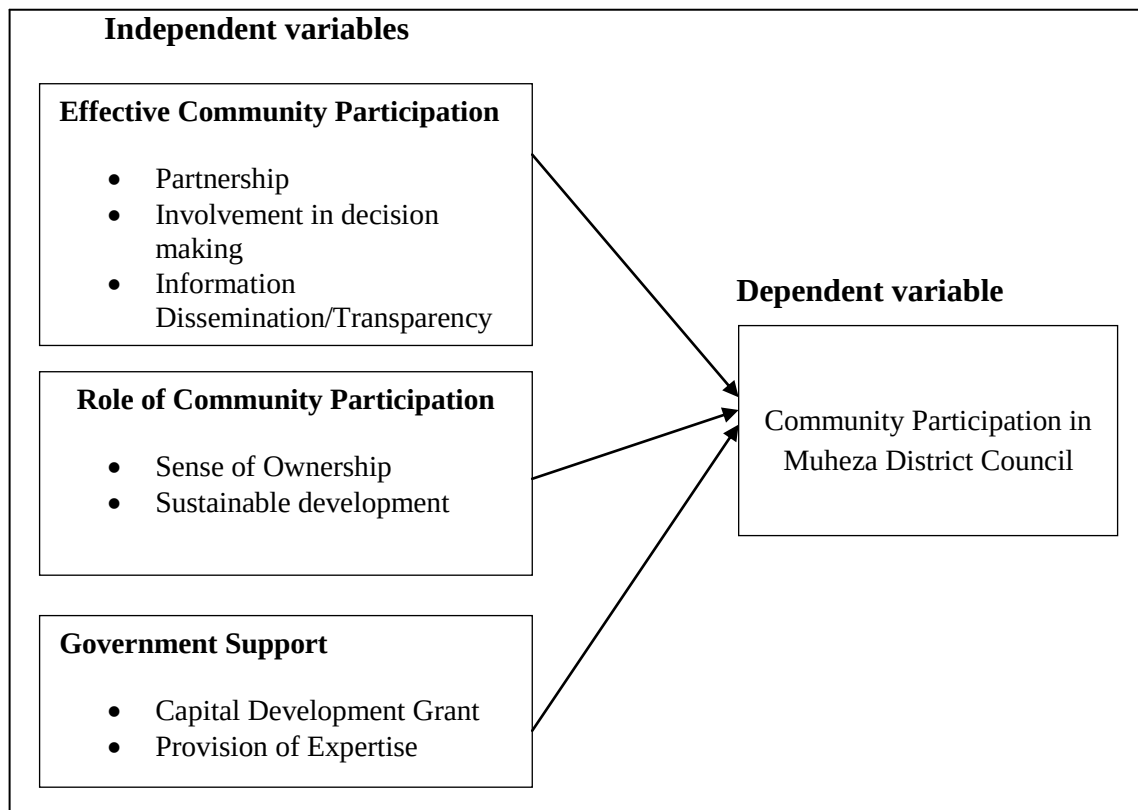
Research Gap

This refers to missing element in the existing research literature, therefore the researcher used to fill the missing gap through current study. In the mentioned empirical literature conducted with the researcher, mostly explain on how traditional approaches like public meetings as a means of community participation and also in order for community to participate it need a higher community participation in decision making rather than external force to plan for them. While in this study the researcher intended to know the community participation in development project especially in ongoing construction of classrooms in secondary schools by roles and what it makes it effectively in Muheza district council and the country respectively.

2.5 Conceptual framework of the study

The conceptual framework in this study relates dependent and independent variables. Community participation in Muheza district council is taken as dependent variable. Effective Community Participation, Role of Community participation and Government support are taken as independent variables.

Figure 2.1: Mapping conceptual framework of the study



Source: Author's, 2015

2.5.1 Operational Definition of Independent Variables

Partnership

Concept of partnership comes very close to concept of empowerment, partnership need to engage in a thoughtful process to define a vision and clear goals. Partnership needs to have effective governance and management structure to ensure that program operates efficiently and the partnership is responsive to community need (Blank and Langford, 2000). Therefore, Partnership arrangement range from the division of labour and resources between government and community as far as include materials, labour power and funds (Morgan, 2006).

Involvement in Decision making

Involvement in decision-making is the concentration of authority and decision-making at the top of an organization. It is a structural policy in which decision-making authority is concentrated at the top of the organizational hierarchy (Koontz and Weihrich, 1998). (Okali and Farrington (1994) use the level of involvement in decision-making as a basis for classifying different types of participation and critical decision-making powers need to be transferred to communities. Decision-making is considered to be of key importance when talking about different levels of participation. Therefore, decision-making powers need to be transferred to communities. If community members have little authority over the decision made about the allocation of resources, they may lose interest and decline or fail to effectively participate in the activities planned (Paul and Demarest, 1984).

Information Dissemination/Transparency

Making processes transparent is an effective way to encourage community participation as it can potentially change power relations between communities and development organisations and between interests within communities. Merely transferring funds to committees is not adequate to introduce community control, as communities need to be protected from the abuses of committees hastily assembled to present them. Agrawal and Ribot (1999) further say that accountability of the

actors can be increased if information on the roles and obligations of the government is made available by the media.

Sense of ownership

Sense of ownership in promotes Participation within the community and even in the projects itself. For example, they will protect and maintain the project through their own means e.g. school buildings; it also enhances empowerment to community members by building their capacity to identify, define, solve and implement various social and economic issues that affect their lives; and participation creates sense and attitude of self-reliance; this especially happens when the project developer leaves the project to the indigenous community (Mnaranara, 2010).

It is believed that participation ensures success as people get involved when they have a sense of ownership of project and feels that the project meets their needs. This makes them willingly oversee construction and then take care of the facilities to ensure their sustainability (Tacconi and Tisdell, 1992; Narayan, 1995). In addition it is suggested that participation can lead to greater community empowerment in the form of strengthened local organisations, a greater sense of pride and the undertaking of new activities (Oakley, 1991). Community participation creates an enabling environment for sustainability by allowing users not only to select the level of services for which they are willing to pay, but also to make choices and commit resources in support of the choices made by the community (Sara and Katz, 1998).

Sustainable Development

Sustainable development simply means those developments, which help the current generation and will help the future generations. It will wrong to depend from government for everything to develop the schools because the government cannot afford it in sustainably way. The situation of involve people in all stages of development create mutual partnership between the government/donors and communities which result to sustainable development. By sustainable development, I

mean those developments, which will benefit the present generation and future generation (Njunwa, 2010).

Council Development Grant

Capital development grant which previous known as Council Development Grant is a form of Local Government Capital Development Grant (LGCDG) which among of purpose is to improve the sustainability of local development infrastructure through ensuring proper planning and adequate operations and maintenance. The Capital Development Grant (CDG) is provided to assist LGAs construct and rehabilitate infrastructure, according to locally-defined priorities against a broad investment menu, with a view to empowering communities, improving service delivery and reducing poverty. Njunwa (2010), the funds from the government are not adequate for development project such building of classrooms and houses, therefore, the government asked the community to either support those development projects through contributions or participate in building process. So in order to motivate participation in construction of classrooms in Secondary schools and other projects the council development grant should be sufficient.

Provision of Expertise

The Government of Tanzania has role of provision of expertise in the ongoing construction. At District level there were civil District engineer who were accompanied with civil technician, the role of the engineer and technician was to make a close supervision in ongoing school construction. All stages of school construction must supervise and passed by the District Engineer or technician, the major stages were foundation, wall, and roofing (PEDP REPORT 2003). Therefore to increase participation the required expert should not miss during projects implementation so as to avoid wrong implementation of the projects.

2.6 Conclusion and Summary of the Chapter

The main drive of this chapter was to set up the review literature and present analytical framework for the study. Therefore the basic root of this theoretical framework has been to incorporate the theoretical themes that affect the government interventions through community participation and construct precise framework for interpreting study findings and policy implication.

It is in the recent years when development policies of the developing countries and donors have put more attention on the matters related equity and accessibility to social services including education for the poor. In the context of community participation, policies have appropriately emphasized the importance of increasing community support for education infrastructure like construction of classrooms an essential and long-standing role in improving educational relevancy, quality, and access in secondary schools.

Essentially, the reviewed literature has revealed wealth of empirical evidence done by different scholars from different part of the URT and world that confirms the merits of carefully designed and conducted participatory processes in development projects, in the form of effective community participation, the role of community participation, challenges as well as measures to be taken to improve community nonparticipation in development activities. This means that community participation is a sound investment since it consolidate human solidarity but it can be termed as specific circumstantial in the sense what is seen important in one location could mean something else in other locations.

Generally, community participation in education development projects can be viewed as a commanding feature for successful and prosperity of the sidelined community. Therefore, the approach was introduced by URT on the basis of limited resources available to realize the construction of school classrooms. This means that the communities are responsible to participate in all stages from planning, construction and operations of their schools within their area of jurisdiction in order

to ensure all children in the country complete primary and secondary education. As such, the significance of all interested parties including the central government, LGAs and community are well pleased with the achievements realized through community participation in development initiatives.

However, the existing level of community participation in the study area is still being motionless and unfriendly for sustained education development and the continued isolation of community members is a breeding ground for unmet community welfare that leads to escalated ignorance.

Taking this into account, it is equally important to analyse community participation in Muheza District Council in order to broaden the knowledge in the area since the community nonparticipation in construction of classrooms was reported is persistently on the increase. After thorough discussions on community participation in development projects especially construction of education facilities in different parts of the world, it is now quite important to flap over to the next chapter that illustrate the research methodology employed by the researcher which guided this research in order to attain the specific objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents an overview of methodology and procedures that were applied in this study. It also described the process which was employed to collect and analyses data in order to answer the research questions. The process consisted of research design, study area, data collection methods, targeting population, sample and sampling techniques and data analysis techniques.

3.2 Research design

Research design is an arrangement of conditions for collection and analysis of data in such a way that it aims to combine relevance with the research purpose with economy, or is a plan for doing a research (Chamwali, 2007). A case study design was used in this study to address the problem qualitatively. Muheza district Council (MDC) was used as a case study. The reason of selecting case study design was to get information and multiple source of evidences, case study design is relevant because it is flexible and it help the researcher to use various methods of data collection, and it enable the researcher to study topic in deep and finally generalized the results/findings.

