

ST. JOHN'S UNIVERSITY OF TANZANIA



INSTITUTE OF DEVELOPMENT STUDIES

MASTER DEGREE OF ARTS IN COMMUNITY DEVELOPMENT

**ASSESSING THE LEVELS OF PARTICIPATION OF MEN AND WOMEN IN
FOSTERING COMMUNITY DEVELOPMENT: A CASE OF MKOKA VILLAGE,
DODOMA REGION**

BY

MALONGOZA, EMMANUEL. B

**A DISSERTATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE AWARD OF A MASTER DEGREE OF ARTS IN COMMUNITY
DEVELOPMENT OF ST. JOHN'S UNIVERSITY OF TANZANIA**

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SUPERVISOR

2015

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2015

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CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by St. John's University of Tanzania a dissertation entitled **“Assessing the levels of participation of Men and Women in fostering Community development” A Case of Mkoka Village, Dodoma Region**, in fulfillment of the requirements for the degree of Master of Art in Community Development of the St. John's University of Tanzania.

.....

Prof (Dr.) Adalbertus Kamanzi (PhD)

Supervisor

Date.....

DECLARATION

I, Malongoza Emmanuel, declare that this dissertation is my own work and that it has not been presented and will not be presented for any other course of study .I confirm that the appropriate credit has been given where reference has been made to the work of others.

Signature.....

Date.....

DEDICATION

This dissertation is dedicated to my parents Upendo and Barakael Malongoza for their parental care, support, love and spiritual guidance in my life. You will always remain grateful to me.

“For the **LORD** gives wisdom,
and from His mouth come Knowledge and Understanding”

(Proverbs 2:6)

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO's	Community-Based Organizations
DRCPS	Director of Research, Consultancy and Postgraduate Studies
FGD	Focus Group Discussion
IDS	Institute of Development Studies
IMF	International Monetary Fund
LEPSA	Learner-centered, Problem posing, Self-discovery, Action Planning
NGO's	Non – Governmental Organizations
O&OD	Opportunities and Obstacles to Development
PMO-RALG	Prime Minister's Office Regional Administrative and Local Government
PRA	Participatory Rural Appraisal
REPOA	Research on Poverty Alleviation
SARAR	Self-esteem, Associative strength, Resourceful, Action Planning and Responsibility
SIDA	Swedish Internal Development Agency
SJUT	ST. John's University of Tanzania
SL	Sustainable Livelihoods
SPSS	Statistical Packages for Social Science
SWA	Sector Wide Approach
UNDP	United Nations Development Programme
UN	United Nations
URT	United Republic of Tanzania
VEO	Village Executive Officer
VETA	Vocational Education and Training Authority

WB	World Bank
WEO	Ward Executive Officer

ABSTRACT

Community participation is considered as of importance as the heart that pumps blood, and that for community development to be attained it has to be given tremendous consideration. The study was conducted at Mkoka village about community participation in fostering community development. The general objective of the study was to examine the levels of participation of men and women in fostering community development. However, general objective was divided into three specific objectives as follows; first, to compare and contrast the levels of participation between men and women in decision making process, second, to compare and contrast the levels of participation between men and women on means used to make decision, third, to compare and contrast the levels of participation between men and women on participation in decision making through Pretty's Ladder of Participation.

A total of 400 respondents were interviewed. Statistical Package for Social Science (SPSS) program together with Cross-tabulation and Chi-square test were used to analyze data collected from the field. The study revealed that there is no significant difference between men and women in decision making process, means used to make decision related to development such as public meeting, suggestions from the village committee and/or both of them and Pretty's Ladder of Participation. However, there is significant difference between men and women with regard to participation index done through Pretty's Ladder of Participation. The total summed mean percentage for men is 3.272 which is higher than that of women 2.476. This indicates that men participate more compared to women.

It is recommended that women must be actively involved in decision making process similarly to their male counterpart. This can improve empowerment of women.

It is further recommended that participation should pave way to self mobilization. This can lead to optimal community development.

CHAPTER ONE

INTRODUCTION

1.1 Chapter overview

This chapter comprises of the background to the study which provide the definition and importance of participation, statement of the problem which provide the need for measuring the levels of participation at individual level for both men and women, research objectives which include general objective and specific objectives, research questions, as well as purpose and significance of the study.

1.2 Background to the study

Participation of people in community development is currently regarded as essential for the development of the community at large. Participation is termed as a process whereby stakeholders influence their own development by being involved in decision making process through various stages of a project including planning, implementation, monitoring and evaluation stage.

It can be agreed that people's participation in development activities has been a pathway towards development from 20th century. People's participation in community development is a result of the failure of top-down approach which did not involve people in development process. This created a transition from top-down approach to bottom-up approach as people became involved in their own development through the authority of the District Council.

As part of the efforts to promote participation of the people in the decision-making processes as well as the development activities, the policy of devolution of power and authority to sub-national governments is increasingly being

adopted and applied in many countries as one of the tenets of good governance (Kauzya, 2004).

According to Kamanzi (2007) there are two parallel alignments of authority: one is the bottom-up authority of the District Council and the other is the top-down authority from central government institutions. The development planning processes have to follow the local government organizational structure, starting from the bottom because the ideal is the bottom-up approach. This is in line with the Constitution of the Republic of Tanzania (URT 1984) that states that:

“The purpose of having local government authorities is to transfer authority to the people. Local government authorities shall have the right and power to participate and involve the people in the planning and implementation of development programs within their respective areas and generally throughout the country”.

Participation of people in community development is currently done through the Opportunities and Obstacles to Development (O&OD) methodology which involves three levels of government: the grassroots level that formulates wishes and preferences, the village and ward level where local wishes are translated into a village and ward plan and, finally the council level, which decides upon the grants and funds (Mdendemi, 2013).

O&OD methodology is considered to be an agent of change in order to enhance participation of the villagers in the development process in Tanzania. However, this remain to be debatable as some argue that the usefulness of O&OD

depends upon the socio-economic and cultural factors prevailing in the area, and the commitment of local leadership.

Kongwa district is characterized by semi-arid areas. Similarly, the vegetation cover of Kongwa district generally includes shrubs and spots of acacia and baobab trees. While grassland covers the north and north east areas bordering Kiteto District. Light spot forests cover areas close to Kilosa and Mpwapwa District. Most of population survives with subsistence farming. However, agricultural activities are unreliable because of low rainfall. Income poverty among the communities in Kongwa district varies from one individual to another. This depends on individuals' capacity and effort to grasp/grab and utilize the available resources and opportunity. However, poverty in terms of accessibility to social services, there is significant improvement since 52% of people in Kongwa district have access to social services (PMO-RALG, 2012). There is still illiteracy among community members, inadequate classrooms and teachers houses, insufficient number of teachers and high dropout rate due to pregnancy. The district has 161,640 hectares of land and 172.98 square kilometres of natural forests. There are 2,253 beehives; 555 improved and 1,698 traditional beehives producing about 33,255 kilograms of honey per annual which earns considerable amount of income.

Deforestation is a problem in Kongwa district where by most people use to cut trees for firewood and charcoal but also there is burn farming method including forest clearing for subsistence farming. Water shortage is another critical problem in Kongwa district where it affects mostly women who travel far away for fetching water. This problem prevails because the area is characterized by semi-arid areas.

1.3 Statement of the problem

Many efforts have been made by the Government of Tanzania to enhance community participation for improved governance and poverty reduction through various participatory approaches and methods such as Participatory Rural Appraisal (PRA), Learner centered, Problem posing, Self discovery, Action planning (LEPSA) and Self-esteem, Associative strength, Resourceful, Action planning and Responsibility (SARAR) (URT, 2007). However, the failure of these methodologies called for O&OD methodology which was institutionalized in 2002. It is believed that O&OD can help communities to identify opportunities available to a community or area, and the barriers to the effective usage of these opportunities (Haki Kazi, 2006).

Despite of many efforts made by Government of Tanzania to enhance community participation of both men and women at the village and ward level still we have not yet measured the levels of participation at individual level for both men and women.