According to Ghauri and Gronhuag (2005), the case study often involves primary data collection through multiple sources such as verbal reports, personal interviews and observations. Case study relies on investigation on object with many dimensions and then drawing an integrative interpretation. Also, other Literature suggests that the use of case study is useful “when” ‘why’ or ‘how’ questions are asked about set of events over which the researcher has no control (Creswell, 2003).

3.3 Study area

The study was conducted in Muheza district council. It is one of eight districts in Tanga region located in North-Eastern Tanzania. The district lies West and South of Tanga city and is bordered by Mkinga district to the north, Pangani district in the south and Korogwe district in West. Muheza district council has 4 divisions, 33 wards and about 135 villages, total area of 1,974 square kilometres. It has a total population of 204,461, whereby 100,843 and 103,618 are male and female respectively and this is according to national population census of 2012.

The district was selected as a study area because of the following reasons; it is among the districts which implemented secondary education development programs which also emphasize on construction of classrooms for secondary schools. The other reason was that the problem selected exists in the district. The researcher also plans to conduct the research in Muheza district council because the researcher is mostly familiar with the area of the study. Therefore, it will simplify the availability of information due to adequate cooperation from the study population.

3.4 Data collection methods

The nature of the research design, determines the data collection methods. In this study, the researcher used both primary and secondary methods of data collection which are questionnaire, interviews, focus group discussion, field observation and documentary review. Ghauri and Gronhaug (2005) emphasized that the choice of data and how to collect these data, in what way and from whom, is very important. The choice depends on the type of problem, the needed information and type of information. This study depended on primary data and secondary data based on reviewed MDC documents, personal interviews and administering questionnaires.

3.4.1 Interview

Interviews were conducted in order to get additional information which the questionnaires were not able to collect. Interview was used to collect primary data from the respondents. Kothari (2004) states interview is the most source of information, simply because it gives more information. Moreover, using structured interview technique the researcher can be able to control the research process by close administration of the interviews through the structured questions and recording all the responses.

In this study, interview technique was useful to the ordinary people in community who were assumed to get difficulties in understand questions. Bryman (2008:436) recommended that interview technique is the mostly widely used in qualitative research and other qualitative method of data collection such as ethnography and participation at some point involve a form of interviewing. Subsequently, village's chairpersons, Village executive officers and representative community members from each ward in the study area were interviewed. The reason of selecting them was because they are one who in one way or another had participated in ongoing construction of classrooms in the secondary schools.

3.4.2 Questionnaire

Questionnaire is a formatted set of questions that is drawn up to meet specific objectives of the study. As it was in interview, the questionnaire also was used to collect data. The questionnaire consists of close-ended questions and open-ended questions, whereby close-ended questions were used in multiple choices question which required respondents to tick the appropriate answer. Also, open-ended questions required respondents to fill the space provided by giving information on community participation in Muheza district council especially in ongoing construction of classrooms in secondary schools.

Yin (1998) points out that questionnaire enable the researcher to collect as much as data as possible within a short period of time. That is why this is a popular data collection instrument used in conjunction with interviews. Prepared questionnaires were distributed to different individuals from the study area. Those who were not able to read and write were interviewed.

Therefore, the Councillors, Heads of departments, Ward executive officers, Ward education coordinators and Heads of schools were provided questionnaires to fill. The reason is because to give them a chance of reading and understanding questions as well as to give them a time of doing their daily routine activities without interference.

3.4.3 Focus group discussion

Focus group discussion is a scheduled discussion which plan to capture the discussants/informants opinions on the subject area of interest in the democratic and conducive environment scenery (Kothari, 2004). This instrument has been common in the research for social sciences from stand point that it collects information on the behaviour of the studied population. Focus group discussion is important to understanding of how community participates and views their participation in education, to investigate their familiarity and perspectives for enhancement of community participation in education. The group discussions were conducted to 6-10 participants in one session based on interview guides prepared before the session, during which participants exchanged idea freely about community participation in education. In short, focus group discussion allow the researcher to probe the participants so as to sightsee unexpected and arising issues.

3.4.4 Field Observation

This is another instrument for data collection employed by the study. This is the systematic seeing of a specific phenomenon in its proper settings (Creswell, 1994). This instrument was thought valuable for substantiating information got through questionnaires and the discussants. It is also because of the researcher wanted to

observe directly issues going on in the construction of classrooms in secondary schools without asking from the respondents. Issues such as materials used in the constructions, appearance of general structures etcetera.

3.4.5 Documentary review

Usually this used as a secondary source of data collection. In order to provide additional insights related to research topic, secondary data were gathered through content analysis. It focused on previously collected and analysed data, from different articles, published books, government documents, policy papers, manuals, related acts, research reports and internet documents.

Therefore documentary review was conducted from Muheza District Council documents, whereby data from head office, wards, and villages were collected concerning community participation on development projects especially on construction of classrooms in secondary schools. The collection of secondary data was through reading relevant documents that had relevant information from the fiscal year of 2010/2011-2015/2014.

3.5 Target population, Sample size and Sampling Techniques

3.5.1 Target Population

Krishnaswami (2002) defined population as the target group to be studied in a particular place while a sample is a part of population. Target population is therefore, all the population about which the researcher wishes to collect information and make conclusions. In this case, the target population was all population in 4 wards which had problem of poor community participation in ongoing construction of classrooms for secondary schools. However, for the purpose of this study, few community members were selected keenly to reduce biasness.

Then, the respondents of the study were chosen from the following categories; Councillors, Heads of departments, Ward executive officers (WEO's), Ward education coordinators (WEC's), Heads of secondary schools. Others were Village executive officers, Villages' chairpersons, and Community members.

3.5.2 Sample size

A sample is the proportional of the population that participate in the study. In other words, sample is defined as the representative group drawn from the population. Population is a target group to be studied, it is the total collection of elements about which we wish to make inferences, and a member of a population is an element. This study used a sample size of 90 respondents of which 51 were ordinary community members and 39 were informants or discussants. These numbers of respondents are said to be sufficient for analysis that leads to credible findings (Bailey, 1994) and on the other hand, it is recognized that a minimum of 30 respondents are adequate for study in social sciences (Bailey, 1990). Furthermore, this sample size used was considered by the researcher due to manageability, cost and time constraints for conducting the study. Therefore, the sample size was obtained from unit of inquiry as follows;

Table 3.1 (a): Population and Sample size

Category of respondent	Population	Sample size	Method	Instrument
Councillors	15	4	Random	Questionnaire
Heads of Departments	2	2	Purposive	Questionnaire
WEOs	15	4	Random	Questionnaire
WECs	10	4	Random	Questionnaire
Heads of schools	10	4	Random	Questionnaire
VEOs	18	09	Random	Interview guide
Villages' chairperson	20	12	Random	Interview guide
Community members	150	51	Purposive	Interview guide
Total	240	90		

Source: Study findings, 2015.

Table 3.1 (b): Sampled informants/discussants

Category of informants/discussants	No. of informants
Councillors	4
Heads of Departments	2
WEOs	4
WECs	4
Heads of schools	4
VEOs	9
Villages' chairperson	12
Total	39

Source: Study findings, 2015.

3.5.3 Sampling techniques

Krishnaswami (2002) defined sampling techniques as the process of drawing a sample from a large. Therefore, it is a process of obtaining the number of elements about which one would wish to make inference. He further argued that a well selected sample reflects accurately the characteristics of the population. In fact, there are two types of sampling probability and non-probability sampling (Kothari, 2004), under probability sampling each sampling unit of the population have equal chance of being selected and included in the sample while non-probability sampling there is no probability of each unit to be included in the study. Sampling is very important stage in doing research because it serve cost and time, it serve labour as far as small team is required for field work.

According to this study, two sampling techniques namely purposive and simple random sampling techniques were used. Purposive sampling technique was applied to select Kwemkabala, Mlingano, Kilulu and Magila wards. The selection of four wards was based on the fact that these wards had very poor community participation in ongoing construction of classrooms in secondary schools and of course, even some of the constructed classrooms seem to lack quality. Therefore, these wards are useful and suitable for the study. Also, the purposive sampling technique was adopted to select key informants/discussants who were involved in the study because of their established benchmarks.

Furthermore, simple random sampling technique was used to select villagers and 12 villages in which construction of classrooms for secondary schools are implemented within the above names wards. These villages are Masimbani from Kwemkabala ward; Mlingano and Mkanyageni from Mlingano ward; Kwemuyu, Kilulu, Kibanda, Kwemsala and Semngano were from Kilulu ward. Others are Mkwakwa-Mafleta, Magila, Kwadunda, and Mikwamba from Magila. The process of selecting villages for study was undertaken with the assistance of secondary education officer at the district. The sampled villages selected were depending on the size of the ward from those 4 wards.

3.6 Data analysis techniques

It is an important part that shows how data were analysed, usually happen after data collection from the field. In this study, qualitative and quantitative approaches were used. According to Yin (2003:109), data analysis consist of examining, categorizing, tabulating, testing or recombining both quantitative and qualitative evidence to address the initial preposition of the study. Quantitative data were analysed by using Special Program for Social Sciences (SPSS) and words excel programs while qualitative data were summarized in accordance with specific questions. The reason of using both qualitative and quantitative approaches is that it helps a researcher to derive a general abstract theory of a process, action or interaction grounded in the views of participants in a study. This process involves using multiple stages of data collection and the refinement and interrelationship of categories of information (Creswell, 1994).

3.7 Validity and Reliability

Both internal and external validity were checked. Internal validity refers to which extraneous variables have been controlled by the researcher so that any observed effect can be attributed solely to the treatment variable. External validity is the degree to which the conclusions in the study would hold for other persons in other places and at other time (Msabila and Nalaila, 2013).

Reliability of the research instrument is the measure of the degree or extent to which a research instrument yields consistent results of data after repeated trials. Reliability is not as valuable as validity, but it is easier to assess reliability in comparison to validity. In this study the researcher securitized validity of the data collected as well as the corrective ness and relevance to the study. In data processing, the researcher ascertained the reliability of the data by making cross checking on the information obtained from secondary data and observation and how they responded. The information collected enabled the researcher to interpret the research questions and fulfill the study objectives from which the conclusion and recommendation were drawn.