It is important for the study to measure the levels of participation at individual level for both men and women because individuals at the community including men and women are the primary actors and key stakeholders of community development. Having this in mind then by measuring the levels of participation at individual level particularly for men and women will help us to know who has power and control over participation in achieving community development as noted by Arnstein (1969) that participation is ultimately about power and control. Therefore, this study helps to examining the levels of participation of men and women in fostering community development through finding out similarities and differences on levels of participation between men and women in decision

making process, means used to make decisions such as public meetings, suggestions from the village committee and/or both of them and participation in decision making through Pretty's Ladder of participation.

It is against this background that the researcher is proposing to carry out a study in order to examine the levels of participation of men and women in community development.

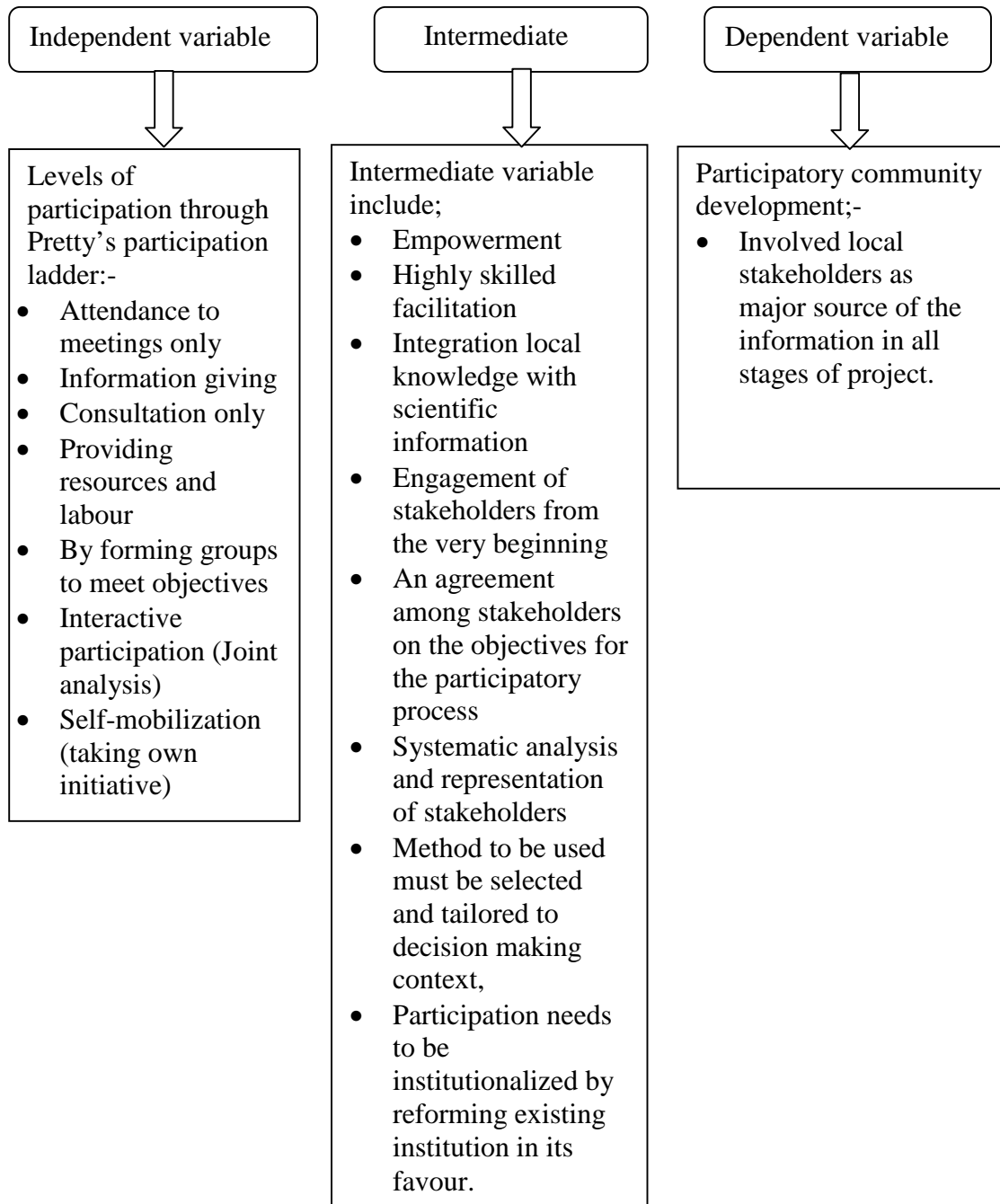
1.4 Conceptual framework

The conceptual framework Figure 1 shows the relationship between independent, intermediate and dependent variables. Independent variable include Pretty's Ladder of Participation, intermediate variable includes empowerment, engagement of stakeholders from the very beginning, a systematic analysis and representation of stakeholders, and agreement among stakeholders on the objectives for the participatory process, method to be used must be selected and tailored to decision making context, need for highly skilled facilitation, a need to carefully integrated local knowledge with scientific information and participation needs to be institutionalized by reforming existing institution in its favour. Dependent variable includes participatory community development.

The relationship between independent, intermediate and dependent variables is shown by the way participation through Pretty's ladder as independent variable influence the community development as dependent variable. However, between independent and dependent variable there is intermediate variable. That is to say if we have highest level of participation (self-mobilization) basically we expect to have empowerment, highly skilled facilitation, integration of local

knowledge with scientific information, engagement of stakeholders from the very beginning, agreement among stakeholders on the objectives, systematic analysis and representation of stakeholders, and methods to be selected and tailored as intermediate variable and at last these intermediate variables basically leads to participatory community development and vice versa is true. Therefore, these three variables relates to each other.

FIGURE 1.1: CONCEPTUAL FRAMEWORK



A conceptual framework for understanding community participation: It has constructed using the idea of Reed, 2008.

1.5 Objectives of the study

1.5.1 General objective

To examine the levels of participation of men and women in fostering community development.

1.5.2 Specific objectives

1. To compare and contrast the levels of participation between men and women in decision making process.
2. To compare and contrast the levels of participation between men and women on means used to make decision.
3. To compare and contrast the levels of participation of men and women on participation in decision making through Pretty's Ladder of Participation

1.6 Research questions

1. What are the similarities and differences on the levels of participation between men and women in decision making process?
2. What are the similarities and differences on the levels of participation between men and women on means used to make decision?
3. What are the similarities and differences on the levels of participation between men and women on participation in decision making through Pretty's Ladder of Participation?

1.7 Significance of the study

The understanding of the level of participation can be used as a tool for community development. This is acknowledged by URT constitution.

The United Republic of Tanzania has a constitution which is built on the principles of equality before the law. The URT constitution (1977) states that, (1)

all persons are equal before the law and are entitled, without any discrimination, to protection and equality before the law. (2) No law enacted by any authority in the United Republic shall make any provision that is discriminatory either of itself or in its effect. URT has ratified the United Declaration on Human Rights (1977), OAU Charter on Human and People's Rights (1997), and UN Convention on the Elimination of all Discrimination against Women (1986). All these convention adhere to equality of people before the law.

Inspite of all these good policies and commitment taken by the government towards bringing about equal rights to its citizens, it is also true that the findings in this study provide an important insight that it is only men who participate more than women in decision making. There is still a dire need for the government to review the constitution in order to enact law that protects women from any form of "discrimination" as defined by constitution Act 15 (5). Therefore, the study brings a workable recommendation that people should actively be involved in decision making process regardless of their gender. This will ensure the equal distribution of power to both genders who are the main stakeholders in the development.

1.8 Definitions of the terms

1.8.1 Participation

Kohssay and Oakley, (1995) have defined participation as collaboration, in which people, voluntarily, or because of some persuasion or incentives; agree to collaborate with and externally determined development project, often by contributing their labour and resources in return for some expected benefits.

The World Bank (1996) defined participation as a process through which stakeholders influence and shares control over development initiatives and decisions and resources which affect them.

The most popular definitions of participation take a meaning as enshrined in Cohen and Uphoff's (1977) understanding of participation as about people's involvement in decision-making processes, implementing programs, sharing in the benefits of development programs, and their involvement in efforts to evaluate such programmes. This understanding of participation (Cohen and Uphoff, 1977) is important for this study which takes participation as people's involvement in decision-making processes, implementing programs, sharing benefits of development programs, and people's involvement in the efforts to evaluate the programmes and their outcomes.