3.8 Ethical Consideration

In conducting the researcher there are some ethics that you should be consider, the adherence to ethical consideration helps the researcher to have smooth process in data collection. In conducting my research, I consider the followings ethics in order to establish rapport with the respondents:

Informed consent, in doing research, the researcher must ensure get permission from the respondents to participate in his/her research. The researcher requests the Muheza District Council to allow their staff to participate in the interview and accept. The District Executive Director wrote a letter to the staff to have cooperation with me. I also request ordinary people in the community to participate in interview and they accept.

Confidentiality and privacy, the researcher observed respondents confidentiality during the interviewing process. Researcher did not force the respondent to mention their name during the interview process. In most cases for the respondent to express their views free, they do not want to expose their name. Most of the names used in the case studies are not true name of the respondents, the researcher decided to use fictional names to present the cases. The researcher also avoids asking questions that interference and embarrasses the people and respondent were free to refuse or decide not to respond to other questions.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

Chapter Four offers the analysis and discussion of the findings of the study. Hence, it presents main issues analysed based on the pre-set research objectives and questions. Before dwelling on the discussion on main objectives, this study described background variables of the respondents including age, sex, job position and education qualification.

4.2 Background variables of the respondents

4.2.1 Age group of the respondents

The finding in Table 4.2 shows the age group of the respondents studied in Muheza district. The finding depicts that there 72.2%; 18.9% and 5.9% of the respondents were aged between 20-35; 36-51 and above 52 years respectively. From these findings, it was observed that the vast majority of respondents were vibrant middle class people or young people who are capable of engaging actively and a lot in performing different community based economic development projects in their own community. This can be explained precisely that young people has direct relationship with solving their own problems including participation in community based projects. The something was reported by (Batwel, 2008) that younger people do participate fully in communal projects than other groups of people which mean children and elders in any society whether developed or not.

Table 4.1: Age group of the respondents

Age group	Frequency	Percent
20-35	17	18.9
36-51	65	72.2
>52	08	5.9
Total	90	100

Source: Study findings, 2015.

4.2.2 Sex of the respondents

From Table 4.2 below, it indicates data based on sex of the respondents. The findings show that 74.4% of the respondents were male whereas 26.6% of respondents were female. The finding points out that majority of the respondents were male. The reason for this can be attributed by cultural stereotypes/restrictions and perspectives, majority of heads of households, and community leaders in Tanzania are male and therefore, males are easily accessible for interview.

Table 4.2: Sex of the respondents

Sex	Frequency	Percent
Male	67	74.4
Female	23	26.6
Total	90	100

Source: Study findings, 2015.

4.2.3 Education Qualification of the respondents

Table 4.3, displays a summary of education qualification of respondents. The findings show that 48.8%, 28.8% and 12.5% of the respondents had primary, certificates, and degrees education qualification. It was followed by 7.7% and 2.2% of the respondents who had diploma and postgraduate education qualification correspondingly. These findings illustrates that most of the respondents had primary education qualification. These findings could be explained by the fact that most of respondents in the study area and other parts of the country have primary education because education policy stipulates that primary education is a compulsory to all children. With the majority the people in the study area are primary school leavers, there is a need to organize communities to construct more secondary schools in order to improve illiterate in the country.

However, during the focused group discussions with the key informants (Village executive officers, district education officer and TASAF coordinator), it was discovered that most people in the area are standard seven leavers that's why people are still unwilling to participate actively in construction of ward secondary schools.

Similarly, Lorghuist (1983) demonstrated that the level of education of the community determine the adoption of new challenges prevailing in the society.

Table 4.3: Respondents Education Qualification

Education qualification	Frequency	Percent
Primary education	44	48.8
Certificates	26	28.8
Diploma	07	7.7
Degrees	11	12.5
Postgraduates	02	2.2
Total	90	100

Source: Study findings, 2015.

4.2.4 Marital status of the respondents

Results in Table 4.4 reveal that 95.6% of the respondents were found to be married or lived may be with their husbands in their monogamous or polygamous marriage while 2.2% and 2.2% of the respondents were widows and never married. Furthermore, none of the respondents interviewed were divorced people.

These findings show that married people were more than other categories in the studied households and respondents. This is because in most cases after their marriages, the couples produce children who need education for their brighter future. However during focus group discussions proved that the vast matured people in the country were described as married persons. Therefore, this category of people has direct responsibility of participating in the construction of secondary schools either wards or village secondary schools for educating their children.

Table 4.4: Marital Status of the respondents

Education qualification	Frequency	Percent
Married	96	95.6
Divorced	00	00
Widows	02	2.2
Never married	02	2.2
Total	90	100

Source: Study findings, 2015.

4.2.5 The main occupation of the respondents

Table 4.5 indicate the responses collected through questionnaires which were administered to respondents about their main occupation of the respondents in the studied area. The findings shown that 53.6% and 12.2% of the respondents was community members and village chairperson respectively. Other findings were; 10%, 7.7%, and 5.5% of the respondents were VEOs, Head of Schools, and Councillor. Other results can be seen in Table 4.5 below.

These findings imply that the huge majority of the respondents were community members who are mainly practicing farming activities in order to feed their households. The finding reflects the reality exposed by FAO (2006) that most people in Tanzania are full-time employed in agricultural activities. Therefore, these people earn income from agricultural activities that enabled them to have ability of contributing materials and non-materials in the construction of schools in their area. The aim is to improve the educational delivery so as more children access education and are well prepared to meet the challenges of the fast moving world.

Table 4.5: The main title of the respondents

Department	Frequency	Percent
Councillors	04	4.4
HoDs	02	2.2
WEOs	04	4.4
WECs	04	4.4
Head of Schools	04	4.4
VEOs	09	10
Village Chairperson	12	13.3
Community Members – Farming activities	51	56.7
Total	90	100

Source: Study findings, 2015

4.3 The main findings of the study

With regard with the main findings, the researcher presented the findings as per predetermined specific objectives; these specific objectives are to analyse the role of community participation in ongoing construction of classrooms in secondary

schools, to assess the effectiveness of community participation in ongoing construction of classrooms in secondary schools;; to explore the extent to which government support the community participation in ongoing construction of classrooms in secondary schools; to identify the challenges of community participation in ongoing construction of classrooms in secondary schools and the last one is to explain the useful measure to be taken to improve community participation in ongoing construction of classrooms in secondary schools in the district. The main findings are explained hereunder:

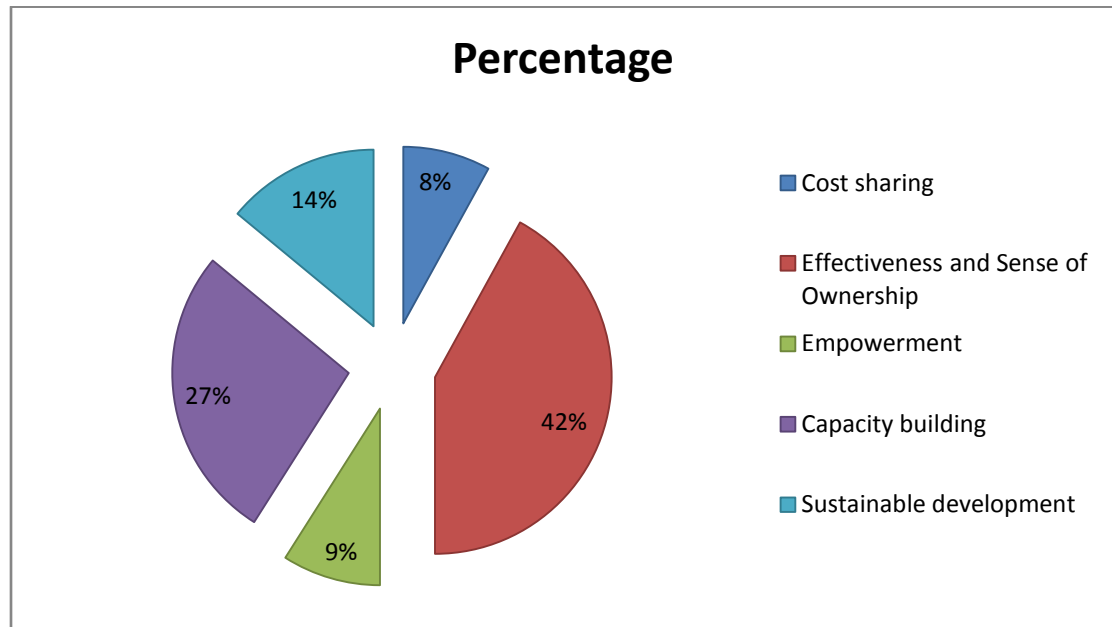
4.3.1 The roles of community participation in ongoing construction of classrooms

The second objective of the study intended to analyse the roles of community participation in ongoing construction of classrooms in the district. This information was thought to be of significant importance because it was claimed the responsibility for educating children rested with the community themselves (William, 1994). Also, the post primary education level was not developing significantly in response with increased population which has led to considerable limitations in provision of acceptable learning outcomes.

This has created countless criticisms among the public that more children were enrolled in primary schools without creating rooms for them to go for further in higher level of education i.e. secondary schools.

In this regard, the researcher asked the respondents to specify the roles of community participation in ongoing construction of classrooms in secondary schools in Muheza district in order to cater for community felt needs. The following are the roles in participation in ongoing construction of classrooms. Cost sharing 8%, effectiveness and creation of sense of ownership 42%, empowerment 9%, capacity building 27% and sustainable development in education sector 14% as indicated in Figure 4.1.