1.8.2 Development

Development is relative term as it differs from one culture, and from time to time. The concept of development itself has several different and opposing definitions (Rodney, 1972). In this study the concept of development will be revised based on two perceptions, development as economic growth and modernization and development as human development and transformation.

1.8.3 Development as economic growth and modernization

The thinkers of the 1960s defined development as modernization, in which countries could achieve higher economic growth through industrialization, urbanization and an increased level of use of technology and machinery (Mchombu, 2000).

1.8.4 Development as human development and transformation

By the 1980s, several United Nations departments had come to recognize that there was something terribly wrong with development that looked only at economic growth because the indicator for this type of growth was only the average national income of a country. This means the growth of the national income alone cannot be an accurate way of indicating development (Mchombu, 2002). Economic growth is a poor indicator of development because it does not show the distribution of wealth and also fails to show the impact of this development on other social sectors, such as health, education, infrastructures and the quality of life. In this case the different meaning of development was introduced recognizing the importance of the well being of all the people (people-centered development) adding to national income, the human development approach or people-centered takes into account the life expectancy and the health situation of the population, access to education and literacy of the population, gender equality and participation in government structures (Mchombu, 2002).

1.8.5 Community development

Community development is a broad term applied to the practices and academic disciplines of civic leaders, activists, involved citizens and professionals to improve various aspects of local communities. Community development seeks to empower individuals and groups of people by providing these groups with the skills they need to affect change in their own communities. These skills are often concentrated around building political power through the formation of large social groups working for a common agenda. Community developers understand both

how to work with individuals and how to affect communities' positions within the context of larger social institutions (Briggs et al., 2004).

1.8.6 Community development approaches

There are several approaches that have been used by community, central government, local government, Non-Governmental Organization, Community Based Organization, and Civil Societies in participatory planning, implementation, monitoring and evaluation during the development programmes/projects for community development. This includes top-down approach, bottom-up approach, multi-sectoral approach, livelihood approach, sector wide approach and inter-disciplinary approach.

1.8.7 Multi-sectoral approach for community development

A multi-sectoral approach means involving all sectors of society, the governments, business, civil society organizations and communities, at all levels national and community in working for community development. This kind of response requires action to engender political will, leadership and coordination, to develop and sustain new partnerships and ways of working, and to strengthen the capacity of all sectors to make an effective contribution to the specified community (Commonwealth Secretariat, 2001).

1.8.8 Inter-disciplinary approach for community development

Inter-disciplinary approach for community development brought together a diverse range of disciplines from academia, industry, government, NGO's, business, infrastructure, mining, tourism, religion, and respective communities in providing a framework for community development (Zalewski, 2006).

1.8.9 Bottom-up approach for community development

Bottom-up approach for community development is often termed as the participatory development approach in which the development plans are prepared by involving stakeholders who become the major source of the information participating in all stages of plans preparation (planning process i.e. problem identification, setting objectives, plan formulations, plan implementation and plans monitoring and evaluation (PMO-RALG, 2008).

1.8.10 Top-down approach for community development

Top-down approach to community development, the development plans are formulated at higher levels and then passed to the lower levels for implementation. (PMO-RALG, 2008).

1.8.11 Sustainable livelihood approach for community development

Early work in integrated community development approaches as a response to the UK Government White Paper on International Development, (1997) led to the initial of Sustainable Livelihoods (SL) approach. A livelihood comprises the capabilities, assets, and activities required for a means of living (Chamber & Conway, 1992).

1.8.12 Sector wide approach for community development

Sector Wide Approach (SWA) is the top-down approach to development coordinated jointly by government and donors in sectors/and or countries highly dependent on funds from foreign countries (Farrington, 2001).

1.9 Chapter summary

The above chapter explains about background to the study by showing the definition and significance of community participation in order to achieve community development, statement problem is also presented in this part of the work which reveals the gap for knowledge to be filled in. Moreover, the chapter shows conceptual framework which shows the relationship between independent intermediate and dependent variables. This subsection is followed by objectives of the study, research questions and significance of the study. The last subsection offers definitions of the key words to be used in the study such as participation, development and community development.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter overview

This chapter aims at presenting the literature reviewed for this study. It is in this line that the study brings in definitional, theoretical, and empirical perspectives for this study. The chapter begins with the presentation of the definitions, followed by the theoretical perspectives, empirical studies and research gap. The chapter winds up with a section that gives a conclusion to the chapter.

The concept of participation is closely related to decentralization. Decentralization has been regarded as one of the most popular ways of promoting participation in development (Mdendemi, 2013). Since 1980s decentralization was introduced as a way to involve people in development process. The international organization such as International Monetary Fund (IMF) and World Bank (WB) were pioneers of the process. This process did not favor top-down approach as people were forced to accept what is introduced from the top. Bottom-up approach emerged as a best means to allow people to give their decisions and needs.

Since then decentralization has been one of the popular ways of promoting participation in development. The movements today throughout the world focus much on decentralization process (Mdendemi, 2013). African countries experienced this wave and are in the quest for democratic governance that harmonizes the sharing of responsibility between central and local level. In turn, such governance democratizes society, empowers people, and co-shares the responsibility to decide on policies that affect people's daily life. Since the late of 1980s, the need for strong decentralized local government system has received

increased impetus as many African countries have been subjected to internal as well as external democratic pressures (Tordoff & Young, 1994).

Participation is a complex concept with complications in its understanding. White et al. (1994) imagine of participation to be kaleidoscopic due to the variety and diversity of its definitions. Moreover, participation remains to be a rich concept that varies with its application and definition. The way participation is defined also depends on the context in which it occurs.

Different people conceptualize participation according to their own ideological standpoints. For instance, politicians tend to conceive participation as involvement of people in decision-making; economists as people sharing in benefits; development administrators as people assuming roles in implementation. Ideally, as Kamanzi (2007) puts it using the image of policy makers, participation needs to be an “alongside walk”.

Development policy-makers should walk alongside the people at the people's pace and to facilitate in identifying and removing obstacles along the way together with the people. If policy-makers walked in front, they would obscure the way and dictate the pace of the journey. In other words, people should own their journey and plot their own course.

Scholars and practitioners of development give interpretation of participation in two broad and distinct areas of development. Participation can be taken as means, on the other hand, as end, on the other hand. According to Hamilton (1992) Participation as a ‘means’ ensures local people's cooperation with externally introduced programs or processes to facilitate the effective

implementation of such initiatives and to achieve a set of objectives. The government or donors are the one who initiate development processes and use community resource to provide service to the people; and participation as an 'end' ensures the empowerment of people to take greater responsibility for their development through their acquisition of skills, knowledge and experience. Participation as end in itself ensures that people are responsible in getting solutions for their own needs and aspirations. According to Nelson & Wright (1995) argue that when talking about participation as an end, the community or group should set up a process to control its own development.

Breuer (1999) defined participation as a process by which people are enabled to become actively and genuinely involved in defining the issues of concern to them, in making decisions about factors that affect their lives, in formulating and implementing policies, in planning, developing and delivering services and in taking action to achieve change. With this definition, it is clear that participation is taken as an important instrument of empowering people in development process; participation provides power to the people.

Various definitions of community development are available in the literature. They vary from one community to another, yet there are identifiable characteristics which all community development has in common.

United Nations (1963) defined community development as the process by which efforts of the people themselves are united with those of the government authorities to improve the economic, social and cultural conditions of the communities to integrate them into the life of the nation and to enable them to contribute fully to national progress.

Aminu (2012) defined community development as the process whereby the some citizens mobilize their members so as to map out a strategy of improving their community through collective efforts. Collective efforts mean the ability to have full participation of members to be able to make use of their local resources in order to improve their living condition and standard.

Despite of having a number of definitions about community development, Ismail (1999) provided a more comprehensive definition of community development. It is a process of community activities that are planned and organized in such a way so as to raise the quality of life in the community in terms of economy, social, culture, spiritual and the environment through initiatives and active participation of the community members and with minimum outside help.

Kirk and Shutte (2004) suggested a community development model that is more collaborative and comprehensive in nature should comprise three components: Leading change through dialogue, collective empowerment and connective leadership. Community development must be a process that allows decision making within the community and every member should be given equal chance to participate in decision making process. People should also feel empowered to such a way that they can realize improvement on quality life. Moreover, people should be connected with their leaders and everything should involve people without being excluded by leaders. Thus, Community leaders need to involve community members in the early stages of program and also in the conduct of program.