Figure 4.1: Roles of community participation in ongoing construction of classrooms in Secondary Schools



Source: Field Study, 2015

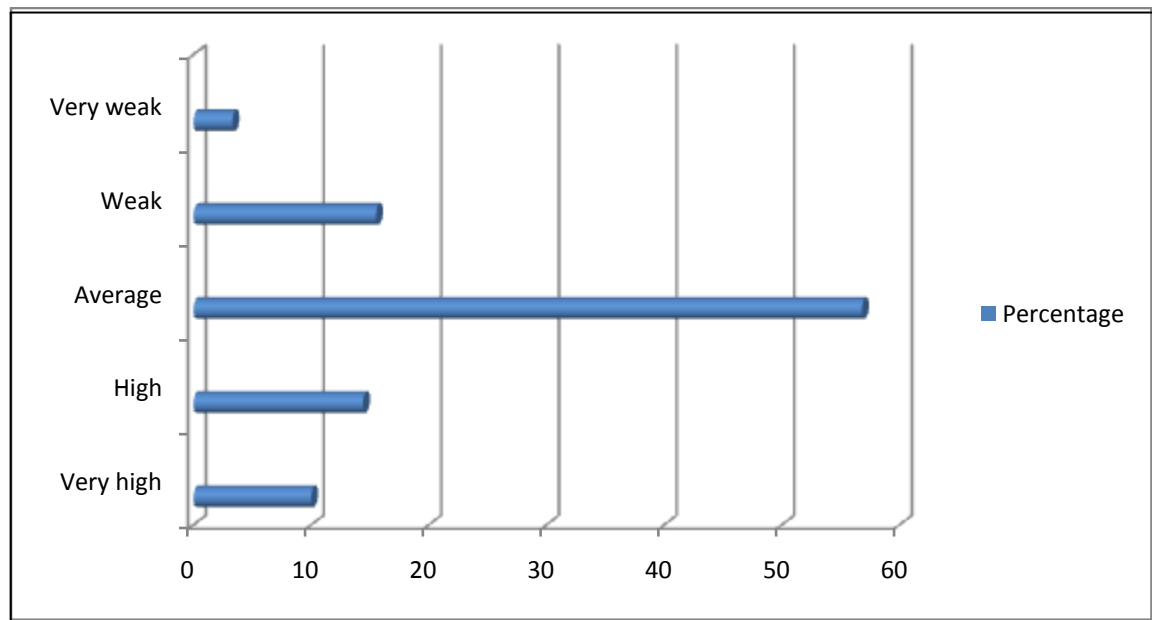
4.3.2 Assessment of the effectiveness of community participation in ongoing construction of classrooms in secondary schools

The first study objective was to assess the effectiveness community participation in ongoing construction of classroom in secondary schools. Community plays an active role and direct part in all aspects of the school development projects including construction of classrooms and has the power to ensure that its thoughts are recognized so as to solve problems in the education sector for provision of quality education for children. Thus, community participation is one of the strategies to improve educational access and quality.

The respondents were requested by researcher to assess the effectiveness of community participation in ongoing construction of classrooms in secondary schools

in their area. The respondents were obliged to explain their effectiveness of community participation based on Likert scale five points scale; very high, high, average, weak and very weak. As can be easily observed from the findings in Figure 4.2 below, it can be described that 56.8% of the respondents had an average effectiveness in the participation of community in ongoing construction of classrooms in secondary schools while 15.5% of the respondents acknowledged to had weak effectiveness in participation. 14.4% and 10% had high and very high effectiveness in participation. Finally, the finding indicates that 3.3% of the respondents had very weak effectiveness in participation in the construction of classrooms in Muheza district council.

Figure 4.2: The effectiveness community participation in ongoing construction of classrooms in secondary schools



Source: Field Study, 2015

4.3.3 Exploration on the extent to which government supports the community

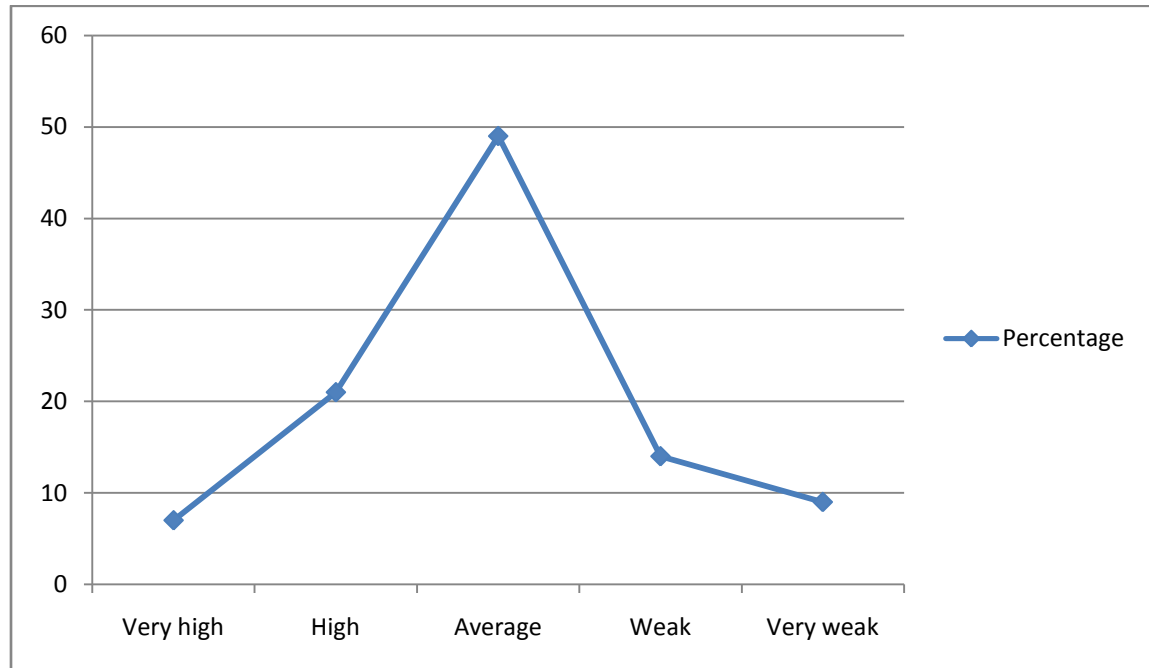
The third specific objective of the study was to explore the extent to which government supports the community participation in ongoing construction of

classrooms in secondary schools in the studied area. The community participation in education is the main strategy for removing barriers to attainment accessible and quality education for all children. As a matter of fact, community participation contributes significantly to improve the quality of school systems by addressing issues of access to education, educational quality, and safety and security.

Therefore, in order to capture their answers/views, the respondents were asked by the researcher to indicate the extent to which government supports the community in ongoing construction of classrooms in which they were engaged.

These respondents were required to express their extent to which government supports community participation by ranking using five points scale; very high, high, average, weak and very weak. The findings in Figure 4.3 demonstrate that majority 49% and 21% of the respondents admitted government had average and high supports in ongoing construction of secondary schools. It was followed by 14%, 9% and 7% of the respondents reported that the government had weak, very weak and very high supports in ongoing construction of classrooms in secondary schools in the studied area.

Figure 4.3: The government supports the community participation in the construction of classrooms in secondary schools



Source: Field Study, 2015

4.3.4 Challenges of community participation in ongoing construction of classrooms in secondary schools

Community participation in schooling has been appreciated in developing countries including in Tanzania due to insufficient resources and capacities on the side of the state.

Therefore, to ensure more enrolments of pupils of all sex, it was significant important to involve communities to participate in different issues including construction of classrooms in secondary schools in order to improve education sector despite of the challenges encountered.

The specific objective number four was intended to identify the challenges of community participation in ongoing construction of classrooms in secondary schools. Thus, Table 4.6 presents main challenges reported by the respondents were

presented in the study area. The majority (48.8%) and (23.6%) of the respondents mentioned political interference and negative attitudes as the main challenges in ongoing construction of classrooms in secondary schools.

Table 4.6: Challenges of community participation in ongoing construction of classrooms in secondary schools

Challenges	Frequency	Percent
Political interference	44	54.3
Low level of income	08	8.8
Negative attitudes	21	23.6
Low support from the government	12	13.3
Corruption	05	5.5
Total	90	100

Source: Study findings, 2015

4.3.5 Measures to improve community participation in ongoing construction of classrooms in secondary schools

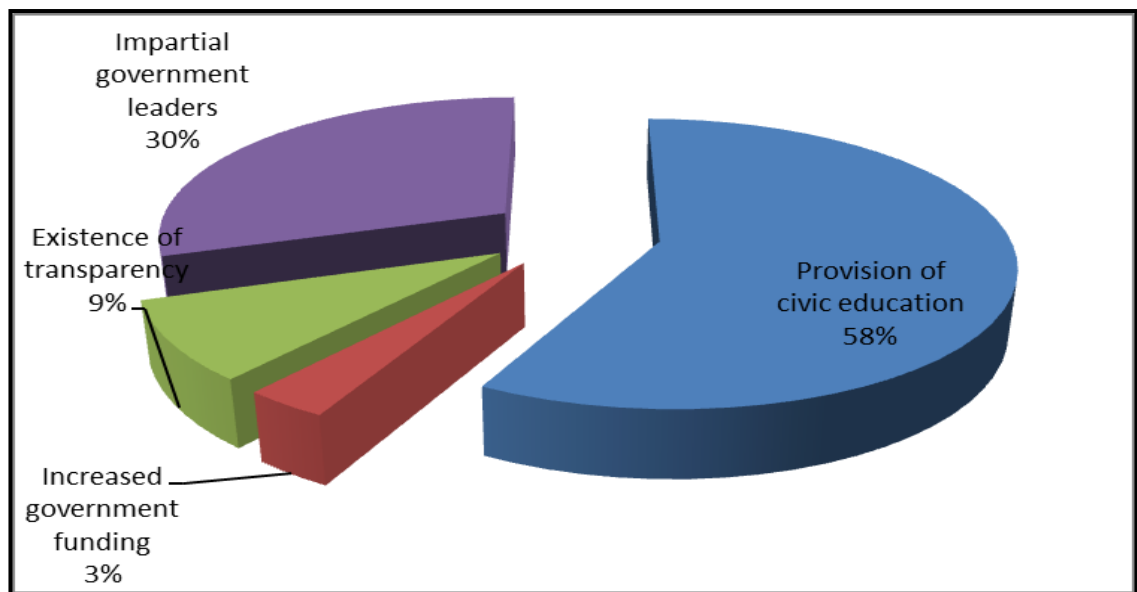
The fifth specific objective was to explain the useful measures to be taken to improve community participation in ongoing construction of classrooms in secondary schools in Muheza district. Community participation is an obvious ladder of resolving the educational problems by bringing diverse participants with different resources, knowledge and skills together for problem solving and decision making including construction of classrooms, so it is important to find intervention measures to curb roadblocks confronting education sector in the area.