2.2 Participation and empowerment

Participation act as a vessel which leads to empowerment of people. It is regarded as a part within the process which facilitates and gives rise to people's empowerment. People's ability to formulate action plans and then to work on it is regarded as a process of grassroots empowerment. Indeed, the outcome of participation is empowerment of people than it was previously (Samah & Aref, 2009). Unless there is meaningful and effective participation, there is no development (Bopp & Bopp, 2006). According to UNDP Human Development Report (1993), participation means that people are closely involved in the economic, social, cultural and political processes that affect their lives.

2.3 Theoretical perspective of participation

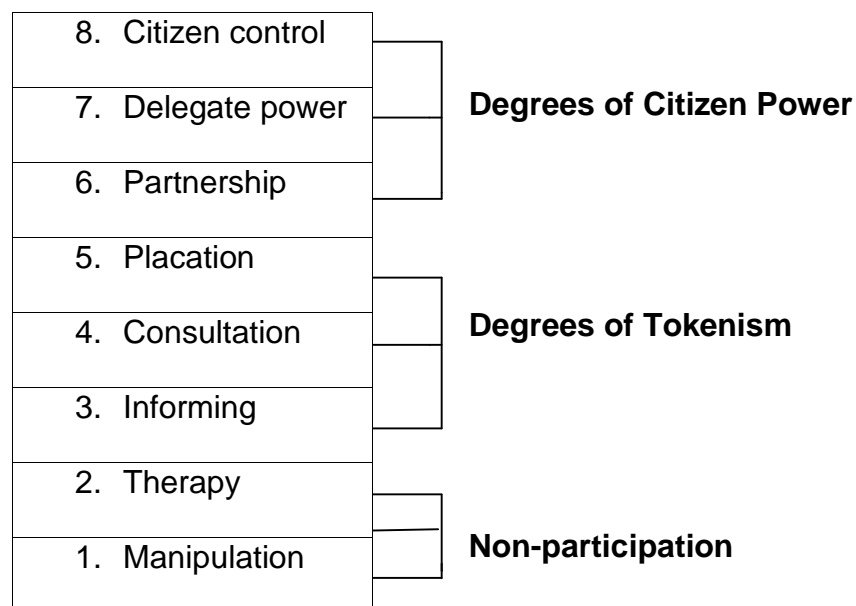
Theories of community participation have received a considerable academic attention since the early 1990's. However, they have been a source of debate since at least 1960s when Arnstein developed Arnstein ladder of participation which is considered to be one of the classic and most influential participation theories.

2.3.1 Arnstein's ladder of participation

Arnstein ladder of participation is one of the best known and considered to be the most influential participation theories. It was developed in the late of 1960's and published in 1969 in the journal of the American Planning Association ("Participation Models study," (2012). It remains to be current and relevant participation theory. The ladder is divided into three parts 'citizen power', 'tokenism' and 'non-participation'. Citizen power appears at the top of the ladder which included citizen control, delegated power and partnership. Tokenism appears at the middle of the ladder and it include consultation, informing and

placation and the non participation appears at the bottom include therapy and manipulation. Arnstein’s argument based on the need of shifting from control by authorities to control by people or citizens. What Arnstein reminds us is that participation is ultimately about power and control. Arnstein rests her theory on the declaration that “citizen participation is citizen power”, and that “participation cannot be had without sharing and re-distributing power” (Arnstein, 1969). According to Arnstein (ibid) citizen participation is a categorical term for citizen power. It is the redistribution of power that enables the have-not citizen who are excluded from the political and economic processes to be included in the future. This theory has got criticism as it support separatism, it is more costly and less efficient and it creates balkanization of public services. Moreover, Arnstein fail to understand that without the necessary support citizen power may result in failure.

TABLE 2.1: ARNSTEIN’S LADDER OF PARTICIPATION



Source: Sherry Arnstein, 1969.

2.3.2 Hart's participation ladder

Roger Hart build on Sherry Arnstein's model to develop his model known as Hart participation ladder. Hart (1992) has elaborate meaning of participation through ladder similarly to Arnstein. According to him, there is non-participation and participation at various levels.

TABLE 2.2: HART'S PARTICIPATION LADDER

	8 th Step	People initiate projects and share the decisions with the powerful
	7 th step	People initiate projects and direct them
	6 th step	Initiation by someone, but decisions shared with people
	5 th step	Consultation and information
Participation	4 th step	Assigned but not informed
	3 rd step	Tokenism
	2 nd step	Decoration
Non-participation	1 st step	Manipulation

Source: Hart, 1992.

Accordingly, then, participation begins from the 4th step: the first to the third step is non-participation.

2.3.3 Pretty's participation ladder

Pretty (1996) try to present a different ladder with a seven-step ladder. The basic idea of Pretty is on "self mobilization" where by Local communities need to be active participants and empowered so as to retain control at all levels of the

development process. The ladder indicates that there is movement from minimum to maximum type of participation.

TABLE 2.3: PRETTY'S PARTICIPATION LADDER

Step 7	Self-mobilisation	People participate by taking initiatives independent of external institutions to change systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used.
Step 6	Interactive participation	People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. Participation is seen as a right, and not just a means to achieve project goals. These groups take control over local decisions, and so people have a stake in maintaining structures
Step 5	Functional participation	People participate by forming groups to meet predetermined objectives related to the project. Such involvement does not tend to be at early stages of project cycles or planning, but rather after major decisions have already been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent

Step 4	Participation for material incentives	People participate by providing resources, such as labour, in return for food, cash and other material incentives. However, the people have no stake in prolonging activities when the incentives end.
Step 3	Participation by consultation	People participate by being consulted or answering questions, and external people listen to views. These external professionals define both problems and solutions, and may modify them in the light of people's responses. Such a consultative process does not concede any share in decision-making and professionals are under no obligation to take on board people's view
Step 2	Participation in information giving	People participate by answering questions posed by extractive researchers using questionnaire surveys or similar approaches. People do not have the opportunity to influence proceedings, and research findings are neither shared nor checked for accuracy.
Step 1	Passive participation	People participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administration of project management without listening to people's responses

Source: Pretty, 1996

In the above ladder, the lower tier represents the narrowest type of participation. The different steps in the middle represent a gradual widening of participatory space, with the seventh level representing the highest level of participation. Both Arnstein (1969) and Pretty (1996) are mere expressions of the complexity of the concept of participation.

2.3.4 Planning theory of participation

This theory has adopted from the work of Kinyashi (2006) "Towards Genuine Participation for the Poor". According to him this theory of participation is discussed in the light of planning theories. According to Friedmann (1987) planning theories focus on the capacity of the state and its members to intentionally co-ordinate their activities, to get "from knowledge to action". There are several theories ranging from rational to radical. These theories have been well summarized by Luckenkotter, (1999).

Rational planning; According to Kinyashi (2006) under this theory the politician define general goals. The planner converts those goals into a hierarchical matrix and explores all possible alternatives in relation to each goal. The final result is handed over politicians who are to make final decision. In the core of this theory Luckenkotter (1999) opine that planning remains a purely scientific-technical process without any interference from outside. This theory is criticized because it gives no room for any kind of participation of the poor.

Disjointed incrementalism; according to Kinyashi (2006) this theory is basing on the assumption that time, money, information and mental capacities of planners and politicians are not sufficient to find the best solutions for the highly complex

problems of modern societies. Planning is thus decentralized and moves into civil society.

Mixed scanning; mixed scanning theory aims at promoting an active society which steers its own development in a self-confident and determined way (Etzioni, 1968). The mixed scanning theory operates when planners are mixing the two methods proposed by the rational and the incremental planning model. The role of planner is to analyze the needs and wishes of the population and simultaneously, investigate the interests of the politicians so as the overall goal of the society would eventually emerge.

Transactive planning; this theory builds on constant citizen participation. According to Friedmann (1973) in an atmosphere of radical openness the expert knowledge of the planners and the experiential knowledge of the citizens are combined and transformed into collective action.

Dialogical incrementalism; this theory defines planning as “dialogical processes aiming at mutual understanding and agreement on future directed collective action (Sager, 1993). According to Habermas all participants are equal and treat each other as equals, and only the rational power of the best argument prevails.

Advocacy planning; according to Kinyashi (2006) this theory explicitly side with those people who lack the necessary resources and skills to advance their interests within the pluralistic competition over public resources. It calls for planners to concentrate exclusively on supporting these disadvantaged groups.

Planning as a co-operative action; Sell (1994) proposes to conceptualize planning as a co-operation between the state, businesses and households. In

this way planning consist of dialogical processes in which all participants develop a joint understanding and possible solutions to a problem and coordinate their actions accordingly.

Collaborative planning; Healey (1997) suggests that this theory builds on the wider concept of “governance”, which refers to all kinds of formal and informal process through which collective affairs are managed. The task of this theory, as a policy-driven activity is to reinforce and build links between disparate parts of society and create new relation.

Radical planning theory; according to Kinyashi (2006) the Radical planning theory perceive the state as an accomplice of capital, and planning as an instrument with which the state ensures smooth accumulation of capital.

In this case the role of planner is to deliver them a critical analysis of the concrete forms and sources of their oppression and enhance their independent, critical thinking and action. Unlike advocacy planning, radical planning theory aim not at improving the position of disadvantaged groups with the existing society, but to strengthen them in their fight to change the system or to prepare them for alternative, independent development outside the existing system (Cenzatti, 1987; McDougall, 1982).

2.4 Criticisms of participation

The concept of participation cannot go without any criticism (Mdendemi, 2013). Cleaver (1999) argues that despite the heroic claims that participatory approaches to development ensure greater efficiency of investment and empowerment, there is little evidence that they can materially improve the conditions of the most vulnerable people as a strategy for social change. He

asserted that participation has therefore become an act of faith in development which is rarely questioned. In the same line of argument Pettit (2012) asserts that although there are excellent frameworks and concepts for revealing the links between agency and structure, as well as examples of practice and good lessons to be learnt; there remains a serious gap in realizing empowered participatory approaches to reducing poverty on a wider scale.

Others (Mansuri & Rao 2004, Platteau 2004, Rao & Ibanez 2004,) see that participation in community-based development projects is caught up in the elite capture, with decision-making tending to be dominated by a small group of motivated individuals.

2.5 Participation and community development

According to Zadeh and Ahmad (2010) participation has two distinct features first; participation is the vehicle of community development and second, participation is the main indicator of community development. Zadeh and Ahmad (ibid) further argued that in order to achieve development in the community, community members should actively be involved in the process of development. The argument that Zadeh and Ahmad (ibid) try to put forward is that the role of participation in community development is very important and that community development cannot take place if there is no participation within the community. The central means of community development is “a people’s programme with government aid” and not “a government programme with people’s aid” that doing things for people (Kamath, 1961). Members of the community have the main role in the process of development and they have to do things for themselves. In the process of community development members of the community should be

actively involved in the development process starting from the initial stage to the final stage.

2.6 The role of participation in community development

Zadeh and Ahmad (2010) point out that participation is a good thing and important for realization of community development. There are benefits for individuals when participate including; raising awareness, once people participate effectively in the community they become aware of the issues within the society particularly problems. Public participation creates an awareness of people in various issues such as problems and possible solutions to those problems and thereby equips them to exercise development in a rational manner (Arora, 1979); increase confidence, participation of people increase confidence and self-esteem among members of the community. According to Moriarty et al (2006) participation not only may include increased confidence, self-esteem and chance to acquire new skills but also leads to greater satisfaction and improved quality of life; find out own potential, participation help people to feel that decisions of the system of they are part are their own. This process can induce increase popular enthusiasm for the implementation of decisions (Arora, 1979); planning, participation enable community members to plan by sharing ideas, views and opinions among members of the community. This process of participation offers new opportunities for creative thinking and innovative planning and development; effectiveness, participation ensures maximum utilization of resources and can help us target resources more effectively and efficiently (Breuer, 1999). Participation also promotes efficiency effectiveness and equity in the process of development (Arora, 1979).

2.7 Tanzanian or regional literature reviews

This section reviews various previous studies that have been done by other researchers which relate to the participation and community development.

According to the study done by Kamanzi and Rabe (2012) revealed that to most villagers it is the village leadership that has the biggest influence on development in their villages or mtaa, followed by NGOs and CBOs, political parties and religious leaders. Basically the influence of village leadership far outweighs that of other levels of decision making such as the private sector, higher level government institutions, international organizations, the World Bank/IMF and other international organizations. Therefore, most respondents (both leaders and non-leaders) feel that development in their villages is most strongly influenced by leaders at the local (village and district) level. A more recently study by Norman and Massoi (2010) investigated community involvement on local planning processes in Tanzania within the context of the decentralization reforms. They concluded that the contribution of the grassroots level to decision making is minimal and ineffective. According to REPOA (2007) the practice of the village meeting –the most common “invited space” at local level can serve as a mechanism of social accountability. But in practice its role seems constricted: there are no documented examples of the village meeting overruling decisions by village leaders.

According to the study done by Mdendemi (2013) which covers four districts in Tanzania namely, Misungwi district, Mvomero district, Mbulu district and Babati district. The study indicated that Babati and Misungwi districts which have implemented O&OD have got participation indices which are above Mbulu, a

district which did not implement O&OD. However, Mbulu has got higher involvement in space index compared to Mvomero district which had implemented O&OD. From these findings linked to the space indices, it can be argued that the implementation of O&OD does not necessarily bring equal participation in the spaces, and it does not lead to participation being more than where it has not been implemented. Thus, the study has found out that the implementation of O&OD does not necessarily bring uniform participation in the areas where it has been implemented on the one hand, and it does not necessarily lead to participation being more than where it has not been implemented.

A study done by Kinyashi (2006) revealed that genuine participation occurs only when people voluntarily choose to participate in the development process. According to Kinyashi (ibid) participation must target the poor people and empower them. The possibilities of achieving genuine participation increase when development actors get acquainted with the micro situation of the targeted poor and when the poor are helped to organize themselves and empowered with relevant knowledge that helps them to understand the framework conditions in which development process takes place. This will ensure possibilities of achieving genuine participation.

According to Kinyashi (2006) in order to have genuine participation the following preconditions should be observed; baseline information, the committed development actors who are interested in bringing sustainable development through participation of the poor should first know the micro-situations of the area they want to intervene. This is possible by conducting baseline survey

studies. Moreover, the poor must be organized. It is rare to find the body or institutions that adequately represent the poor in a certain community or area (Paul Devitt, 1977 in Dulani 2003). The poor must also be empowered. Empowerment should enable the poor realize their potentialities and use their local available resources in projects introduced in their area. Lastly, the poor are advised to form strong institutions starting by forming small coalition. For instance, a group of maize farmers in one village may form an association with groups of farmers in neighbouring villages. However, later the poor may be advised to form strong and big coalition which can help them to voice issues of common interests at a broader perspective (Kinyashi, 2006).

2.8 Participation in a worldwide perspective

A study done by Lyndon and Ismail (2007) in Malaysia revealed that there were reasons behind for the differences between Bidayuh men and women particularly in the area of educational attainment and employment participation. Cultural influences together with effect of history were identified as reasons behind difference between men and women. However, Cultural influence was identified as the most prominent reason for differences between Bidayuh men and women in education attainment followed by effect of history where by women have long been neglected from the mainstream of development. The study further indicated that the main reason for differences between Bidayuh men and women in educational attainment based on stereotypical views on women towards education. Basically these stereotypical views discourage girls to continue with their education beyond primary level but also parents do not see the significance of Bidayuh women to continue with education. This perception

imposes the society to see women as people who will end up in the kitchen regardless of their qualifications.

On the other hand traditional gender division of labour together with employer's bias and lack of education, skills and training are the reasons behind the differences in employment participation between Bidayuh men and women. According to Bidayuh culture women's role has always considered as housewife and mother while man considered being the breadwinner.

According to Khosa (1992) the constitution of Pakistan ensures equal status of women and men by providing protection for their rights. Article 25 of the constitution states that, "all citizens are equal before the law and are entitled to equal protection of law and there shall be no discrimination on the basis of sex alone". Article 34 of the constitution further clarify that the state is committed to ensure full participation of women in all spheres of national life. There are minimal efforts made by the government to ensure representation of women in governance despite of these constitutional provisions. This study coincides with the study done by Jabeen and Iqbal (2010).