In this perspective, various measures were suggested by respondents for promotion of education in the district; these action measures proposed by respondents are provision of civic education, reinforced by-laws, existence of transparency and impartial government leaders.

The findings indicated 58% and 30% of the respondents said that provision of civic education and impartial government leaders were among the best action measures to be taken to enhance community participation in ongoing construction of classrooms

in secondary schools for development of education system. Other suggested measures are 9% of the respondents revealed that existence of transparency can strengthen community participation while 3% of the respondents showed that increased government funding can help to boost community participation in ongoing construction of classrooms in secondary schools and other support for educational development in Muheza district as Figure 4.4 demonstrate the findings.

Figure 4.4: Measures to improve community participation in ongoing construction of classrooms in secondary schools



Source: Study findings, 2015

4.4 Discussions of the findings

The discussions stood on the data that has been collected and presented based on the pre-set study specific objectives.

- a. To analyse the role of community participation in ongoing construction of classrooms in secondary schools.
- b. To assess the effectiveness of community participation in ongoing construction of classrooms in secondary schools.

- c. To explore the extent to which government support the community participation in ongoing construction of classrooms in secondary schools
- d. To identify the challenges of community participation in ongoing construction of classrooms in secondary schools.
- e. To explain the useful measure to be taken to improve community participation in ongoing construction of classrooms in secondary schools.

4.4.1 The role of the community participation on the construction of classrooms

The second specific objective of the study was to analyse the roles of community participation in ongoing construction of classrooms in secondary schools. Local communities and parents contribute to education through cost sharing in construction of school buildings and their maintenance. Surely, community participation in education has been triggered by large number of students who were enrolling and completing primary schools. This pressure rose abruptly demand for construction of new secondary schools with adequate classrooms above the financial capacity of the government.

4.4.1.1 Effectiveness and sense of ownership

Community participation contribute to increase project effectiveness and to induce sense of ownership in the people. The first role of community participation in ongoing construction of classrooms in secondary schools was effectiveness and sense of ownership. the study revealed that 42% of the respondents said so.

These results suggest that majority of the respondents said community participation in development projects increase their effectiveness and create sense of ownership. Similarly, Whittington, Davis, Prokopy, Komives, Thorsten and Lukacs (2009) found that community participation in development projects stimulate a sense of ownership in management of social services and consequently ensures users commitment to long-term operation and maintenance of water systems.

However, during FGDs, it was reported that community participation in ongoing construction of classrooms in secondary schools has enhance effectiveness in the

implementation of the projects and indeed, it increased the sense of ownership by boosting communities management of their own affairs including schools. They said that community participation is vital to the enhancement of demand for education since the communities contributes to the cost of education and thus, it enables communities to have a direct stake in the realization of the school, and generate a commitment to education improvement. This situation can leads to the sustainability of the education facilities because the communities are able to fund the construction of schools despite the fluctuation of their income. They also insisted that community participation facilitated to instigate the spirit of inclusion of human resources in development efforts to solve education needs. This implies that community members are ready to participate in ongoing construction of classrooms by contributing funds, manpower and materials by forming project committee to monitor day-to-day construction of classroom progress in a particular area in collaboration with the community themselves.

4.4.1.2 Capacity building

Community capacity building can be referred to a process and means through which local communities improve the necessary skills and expertise to manage their secondary school infrastructures in a supportable manner within their daily activities for quality education to their children.

Therefore, community has to participate in ongoing construction of classrooms and other infrastructures so as to make schools accountable to the communities funded. Community capacity building was an additional critical role/objective identified by the respondents for community participation in ongoing construction of classrooms in secondary in the study area. This has been pointed by the second largest majority 27% of the respondents that capacity building strengthen people's capacity to identify and address factors that hinders educational progress in secondary schools.

This finding indicates that some respondents claimed community participation has capacitated the communities to implement or tackle their own harms and

development issues. This study finding comply with study by Laah, Adefila and Yusuf (2014) who stresses that community participation was introduced in the community in the implementation of various projects to built their capacity in maintaining existing school infrastructures. It appears that community participation increases the abilities of the communities to improve their performance and achievement of their development projects including construction of classrooms in secondary schools. However, community capacity building will be more efficient and effective when users take the lead in initiating the projects which means the project should be a community demand driven.

During the discussions with the discussants, it was revealed community participation should be encouraged in the community because it assists the community to implement development projects without waiting the government to do things for them. Again, they narrated that when the approach will be taken by the beneficiaries obviously could also contribute to the sustainability of their projects implemented in their areas due to competence built among community members. Of equal strength, community participation in school affairs allows community members to organize themselves to manage and operate secondary schools for their children on order for education takes place in more efficient and effective way.

Hence, the community participation in education aids as a technique for diminishing state-owned responsibility for managing of secondary schools. It is also accelerate to the rate of sustainability of the school infrastructures because of raised community interest and competence in management of educational facilities.

4.4.1.3 Sustainable development of school infrastructure

Another role reported for community participation in ongoing construction of classrooms in secondary schools was sustainable development of school infrastructures. This was reported by 14% of the respondents that community participation in ongoing construction of classrooms in secondary schools in Muheza district was associated with the sustainable development of school facilities. This study finding shows that sustainable development of school infrastructure depends

on community participation in construction of school infrastructures which can be in provision of money and other non-monetary terms. According to Nekwaya (2007), it was maintained that sustainability of development projects including school infrastructures happen as a result of wider community involvement because it eases in joining people's physical, economic and social resources to realize the purposes of improving delivery of quality education in a more efficiently and effectively fashion. From the other angle of perspective, this can make a person to believe that where there is an inadequate community participation in the execution and running of school infrastructures, there is little possibility of these infrastructures to persist longer in the providing better services to the users.

During talking with discussants such as Councillors, community members, teachers, village chairpersons, it was put forward that the sustainability of school infrastructures depend on the continuity of the community to support by doing regular replenishment. They also emphasize that in the absence of community participation these facilities cannot continue to functions over the long term. Definitely, community participatory approach enhance project sustainability as it empowers the community to stand on their own feet, that is, the school authority rests on the consensus of its members that it fulfils the functions that prompted its creation.

The finding implies that the role of community participation in construction of school facilities cannot be ignored for the effectiveness of meeting the needs of the present and future communities own needs.

4.4.1.4 Empowerment

Community empowerment pulls more people to participate actively in the everyday decisions on matters affecting their communities, in this case are solutions associated with improvement of education sector for quality services. Therefore, the respondents revealed the role of community participation in development projects was essentially for empowering the community. The study findings indicated that 9% of the respondents agreed that community empowerment to be the other role

gained from community participation in ongoing construction of classrooms in secondary schools. This is an indication that community participation in construction of classrooms can lead to greater community empowerment in the form of reinforced local cohesions by building their capacity to implement various social services. This study is consistent with the study finding by Theron (2005) who argued that community participation gives people more opportunities to participate effectively in development activities by empowering themselves to mobilize their own resourceful potentials and manage the resources sustainably.

FGDs also pointed out that community participation in construction of classrooms has provide an opportunity for people accumulate knowledge and skills for implementation of the projects collectively such as fetching water, making bricks for construction of schools buildings. This makes them to be empowered because they always work with government technical staff or contractors during implementation of community projects. In other words, the discussants said that community development projects which are executed by the community usually acts as a means of empowering people through pooled resources to initiate actions on their own so as to address their felt needs through self-help initiative model. To some extent, this has contributed to school performance through improving school infrastructure.

Also, the discussants asserted that community participation accelerated community members to have ability to build their capacity to identify, solve and implement various development projects even in other sectors such as construction and management of health buildings, construction of police posts, cleaning of street ditches etcetera. Therefore, community participation is helpful as it increases ownership spirit of the schools to the community members.

4.4.1.5 Cost sharing

Community participation in construction of classrooms in secondary schools is a cornerstone in supporting national education system in Tanzania. Therefore, the respondents claimed that community participation in construction of classrooms in secondary schools was in a form of cost-sharing approach among education

stakeholders. The respondents argued that cost-sharing was one of roles of community participation in ongoing construction of classrooms in Muheza district council. Community participation connotes the desire to share the costs of the construction of classrooms with the society it assists. The finding was revealed by 8% of the total respondents who were willing interviewed by the researcher.

From this point of view, due to insufficient funds to finance all development projects the communities are required to collaborate with the government efforts to finance school infrastructures such as the cost of school construction. Thus, government emphasizes that community schools are constructed in the form of cost-sharing style between the community and the government as Nekwaya (2007) supports this view.

However, the key informants reported that, in the process of the construction of classrooms the community was allocated to contribute 20% of total cost of the project. This was in terms of sand, stones, and bricks, fetching water, digging the foundation and assisting masonry during the construction of classrooms.

Also, they disclosed that 80% of the total cost of the construction was contributed by the government albeit funds disbursed were insufficient.

4.4.2 Effectiveness of Community Participation

4.4.2.1 Favourable Learning environment

The first specific objective of the study was to assess the effectiveness of community participation in ongoing construction of classrooms in secondary schools in the study area. Community participation in education is an important step since educational problems related to the achievement and succession academically normally demand the availability of resources outside the ability of the school and most families. To ensure classrooms availability in the public secondary schools, it is crucial for communities to make ensure that classrooms are constructed in order to improve enrolment of learners as well as enhancement of delivery of quality education services among other things.

This situation can make secondary schools to have favourable learning environment for learners by yielding long-term impact of education on the community. Definitely, the key success on addressing the barriers to learning by constructing classrooms in secondary schools lies on strong support and genuine commitment of the local communities through proper district council arrangements of development programs as figure 4.5 indicated below.

Figure 4.5: Unfinished classroom building constructed by the Community at Masimbani village



Source: Field study, 2015

Therefore, in order to capture the effectiveness of community participation in ongoing construction of classrooms in secondary schools in the study area, the respondents and informants were asked to state their own views on the matter, the finding indicated that majority 56.8% of respondents admitted the existence of an

average effectiveness in the participation of community in ongoing construction of classrooms in secondary schools in the studied area.