A study done by Jabeen and Iqbal (2010) in Pakistan revealed the two main factors that affect women's full participation in governance as follows; first, the social, cultural norms and traditions. Women found in a subordinated position because of cultural and social norms. Women remain to be mothers, wives, family helpers and care takers of family while men remain as breadwinners. Second, political factors, for long time the political history of Pakistan have put women in subordinated position as compared to men.

2.9 Participation in Africa perspective

According to the study done by Osirike and Egbayabo (2012) in Nigeria revealed that there is significant relationship between educational status of rural women and their participation in the community development. The study recommended that women particularly those at rural areas must be given the necessary education in order to enhance their effectiveness in participating in community development projects which could ultimately foster community development. According to the study education remains to be an important tool in order to restructure the women's roles and values in the many areas within Nigeria. Many of interviewed respondents accepted that there is relationship between educational status of women and their full participation in development projects.

The study done by Kongolo (2009) in South Africa suggested the most prominent factors contributing to women's passive participation in development process to be lack of government incentives and assistance, lack of resources, lack of information, lack of education, cultural values and discrimination against rural women. Education was identified as the critical problem in the study. The study observed many respondents with primary and secondary education. However, many did not necessarily complete these levels.

Another study done by Kivoi (2014) in Kenya indicated some obstacles that limit women participation in decision making and leadership to be traditional beliefs, perceptions and stereotypes which marginalize women as inferior. The study showed that due to presence of many patriarchal communities in Kenya, gender equality is seen as a challenge to male dominance and hegemony. Perceptions and stereotypes within the community are mainly used to marginalize women in leadership and decision making. The study indicated among of the perceptions

and stereotypes as; men are seen as powerful, intelligent, wise and logical while women are seen as weak, dreamy and less capable.

2.10 Participation in a local perspective

A study done by Losindilo, Mussa and Akarro (2010) in Tanzania revealed that the level of education, place of residence (rural, urban), marital status, religion, region of residence and age group are the factors that contribute to women's poor participation in social, political and economic activities but these factors differs in magnitude.

The study concluded that place of residence, followed age group and region of residence are the factors that contribute more to women's poor participation. On the other hand, level of education and religion contribute less to women's poor participation in socio-political and economic activities. The study further concluded that place of residence (urban, rural) has a great effect on women's participation in social, political and economic activities.

2.11 Research gap

The literature that was reviewed for the purpose of this study indicates clearly that participation is very essential for development of any community. Moreover, participation is termed as main indicator of community development. Further, participation has a close linkage with empowerment because they go together. According to the observation of the researcher the absence of a good number of studies that assess the level of participation at individual level for both men and women in fostering community development is what constitutes the gap of knowledge that has not been satisfactorily bridged by previous studies.

This study therefore seeks to examine the levels of participation basing on individual level for men and women of Mkoka village in fostering community development.

2.12 Chapter summary

This chapter reviews literature that is related to this study. Section one of the chapter presents explanation and definition of terms that will be used in the study, theoretical, and empirical perspectives for this study. The chapter closes up with a sub-section that presents the knowledge gap that the researcher seeks to bridge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter overview

This chapter describes the study area; explain the study design, research approach, population of the area, sample size and sampling procedures, method of data collection and data analysis. Later, the chapter presents issues regarding the validity, reliability, ethical consideration and the study limitations and delimitations. The final section is the conclusion of the chapter. Generally, this chapter enables the understanding on how the research was conducted.

3.2 Study area description

Kongwa district is one of the seven districts of the Dodoma region of Tanzania others are Bahi, Chamwino, Kondoa, Mpwapwa, Dodoma Municipal and Chemba. The district lies between latitude 5° 30- 6° south and longitudes 36° 15'- 36 East of Greenwich Meridian. Its altitude stretches between 900 and 1000 metres above sea level, the administrative of the district is Kongwa town and is located about 86 kilometres from Dodoma town. The district covers an area of 3,958.25 km². The district is bordered to the north by the Manyara Region, to the east by the Morogoro Region, to the south by the Mpwapwa District and to the west by the Dodoma Rural District. Kongwa district was established in 1995.

The microclimate of Kongwa district council is greatly influenced by its altitude. The mean temperature is about 26.5°C, but sometimes temperature can go down to as much as 11°C. The coolest weather occurs in January to June when temperature fall between 20°C- 33°C. The main rain season is from November – April with an average annual rainfall of 500-800mm. The temperatures get

slightly lower in the months of May to July. The highest temperature recorded is 31c while the lowest temperature is 18 C. The mean annual rainfall is 700mm. The rain season is normally between December and April. According to the 2012 national census, Kongwa had a population of 309,973. The Kongwa District is administratively divided into 22 wards. Moreover, Kongwa district is composed of 82 villages.

For the case of this study Mkoka village was involved in the study. However, this village was randomly selected out of 82 villages. This village composed of three hamlets namely; Lendebesi, Mlowa, and Mvungurumo. According to 2012 census Mkoka village had a population of about 7615; Male composed of 3743 and female composed of 3872.

3.3 Research design

Research design can be defined as a plan that the researcher prepares as a guideline for data collection, data analysis, and report writing. Research design can also be said to be:

A plan on how a study will be conducted or a detailed outline of how an investigation will take place...a research design will typically include how data is to be collected, what instruments will be employed, how the instruments will be used, and the intended means for analyzing data collected (Msabila & Nalaila, 2013).

According to Chandran (2004) descriptive research design, is appropriate to describe and portray characteristics of an event, situation, group of people, community or population.

In this study the researcher used the descriptive research design because it seeks to describe characteristics basing on the levels of participation of men and women in community development. Also it is not only restricted to facts findings but also may often result in the formulation of important principles of knowledge and solution to significant problems. The design is more than just a collection of data; it involves measurement, classification, analysis, comparison and interpretation of data.

While the strength of this research design is its capacity to describe phenomena, its drawback rests on the fact that the data collection within the framework of this design is limited to information on just characteristics of the population (Chandran, 2004).

3.4 Research approach

This study used both qualitative and quantitative approaches. Qualitative approach is a research method that is useful in explaining such variables as attitudes, behavior, and experiences by using data collection tools like interviews and focus group discussions (FGD). This method is a useful research approach since it helps the researcher to obtain profound opinion from participants (Dawson, 2009). In other words qualitative approach is a useful research tool that enables the researcher to gather rich data and explain phenomena profoundly (Mugenda & Mugenda, 2003). Additionally, quantitative research approach generates numerical data via using questionnaires. The advantage of quantitative approach is that it helps the researcher to reach out many people in a relatively short period of time (Dawson, 2009).

By using both qualitative and quantitative approaches the researcher intended to gather both qualitative and quantitative data for the study. This approach is what is referred to by Mugenda and Mugenda (2003) as “triangulation”.

3.5 Sample and sampling procedure

Sampling refers to the process of selecting a number of individuals for the study in such a way that the individuals selected represent the large group from which they were selected. The individuals selected form the sample and the large group from which they were selected is the population (Mugenda & Mugenda, 1999).

3.5.1 Sample size

The research covered a sample size of approximately 400 respondents. This number was obtained by using the formula by Yamane (1967), at a precision level of 5%.

The formula for getting sample is: $n = \frac{N}{1 + N(e)^2}$

Where by: n=sample size, N=number of members, e=level of precision which is 5% or (0.05). Basing on the population number from selected village namely Mkoka (7615).

$$\text{Therefore: } n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{7615}{1 + 7615(0.05)^2}$$

$$n = 399.9$$

$$n = 400.$$

The sample size for the study was set at 400 who are mainly villagers. Specifically the researcher involved in the study the following portions of Mkoka village;

TABLE 3.1: COMPOSITION OF RESPONDENTS AND THEIR CATEGORY

SAMPLE POPULATION (Hamlet)	MEN	WOMEN	TOTAL	SAMPLING TECHNIQUE
Lendebesi	66	68	134	Simple random
Mlowa	65	68	133	Simple random
Mvungurumo	65	68	133	Simple random
TOTAL	196	204	400	

3.5.2 Sampling procedure

The technique that the researcher used in the process of sampling for this study is simple random. Simple random sampling uses the rule of randomness where each element that is present in the population has an equal possibility of being picked and included in the sample (Chandran, 2004). In this case villagers were picked randomly as respondents. Thus, the process of sampling in this study constituted only villagers.

3.6 Data collection methods/tools

Two methods of data collection were used for this study. They were questionnaires and interviews. While questionnaires involved mostly closed-ended questions which supply the research with mostly quantitative data,

interviews used to gather qualitative data. Quantitative data refers to information that contains numerals, and qualitative data refer to information that is void of numbers.

3.6.1 Questionnaires

A questionnaire refers to a list of questions which are neatly written and printed on pieces of paper (Kothari, 2004). For the purpose of this study, questionnaires were written, printed and administered to the respondents by the researcher. Respondents were asked to complete the questions on their own after which the researcher collected them ready for analysis. This method of administering questionnaires is what is referred to by Mugenda and Mugenda (2004) as researcher administered questionnaires.

The questionnaires consist of mostly closed-ended questions and some open-ended questions. Closed-ended questions are advantageous because they are cost effective and time saving. The advantage of structure questions is that they limit the respondent to a few categories of provided answers from which he or she must select (Mugenda & Mugenda, 2003).

On the other hand, open-ended questions allow the respondent to present deeply thought responses. The disadvantage of this kind of questions is that they are time consuming and so they can frustrate the respondent and cause him to give up (Mugenda & Mugenda, 2003).

3.6.2 Interviews

An interview is a talk between two persons and it is structured in such a way that it allows one or persons to ask questions and the other person to respond to them. In other words, an interview is a means that is used to researchers to

administer a questionnaire or interview schedule. Therefore interviews necessitate a face-to-face talk between interviewer and interviewee (Kothari, 2004, Mugenda & Mugenda, 2003).

There are structured and non-structured interviews where the former involves ready-made questions and the other consists of partially-structured questions (Chandran, 2004). This study used semi-structured interviews which required the researcher to prepare a questions guide in order to use it at the occasion of the interviews.

Interviews are advantageous in that they produce in-depth information which cannot be obtained via questionnaires. Also in the process of the interview the interviewer has the opportunity to clarify questions or even to ask additional questions to obtain more information. There are however some disadvantages of interviews which include the following: One, the interviewer can be a source of bias by asking leading questions in order to obtain certain kinds of responses. Also not all novice researchers can effectively use interviews since they require people who have expertise in communication skills particularly interpersonal (Mugenda & Mugenda, 2003).

3.7 Validity and reliability

Validity of a research work refers to the level to which it is consistent and convincing (Chandran, 2004). In order that reliability and validity may prevail, designated instruments of data collection must produce information that is both relevant and correct (Mugenda & Mugenda, 2003). In other words it means selected tools of data collection must have the capacity to measure what the researcher wants to measure (Dawson, 2009). To realize this goal, the

researcher used two methods of data collection namely, questionnaires and interviews. For the questionnaires, the researcher instructed respondents to read and answer questions by filling in the information in the provided spaces. Additionally, the researcher collected information from respondents via personal interviews which are also referred to as face to face talks (Kothari, 2004). Data collected from both questionnaires and interviews were edited in the field and immediately before data analysis procedures begin. Finally the researcher committed the entire research work to an expert in the field namely gender studies, to read it and outline comments and corrections that will be done prior to submitting final draft to examiners.

3.8 Method of data analysis and presentation

In this study the researcher analyzed data soon after obtained from the study area by using SPSS 20 computer software. The use of SPSS program is important in this study because it allow the use of cross-tabulation and chi-square test which are mainly use for studies that intend to compare. The research results were presented by using charts, tables and figures.

3.9 Ethical considerations

Ethics is a branch of philosophy that deals with human's behavior (Mugenda & Mugenda, 2003). Because a researcher is a person who deals with other people in his endeavours to generate knowledge, he himself should be a person of integrity. As such the researcher strived to protect respondents by safely keeping the information that obtained from the field (Mugenda & Mugenda, 2003).

Also the researcher did not divulge identities of respondents. Additionally, the researcher maintained a reasonable degree of courtesy when dealing with

respondents in order that he may not harm them physically or psychologically (Mugenda & Mugenda, 2003).

Moreover, permission to undertake the study in the given area of the study was requested from Director of research, consultancy and post graduate studies at SJUT and the local government authorities, participants were informed and asked to participate in the study and one was free to agree or refuse to participate and no names of participants were recorded and their information were preserved in the safe place to avoid exposition to others.

3.10 Plan for dissemination of research report

The research result was disseminated by providing copies to the village offices where the research took place and to the university.

3.11 Overall limitations of the study

The study faced a number of constrains including time and financial constrain, as well as library and internet connection.

3.12 Chapter summary

An overview of the chapter is what opens up this part of the study. The overview discusses some salient aspects of the chapter. The foregoing chapter mainly discusses research design, that is, the path that the researcher was to follow in order to accomplish the study. The chapter indicates study location and population, and the approaches that were used. Also study sample and sampling techniques were discussed in this part of the study. Additionally, data collection tools were presented; they are questionnaires and interviews. Finally, methods of data analysis and presentation, validity and reliability of the study and ethical issues were discussed.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Chapter overview

This chapter presents the findings and discussion of the study. The results and discussion of findings based on the specific objectives of the study. The discussion is about participation of men and women in community development. The variables are preceded by respondent's profile.

4.2 Respondents profile

Respondents profile in village included parameters such as, sex, age, educational level and marital status. These variables are important to this study as they provide basis for comparison with other variables studied in the current work on participation of men and women in community development. Also they provide a basis for studying contributions of respondents on community development. For example the education of a person determines his contribution on community development and decision making.

Therefore, the understanding of the profile of respondents is important in guaranteeing reliability of their responses.

4.2.1 *Sex of the respondents*

With regard to sex composition of respondents from the study area, table 4.1 show that female composed of 51% while male composed of 49%. This finding implied that female were many compared to male and agreed with 2012 national census report which revealed female dominance within the population in terms of composition by sex. Women population accounts more than half (51%) of the entire population as compared to their male counterpart who composed 49% (URT, 2013). This is a common pattern in most African countries.

TABLE 4.1: SEX OF RESPONDENTS

Sex	Frequency	%
Male	196	49.0
Female	204	51.0
Total	400	100.0

4.2.2 Age of the respondents

Table 4.2 shows the distribution of respondents by age. The results indicates that age of respondents ranged between 16- 51 and above. Where by the majority of respondents' age ranged within 16-35 which is about 51%, followed by those ranged 36-50 with total composition of 39.8%.Lastly those ranged 51 and above composed of 9.3% .The age of an individual has an influence on labour availability, productivity as well as food consumption. The findings revealed that majority of the respondents in the study area are aged between 16 to 35 years. This group contributes to work force of the village by participating in different development projects. This pattern of age distribution is expected, as the young adults are the ones who are many compared to other group. In this case young adult are more productive in rural areas because many of them don't engage much in education compared to those of town areas.

TABLE 4.2: AGE OF RESPONDENTS

Age	Frequency	%
16-35 (Young adult)	204	51.0
36-50 (Adult)	159	39.8
51 and above (Elder)	37	9.3
Total	400	100.0

4.2.3 Education level of the respondents

In any given community level of education of its members is an important factor to determine their level of understanding of various issues taking place in the community. Education plays the major role in the development of the community in terms of social, economic and political aspects. Participation and community development prospect is relatively with education. Proper education to the community help the society to participate more in various projects of which has impact in improving their wellbeing. Results on level of education in the area of study indicated that about 3.0% of respondents never attended formal schooling, 8.8% were primary school dropout, 54.8% completed primary school, 12.8% secondary school dropout, 15.8% completed form IV, 2.0% completed form VI, while those of VETA, certificate, diploma, degree holder were 3.0% respondents as shown in Table 4.3.

TABLE 4.3: EDUCATION LEVELS OF RESPONDENTS

Education level	Frequency	%
Never attended formal schooling	12	3.0
Primary school dropout	35	8.8
Completed primary school	219	54.8
Secondary school dropout	51	12.8
Completed form IV	63	15.8
Completed form VI	8	2.0
Attended VETA, certificate, diploma, degree holder	12	3.0
Total	400	99.7

The findings in this study supported by a study done by Mdendemi (2013) which shows that more than half of respondents had primary education or lower (57.1%) and those with secondary and college education were minority. In this case majority of the respondents in the study area can be impacted with skills and hence understand the importance of community participation towards community development.