These findings depict that the community participation in ongoing construction of classrooms in secondary schools were in average level of effectiveness. This ineffectiveness was evidenced by the facts that most of the classrooms buildings were seen being old but unfinished.

The reason for an average effectiveness in community participation in the construction of classrooms in secondary schools was due to the weak role played by the district council to educate the community on the philosophy of people's solidarity to solve educational problems, classrooms construction in particular. These findings is in line with the study in South Asia by Hailey (2001) who reported that communities were inactive to participate in management of development projects as a result of poor relationship between central government and local communities.

However, during the focus group discussions with key informants – heads of schools, ward education coordinators, it was disclosed by most discussants that though more classrooms were constructed by the community and government collaboratively but the effectiveness community participation in ongoing construction of classrooms in secondary schools was very minimal. This was contributed by insufficient money provided by the government for completion of the construction while the role of the community is to provide manpower including collection of sands, fetching water etcetera. On the other hand, it was observed by the researcher that majority of classrooms were incomplete in one way or another because some were found with rough floors and unplastered walls. With this view, one head mistress reported that the program for construction of classrooms was perhaps is initiated without proper preparation because many school buildings including teachers' houses were not completed. This was due to shortage of fund from the government.

4.4.3 The government supports in ongoing construction of classrooms in secondary schools

The third specific objective of the study was to explore the extent to which government supports the community participation in ongoing construction of classrooms in secondary schools in the study area. Then, respondents were asked to express their perceptions on the extent to which government supports the community participation in ongoing construction of classrooms in secondary schools in which they cooperated.

The study findings shown that majority 49% of the respondents expressed that the government had average supports in the process of construction of new classrooms in secondary schools across Muheza district council. It is clearly that the main source of funds for construction of community secondary schools is believed to be the government itself and lesser amount of funds are provided by the parents and community themselves. Regardless of this significant government responsibility of providing funds for meeting the needs of schools, the amount of funds provided remained small to cover all the requirements such as construction of classrooms etc. This simply means that the support of the government is average so the community must take charge of becoming the primary funder of these schools for rehabilitation and expansion so as to improve education of their children. The same idea has been observed by Swift-Morgan (2006).

Nevertheless, the evidence obtained from the discussants during focus group discussions, it was revealed that the government insufficient funds for construction of classrooms was exacerbated perhaps by unforeseen events such as withdraw of donors to finance government budget caused by malpractices of some government officials. Also, the informants revealed that the introduction of another program on top of the other for construction of laboratories in secondary schools has reduced the government and community abilities to finance these concurrent projects. However, the interesting story from the discussants was that communities have interests in

supporting their secondary schools but they failed to contribute as much as they could due to poverty and lack of awareness in the community.

4.4.4 Challenges encountered by community in ongoing construction of classrooms in secondary schools

The fourth specific objective of this study was to identify the challenges of community participation in ongoing construction of classrooms in secondary schools in the district of Muheza. The study was interested to identify critical challenges in ongoing construction of classrooms which may be encountered by community reducing satisfactory completion of the objectives.

Thus, the respondents mentioned political interference, negative attitudes, low support from the government and low level of income to be the critical challenges.

4.4.4.1 Political interference

The finding indicated that 54.3% of the respondents admitted political interference was an outmost challenge interrupted the construction of classrooms in secondary schools. This scenario can be probably be explained by the fact that the existence of many political parties in the country have been interrupting the construction of classrooms in secondary schools by telling the community that the construction of classrooms is the responsibility of the government. The situation has made the community members to lose focus toward improvement of education facilities.

The study finding is evidenced in France by the study finding of Rodman (1968) which revealed that political interference was the most frequent reported problem for disrupting implementation of public projects as a result many projects remained uncompleted or delivered to a poor quality. This is contrary to the belief that existence of many political parties increases political competition that lead to the improvement in the delivery of community development projects. The point of departure between politicians is perhaps relies on how the ruling party which leads the bureaucrats uses public funds to benefit public. Hence, political interference in the implementation of community development projects including construction of

classrooms in secondary schools has adverse consequences to the community in general (Iyer and Mani, 2012).

Nevertheless, during FGDs with discussants namely councillors, WECs, VEOs, community members, it was narrated that politicians especially the opposition politicians have been frequently interfering in the day-to-day decisions on community participation in mobilization of resources for construction of classrooms in secondary schools in response to the lack of government resources.

They claimed that the opposition politicians have been telling the community members to refuse to contribute money for construction of classrooms on the ground that the government led by CCM do not take strong actions to the politicians and government officials who swindle billions of public money instead the government ask the community contribution in the construction of school facilities, this is wrong they insisted. Therefore, this scenario obstructs participation of ordinary citizen in community development projects.

4.4.4.2 Negative attitudes

Community participation in schooling has played an important role in education systems in Sub-Saharan Africa from the fact that it improves equitable educational outcomes. Despite the plausible benefits, the process of constructing classrooms in collaboration between the government and local communities remained to be affected with negative attitudes. The study findings demonstrate that 23.6% of the respondents had negative attitudes towards community participation in ongoing construction of classrooms in secondary schools.

The study findings signify that the society sometimes relentlessly has poor perceptions with some policies of the government which emphasizes the people to practice self-help projects for supplementing the insufficient resources available for education. Rose (2003) highlighted that more than 75% of primary schools were constructed under the support of local communities and she continued describing that parents and community are usually concerned about their children's education,

and often are willing to provide assistance that can improve the educational delivery. The reason for contradiction probably was due the fact that people in the district were consulted and well-informed by all stakeholders about importance of involving the community in ongoing construction of classrooms in secondary schools.

During the FGDs held with the selected discussants where asked what they thought to be challenges hampering community participation in the construction of classrooms, the discussants exposed two schools of thoughts were aired. Some discussants repeatedly said that the slow turn-up of the community in ongoing construction of classrooms was mainly fuelled by political factors while others argued that lack of awareness among the community members has contributed to the sluggishness in the accomplishment of classrooms' construction.

4.4.4.3 Low support from the government

Increased primary enrolments have created increased pressure further up the pipeline at the secondary level as a result the number of students in secondary schools supersedes the available classrooms. To curb the shortage of classrooms in secondary schools, the government decided to involved parents and communities to construct more classrooms for accommodating all students who passes standard seven examinations (URT, 2004).

Despite of good faith of the government, the respondents posed low support from the government was another challenge which they thought to limits effective community participation in ongoing construction of classrooms in secondary schools. The findings revealed that 13.3% of the respondents consider low government support as a challenge for community participation. This finding implies that the government has little support in terms of money toward improvement of education environments including construction of classrooms in secondary schools. In other words, this study revealed the role of the government and community in the provision of education, and at least in the support for secondary schools, remained vague to the public.

Furthermore, the discussants asserted the government had support in ongoing contribution of classrooms despite of its commitment of contributing 80% of the total costs of classrooms to be constructed. They continued claiming that at the beginning, people were ready to cooperate with the government in accomplishment of classrooms but later things changed abruptly because money was provided unpredictably.

For instance, one of the informers had stated that *“the government knew exactly that a large majority of the people in rural areas are economically poor, it is disappointing to leave a large burden of constructing classrooms and other social services in the hands of our”*.

This is an indication that the communities are overstretched in the contribution of money and materials to complete classrooms for their children. The study finding from the informants agree with the finding of Rose (2002) which stressed that the redirection of education financing on the hands of communities has significant adversely affected the development of the education sector. This is probably caused by the fact that majority of community members who take of charge of the improving education in schools are living in poverty as it has been confirmed that nearly 51% of the people lives in poverty with average incomes of less than US\$1 per day (URT, 2006). From this view, it is significant important for the government to rethink on how to finance education in the country.

4.4.4.4 Low level of income

According to World Bank (2003), the cornerstone of community-based initiative is the ability in income of the beneficiaries who are required to participate in the project design and implementation. By consideration this view, it means that the beneficiaries' income encourages participation in execution of the construction of classrooms. Thus, this study findings revealed that 8.8% of the total respondents interviewed by the researcher said that low income was another challenge contributed to untimely completion of construction in ongoing classrooms in

secondary schools in the studied area. This finding implies that some of the respondents admitted low income of the beneficiaries had contribution toward dissatisfactory accomplishment of construction of classrooms because beneficiaries were also required to contribute money to buy some construction materials such as cement, timber, and nails etcetera which was unavailable when required from them at a time funds from the government were not timely provided.

This study finding opposes with the study by Ngugi, Mukundu, Epperson and Acheampong (2003) who found that lower income earners was not statistically significant on influencing the community to participate in the execution of community projects at ($p < 0.05$) after using logistic regression model. This previous finding may infer that community with lower income are more likely to participate in the construction of classrooms in secondary schools given other factors remain constant. The reason for disagreement may be due to the nature of the projects to be implemented and the community was not involved in the project beneficiaries in the planning process.

The focus group discussions with the informants such as VEOs, WEOs, WECs, heads of schools, revealed that construction of classrooms in secondary schools was not going in the required pace because the contribution of money in particular from the community was a big challenge. They continued testifying that low income or rather poverty of the beneficiaries triggered to the poor contribution to the completion of classrooms albeit they know exactly the importance of classrooms to their children but they have nothing to do. In support of this view, one head of school asserted that *“the exercise of constructing classrooms was slow because of poverty existing in the community”*

4.4.5 Measures to improve community participation in ongoing construction of classrooms in secondary schools

The fifth specific objective of this study was to explain the useful measures to be taken to improve community participation in ongoing construction of classrooms in

secondary schools in the area. Therefore, respondents suggested provision of civic education, impartial government leaders, transparency and increased government funding. These suggested measures were in-depth discussed one by one below;

4.4.5.1 Provision of civic education

According to DelliCarpini and Keeter (1996), provision of civic education to the citizen about government policies is important since it reduce lack of civic knowledge that exhibit more citizen to be informed and involved in key public domains like community participation in ongoing construction of classrooms in secondary schools. This means that community participation and contribution are subject to the sufficient awareness knowledge on the philosophy of public involvement of project beneficiaries in the implementation of community development projects. Basically, community needs to be informed in order for them to be willingly to participate in the development projects at the local level.

To this end, the respondents suggested remarkably that the government and other stakeholders to provide civic education to be beneficiaries could be of very beneficial to the implementation of construction of classrooms and other school facilities. This was reported by 58% of the total respondents supplied with questionnaires. This finding implies the ongoing construction of classrooms could be more effective when the communities are well informed by being involved on planning and implementation of the development project which affect socially and economically their well-being. This substantiates the view of Khan (2009) that the availability of public education enhances community participation in the development projects including construction of classrooms in secondary schools. In simplicity, provision of civic education creates participative culture of citizen in their affairs. Also, it is believed that knowledge is powerful in the sense that it enables an individual person and the entire community to understand their rights and responsibilities as citizen by being able to contribute financially and materially in their own development projects. Provision of civic education to the community

members should be a prime concern for simplicity on the implementation of construction of classrooms in secondary schools and other public services.

However, during FGDs, it was described that the community members were not active in the provision of funds, materials and labour power because they are not well informed about the importance of the community to participate in construction of classrooms for their children as a result many classrooms are incomplete.

They also said that the district should educate the community on a regular basis especially prior to the introduction of the projects to be implemented on collaborative with the community. This situation enables the community members to be well prepared for implementation instead of ad hoc because the government projects are sometime introduced on top of each other. This means that before completion of one project another project is introduced to be implemented by the same people. This reduces the ability of the community to participate in the construction of the community facilities.

4.4.5.2 Impartial government leaders

Impartial government leaders can lead to enhanced public participation in the decision making on community development projects and consequently faster the development. In contrast, for example it is recognized that malpractice by public leaders cost Africa \$148 billion a year which can be used to fund public social services including construction of classrooms in secondary schools (Ayttey, 2007). These malpractices by government leaders cause severe losses socially and economically to the country which in turn the community members are over burden because they implement many projects from their own sources (community contribution) due to shortage of money in the government to finance community development projects.

With impartial government leaders have a tremendous positive effect on the quality of life, living standard and national psyche (Anazodo, Okoye and Ezenwile, 2012). Thus, impartial government leaders were reported by 30% of the respondents to be

among the measures that can enhance community participation in ongoing construction of classrooms in secondary schools in the study area. This finding suggest that those in positions of leadership in the government sector should demonstrate impartiality and integrity in ensuring the government operates in an efficient and effective manner for the benefit of the country not for personal gain. This is important because grass-root level communities are still live in misery and deprivation; their basic human needs are not fulfilled. Their lifestyle is not improved as much as it was expected.

On the side of discussants, it was argued that delayed completion in the construction of classrooms in secondary schools was attributed by insufficient funds from government due to malpractice of some government leaders who siphons public funds to improve their family livelihoods instead of the majorities of Tanzanians. They complained that few government officials are stealing public funds without any strong actions to be taken against them as a result the poor people are forced to contribute money to finance the social services including the construction of classrooms. Likewise, the some discussants complained against the government and one community member from Mikwamba Village during interview in 2015 was cited saying that;

“Unfortunately dishonesty is chronic syndrome among the government leaders and slowly it has become a way of life. Personally, I don’t appreciate on the steps which have been taken by the government to deal with “nyangumi” – meaning big dishonest government officials who use public funds to enrich themselves at the expense of the suffering people, implies that the government is not taking appropriate actions against the dishonest officials by bringing them before the court. He continued saying this situation has been giving credit to the opposition leaders who convince the community members to refuse to contribute money for construction of classrooms in secondary schools because the government officials and politicians are misusing public money and those leaders who are in position to take actions they don’t do for their own reasons they know”.

4.4.5.3 Transparency

Transparency symbolizes the openness and accountability of government officials, particularly on expenditure of the collected funds and decision-making for construction of classrooms in secondary schools. According to this study, another common repeatedly action measure to be taken to improve community participation in ongoing construction of classrooms reported by respondents was existence of transparency of the project committees and leaders. This finding shows that 9% of the respondents questioned in the area.

The transparency on the budgets is the most important package. They testified that when the project committees or leaders put budget information on the income collected and expenses so open for the entire community to see what exactly happen to their funds can make the community to reduce misconception caused by lack of information. This finding is in line with the study done in North-West Cameroon by Hudson and Lay (2013) who stated that transparency on budgets in the primary and secondary schools has built stronger community will to participate in the school affairs such as rehabilitation of school facilities. Generally speaking, transparency increases the trust on the project committees or leaders on how funds are spend as a result the communities can be willing to support the projects.

The study also wanted to assess perspectives of the community through focus group discussions; during the exchange of sharing of information they said that the people had no problem with contribution of funds, materials and labour power in ongoing construction of classrooms. The only way they want is transparency on funds collected from any source to meet the construction of classrooms in our schools. To be fair, even the district do not expose to the public on the amount of money received from the central government for the purpose of assisting the accomplishment the projects. This has been braced by head of school of Kwabutu that *“When the communities have contributed their money for construction of classrooms they are supposed also to be informed about how their money has been spent, this is the right of the community”*. This implies lack of transparency on the

money contributed by the community, non-participation in the project may be inevitable.

4.4.5.4 Increased government funding

The URT launched Secondary Education Development Plan (SEDP) for country's sustainable economic take-off and for personal and great social benefits crucial for the modernization and development of the entire society. Therefore, the role secondary education in the society is unquestionable.

In order for the government to achieve higher levels of economic growth and productivity, it is important to invest in education explicitly secondary education due to the huge multiplier effects on the education system and the economy as a whole (URT, 2004). Conclusively, it is visibly appreciated by the communities that secondary education has multiplicity benefits on the grounds of growth, poverty reduction, equity, and social cohesion of beneficiaries in the community.

Therefore, greater investments in improving teaching and learning environments especially construction of classrooms is important. This investment should be made in a partnership i.e. parents, community and the government for creation of sense of ownership. This finding revealed that increased government funding in ongoing construction of classrooms was vital as it was informed by 3% of the respondents. The finding indicates that the community members still request the government to increase the amount of funds to be allotted for financing education sector especially construction of classrooms. In other words, there is a need for the government to allocate sufficient and realistic development budget to cater for construction of classrooms and other school facilities. This finding denies the study by Swift-Morgan (2006) that community play a major role in the contribution of cash, materials and manpower for construction and rehabilitation of school facilities. The difference may be resulted from the memorandum of understanding which was made prior to the commencement of the construction of classrooms that 80% of the total cost of project has to be contributed by the government whereas 20% of the total

costs of the project were a community contribution in terms of labour, materials etcetera.

However, during interview with key informants, it was observed that some discussants were more sceptical on the way the construction of classrooms in secondary schools was conducted in the study area. This is because construction financing seemed to be controversial in the sense that at the beginning of the exercise everything was okay but later the funds provided from the government remained scanty as a result the community members were required to bear all the cost of the project.

However, due to poverty many people failed to contribute cash to supplement the government funds as asserted by Chapman, Barcikowski, Sowah, Gyamera and Woode (2002).

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND POLICY IMPLICATIONS

5.1 Overview

This chapter presents the summary of the main study findings and conclusions. Also, it proceed presenting recommendations, policy implications as well as suggesting areas to be undertake for study in the future. The conclusions were extracted from the findings obtained with respect to the views captured during FGDs with key informants; Councillors, WEO, WECs, VEOs and District Education Officer and personal observations made by the researcher. In augmenting the findings, the opinions proposed by respondents were equated with the findings from previous studies together with the discussants.

5.2 Summary

This investigation was based on the notion of how effective the community was in the construction of classrooms for secondary schools. This was particularly important because the construction of classrooms has been largely devolved to the district which requires active community participation. In this respect, community participation has enhanced practicalities of increasing the number of classrooms for significant improvement in the teaching and learning environment for improved quality education in the country. Therefore, different assessments were captured from the respondents through different data collection techniques which were deployed by the researcher.

Despite the encouraging outcomes, it was discovered that majority 56.8% of the respondents admitted the existence of an average effectiveness in the participation of community in ongoing construction of classrooms in secondary schools in the studied area. This ineffectiveness was evidenced by the facts that most of the constructed classrooms seemed to be old and incomplete.

The reported reason for an average effectiveness in community participation in the construction of classrooms in secondary schools was due to the weak role played by the district council to educate the community on the philosophy of people's solidarity to solve educational problems, classrooms construction in particular.

Nevertheless the situation was contributed by unreliable income of the community which reduced the ability to finance construction of classrooms. At the same time, the government support financially remained inadequate. On the other hand, it was observed that most of classrooms were incomplete with rough floors, roof without ceiling boards, unplastered walls. Furthermore, it was confessed that the program for construction of classrooms was just meant to answer the problem of shortage hurriedly as a result many classrooms seemed to be of poor quality. More importantly, despite of all difficulties faced by the community in completion of classrooms, yet the role of supporting education sector in their area will remain under the community themselves to cater for increased enrolment of students as one discussant noted.

The finding revealed lack of financial transparency on the construction committees. This situation has resulted to misconceptions among many people as a result limiting the community participation in the construction of classrooms in the area.

5.3 Conclusions

Based on the findings of the study, the following conclusions are made:

It was found that there is lack of civic education on the current celebrated model of community-led initiatives which emphasize on community participation where people can meet to discuss their priorities and request support. This picture has deteriorated the participation of the community in ongoing construction of classrooms in secondary schools in the area.

The amount of funds disbursed to finance construction of classrooms in secondary schools was insufficient as result the communities were required to finish the constructions with minimal support from the government. The consequence of this situation was the existence of many incomplete classrooms.

Unwilling of the community to contribute money in ongoing construction of classrooms is sometime associated with political interference made by opposition politicians because they don't want to lose voters who voted for them during election. As a result the exercise for collection of money from the villagers to finance the project remains so difficult.

Regarding to malpractice among some of the government officials and political leaders, one of the finding found that some of the government officials and political leaders are swindling public funds openly without any tough actions to be taken against them. This means that there is a huge deterioration of ethics among public servants in the country.

5.4 Recommendations

Based on the study conclusion, the following recommendations are ironed out on the community participation in ongoing construction of classrooms in secondary schools:

There is strong need for the district council and the central government and other stakeholders to provide civic education to the community on the logic of community-led initiatives. This situation has deteriorated the participation of the community in ongoing construction of classrooms in secondary schools in the area.

The budget for financing construction of school infrastructures including classrooms in secondary schools should be increased such that children attend and get quality education for the development of the country.

Community should continue to be involved in the contribution of cash, materials and labour for development and sustainability of school infrastructures.

This is simply because involvement of the community will gradually lessen the state responsibility in the construction of school infrastructures because slowly they will catch up about their key role in management of school for quality education of their children.

There should be deliberate efforts to educate politicians especially the opposition politicians on the desire of the government to adopt the philosophy of the community participation in the educational affairs and improve accountability on schools for creation of sense of community ownership. This will reduce political interference in the construction of school infrastructures including the collection of money from the villagers to finance the education projects.

Strong actions should be taken against some of the government officials and political leaders who swindle public funds for their own benefits. The action must include liquidation of their assets so as to restore huge deterioration of ethics among public servants in the country.

Concerning lack of financial transparency on the construction committees, the district should force the project committees to be transparent by making sure that there is sufficient information about the projects to be implemented. In actual fact, the availability of information on how project funds are spent to a large extent lower misconception and definitely increases community participation in construction of classrooms in secondary schools and other school infrastructures.

5.5 Policy implications

Due to insufficient budget allocated to make significant implementation of major projects in education sector including construction of additional classrooms in secondary schools. The budget allocable for education sector was not enough and should be increased.

It was demonstrated that there is a serious deterioration of ethics among some of public servants such that some of the political leaders and government officials are allegedly for swindling public funds.

By considering the effect of this problem to the education sector and the entire society as well government should deliberately take strong actions against those who would be found guilty before the court including imprisonment and liquidate their possessions.

It was evidently exposed that political interference also affected the active community participation in the matters pertaining to their needs such as ongoing construction of classrooms in secondary schools. The policy implication is that there is need for government to harmonize the situation by advising all politicians not to interfere in the implementation of school projects.

5.6 Area for further research

This study recommended one area for further research:

There is need to conduct the study on the Paradox of politics in community development projects. This is important to study because the results would reduce political interference on the implementation of community development projects in the country.

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APPENDICES

Appendix 1- English Questionnaire for Councilors, Head of departments, Ward executive officers, Ward education coordinators and Heads of schools

Instructions

A. Tick in the most appropriate answer and write in a most appropriate space.

Part A: Personal Information's

1. Your Name (Not Necessary):.....
2. Sex: Male () Female ()
3. Age: 20-35 () 36-45 () 46-55 () 56-60 () Above 60 ()
4. Occupation:.....
5. Education status
 - Primary school ()
 - Secondary school ()
 - Certificate ()
 - Diploma ()
 - Degree ()
 - Above ()

Part B: General information about Community participation

6. What do you understand on the meaning of community participation in development process?
.....
.....
.....
7. Does the school management involve the local community in development of their school especially on construction of classrooms?
 - i) Yes ()
 - ii) No ()

8. If the answer in question 7 is YES, how are they involved?
-
-
-
9. Do you think the existing law/rules and regulations are conducive to the community to participate in construction of classrooms in secondary schools?
- i) Yes () ii) No ()
10. If the answer to the question 9 is YES mention how and what law/rules and regulations used and if the answer is NO do you think why?
-
-
-
11. Does local people of Muheza district council have an attitude of to participate on development activities especially construction of classrooms in secondary schools?
- i) Yes () ii) No ()
12. If the answer in the question 11 is YES explain how are they participate and if the answer is NO do you think why?
-
-
-
13. Does development committee involve community in decision making on construction of classrooms in secondary schools?
- i) Yes () ii) No ()
14. If the answer to the question 13 is YES tell in which stage are they involved? And if the answer is NO why are they not involved?
-
-
-

15. Do you think community participation in Muheza district council is effective?

i) Yes () ii) No ()

16. If the answer to the question 15 is YES in which grounds? (State reasons) and if the answer is NO do you think why?

.....
.....
.....

17. Does Government funds enough to support construction of classrooms in secondary schools?

i) Yes () ii) No ()

18. If the answer to the question 18 is YES, to what extent government provide from 2010/2011-2013/2014 fiscal year? And if the answer is NO what are the challenges? And what government has provided from 2010/2011-2013/2014 fiscal year?

.....
.....
.....

19. What are the roles of community participation in ongoing construction of classrooms in secondary schools?

.....
.....
.....

20. What are the challenges of community participation in ongoing construction of classrooms in secondary schools?

.....
.....
.....
.....

21. What should be done to improve community participation in Muheza district council especially in construction of classrooms in secondary schools?

.....

.....

.....

.....

.....

THANKS FOR YOUR COOPERATION AND ASSISTANCE

Appendix 2- Maswaliya Kiswahili kwa Madiwani, Wakuu waidara, Watendaji wa Kata, Waratibu Elimu kata, Wakuu wa Shule, na Wananchi raia

Maelekezo

A. Wekatiki pale panapohitajika tunaandika maelezo sehemu zilizo wazi.

Sehemu A: Taarifa Binafsi

1. JinaLako (Siolazima):.....
2. Jinsia: Me () Ke ()
3. Umri: 20-35 () 36-45 () 46-55 () 56-60 () Above 60 ()
4. Kaziako:.....
5. Elimu yako
Shule ya Msingi ()
Shule ya Sekondari ()
Astashahada ()
Stashahada ()
Shahada ()
Zaidi ()

Sehemu B:

Taarifazotezinazohusuushirikishwajiwawananchikatikaujenziwavyumbavyama darasakatikashulezasekondari.

6. Unaelewa nini kuhusu ushiriki wa wananchi katika shughuli za maendeleo?.....
.....
.....
7. Je uongozi wa shule unawahusisha wananchi katika maendeleo ya shule yao ikiwemo ujenzi wa madarasa?
i) Ndio () ii) Hapana ()

8. Kama jibu la swali la 7 ni NDIO je wanashirikishwaje?

.....

.....

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9. Je unafikiri sheria, taratibu na miongozo iliyopo inawawezesha wanachi kushiriki shughuli za maendeleo mfano ujenzi wa madarasa katika shule za sekondari?

i) Ndio () ii) Hapana ()

10. Kama jibu la swalinamba 9 ni NDIO je nimiongozo gani na kwa namna gani? Na kamajibuni HAPANA eleza unahisi ni kwanini?

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11. Je wananchi wa halmashauri ya wilaya ya Muheza wanautaratibu wa kushiriki kwenye shughuli za maendeleo pale inapohitajika hasa ujenzi wa madarasa ya sekondari?

i) Ndio () ii) Hapana ()

12. Kama jibu la swali la 11 ni NDIO eleza wanashiriki vipi na kama jibu ni HAPANA unahisi ni kwanini?

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13. Je kamati za maendeleo zinawahusisha wananchi katika maamuzi ya ujenzi wa madarasa katika shule za sekondari?

i) Ndio () ii) Hapana ()

14. Kama jibu la swali la 13 ni NDIO eleza wanashirikishwa katika ngazi gani ya maamuzi? Na kama jibu ni HAPANA eleza kwanini hawashirikishwi?

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15. Je kwa ufikiri wako unahisi ushirikishwaji wa wananchi katika shughuli za maendeleo Muheza unaufanisi?

i) Ndio() ii) Hapana ()

16. Kama jibu la swali la 15 ni NDIO je unaufanisi kwa kiasi gani? Na kama jibu ni HAPANA eleza kwanini haunaufanisi?

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17. Je Serikali inatoa fedhaza kutosha katika kusaidia ujenzi wa madarasa katika shule za sekondari?

i) Ndio () ii) Hapana()

18. Kama jibu la swali la 17 ni NDIO je ni kwakiwango gani serikali imesaidia katika kipindi cha mwakawafedha2010/2011-2013/2014? Na kama jibuni HAPANA
elezachangamotozakushindwakusaidianatajakiwangowalichosaidiakwakipindi cha mwaka wa fedha 2010/2011-2013/2014

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19. Nini malengo ya kushirikisha wananchi katika ujenzi wa madarasa katika shule za sekondari?

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20. Nini changamoto za kushirikisha wananchi katika shughuli za maendeleo hususani ujenzi wa madarasa katika shule za sekondari?

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21. Nini kifanyike kuongeza ushiriki wa wananchi katika miradi ya maendeleo hususani ujenzi wa madarasa katika shule za sekondari?

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AHSANTE KWA USHIRIKIANO WAKO

Appendix 3-Interview guide

For: Village executive officers, Village chairperson and Community member

1. For how long you have been here and what do you understand about community participation in construction of classrooms in secondary school?
2. Does the community participate in construction of classrooms project in secondary school, how and to what extent?
3. Which factors influence community participation in construction of classrooms in secondary schools?
4. Do the information about income and expenditure of the classrooms projects provided to community?
5. Does the Government support funds enough in construction of classrooms in secondary schools?
6. What are the roles of community in ongoing construction of classrooms in secondary schools?
7. What are the challenges encountered community in ongoing construction of classrooms in secondary school?
8. What should be done to improve community participation in ongoing construction of classrooms in secondary schools?

Hojaji la Kiswahili

Kwa: Watendaji wavijiji, Wenye vitwavi jijina Wananchiraia

1. Ni kwa muda gani upo hapa muheza nauna fahamu nini kuhusu ushiriki wa wananchi katika miradi ya maendeleo hususani ujenzi wa madarasa katika shule za sekondari ?
2. Je wananchi wanashiriki katika kujenga madarasa katika shule za sekondari? Ni kwa kiasi gani na namnagani?
3. Ni sababu zipi zinazosukuma wananchi kushiriki katika ujenzi wa madarasa katika shule za sekondari?

4. Je taarifa za mapato na matumizi ya ujenzi wa madarasa zinawafikia waanchi kwa wakati?
5. Je serikali inatoa fedha za kutosha katika kusaidia ujenzi wa madarasa katika shule za sekondari?
6. Nini malengo ya kuwashirikisha wananchi katika ujenzi wa madarasa katika shule za sekondari?
7. Nini changamoto zinazokumba Ushirikishaji wa wananchi katika ujenzi wa madarasa katika shule za sekondari?
8. Nini kifanyike kuongeza ushiriki wa wananchi katika miradi ya maendeleo hususani ujenzi wa madarasa katika shule za sekondari?