4.2.4 Marital status of the respondent

Based on Marital status of respondents 58.0% were married with comparison to 30.8% who were single as shown in Table 8. 4.0% separated, divorced 1.0% while those widow and widower were 4.0% and 2.3% respondents respectively. The findings revealed that majority of the respondents were married. This is expected as married people in rural areas are many compared to other category of marital status. People in rural areas marry at early age compared to those in town areas this make them to be many than any other category of marital status. Table 4.4 summarizes the findings.

TABLE 4.4: MARITAL STATUS OF THE RESPONDENTS

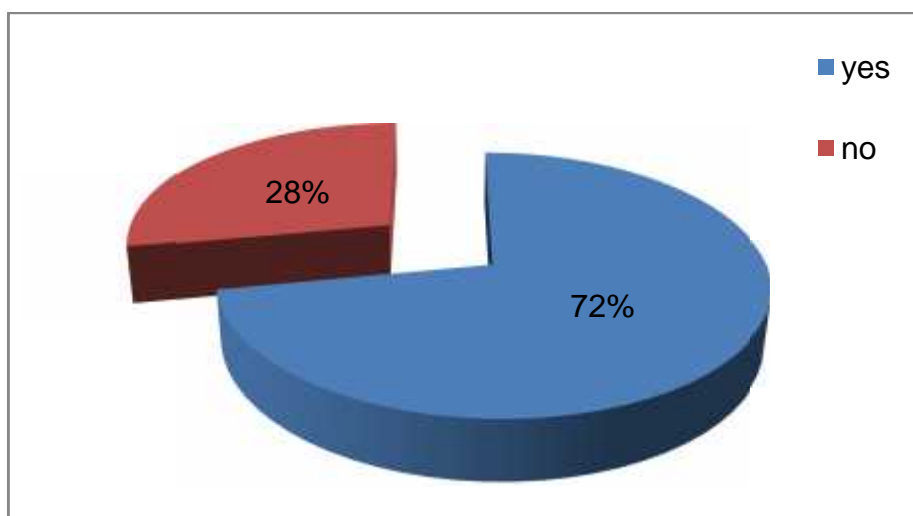
Marital status	Frequency	%
Single	123	30.8
Married	232	58.0
Separated	16	4.0
Divorce	4	1.0
Widow	16	4.0
Widower	9	2.3
Total	400	100.0

4.3 Respondents participation in decision making process

It has already been indicated that there is a dire need for the community to participate if it has to own the development process. Key in this account is that, the community members are the primary stakeholders in development process. As stakeholders, they have direct concern, interest in development that will affect them and, therefore, must have the ability to influence decisions (Smith, 2003).

Respondents were asked if they felt they had participated in decision making process in their village. Their responses are summarized in Figure 4.1

FIGURE 4.1: RESPONDENTS PARTICIPATION IN DECISION MAKING PROCESS



Overall, 72% of the respondents indicated that they had participated in decision making process. While 28% of the respondents indicated that they had never participated in decision making process. From the findings majority of respondents had participated in decision makings process and had been influencing decisions in the village.

In one of the interview the respondent said that, “now days it is true that we participate in decision making due to presence of good and committed leaders. Most of them (village leaders) are educated and they are young people” [Interview at Lendebesi]

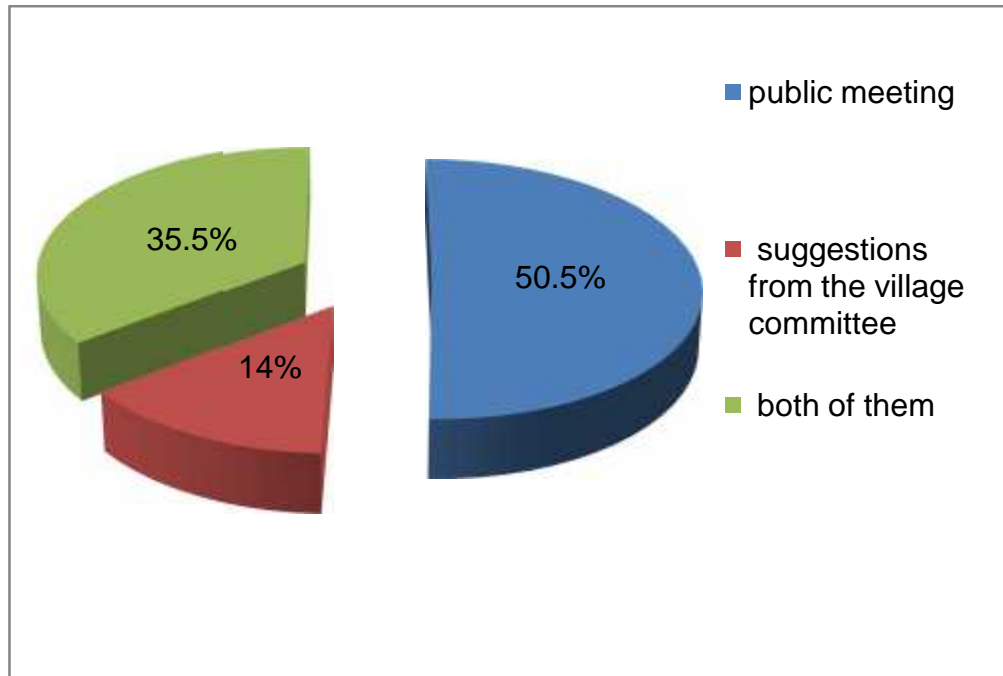
In the other interview one of the respondents remarked that, “I have been participating in decision making and this is due to transparency in our village. This is possible because leaders feared that everything might be known and so this may jeopardize their position”. [Interview at Mvungurumo]

Generally, findings correspond with the study conducted by Mdendemi (2013). He revealed that more than half of the respondents (58%) felt that they had the capacity to influence development process in the villages through decision making. While 42% of the respondents indicated to lacking the capacity to influence development process through decision making. This indicates that there is a change within the community and that people influence development through decision making.

4.4 Means used to make decisions that are related to development

In case of means used to make decisions that are related to development about 50.5%, of respondents at Mkoka Village agreed that there have been public meetings conducted in the villages. 35.5% of respondents indicated that both public meetings and suggestions from village committee were used. While 14% of respondents indicated that only suggestions from village committee (decisions made by councilors, WEO, VEO and village chairman) were used. Figure 4.2 summarizes the findings.

FIGURE 4.2: MEANS USED TO MAKE DECISIONS THAT ARE RELATED TO DEVELOPMENT



The findings correspond to the study done by Mdendemi (2013) which clearly shows that the majority of the respondents (76.3%) had the opinion that indeed they had managed to influence local leadership on development matters through decision making forums such as public meetings. Only 23.7% of the respondents reported to have failed to influence leadership through public meetings.

4.5 Participation in decision making through Pretty's Ladder of Participation

Respondents were asked to tick the most appropriate level of participation among the seven levels as identified by Pretty (1996) which starts from the lowest to the highest level; attendance to meetings only (passive participation), information giving (participation by information giving), consultation only (participation by consultation), providing resources and labour (participation for

material incentives), forming groups to meet objectives (functional participation), interactive participation (joint analysis), and self-mobilization (taking own initiatives).

Types of participation by stakeholders range from passive participation, in which people are simply told what is going to happen or has happened already, to active participation, where people take responsibility for and actively contribute to project planning, design, and implementation (Mchombu, 2002).

About 45% of respondents showed that they participate by attendance to meetings only (passive participation). This indicates that community participates by only being told what was going to happen or what has happened. On the other side about 25.3% of respondents indicated that they participate by providing resources and labour, 20% by forming groups to meet objectives, 3.8% information giving, while those of consultation only, interactive participation, and self mobilization were 2%, 2% and 2% respondents respectively as shown in the table 4.5.

**TABLE 4.5: RESPONDENTS' PARTICIPATION IN DECISION MAKING
THROUGH PRETTY'S LADDER OF PARTICIPATION**

Levels of participation	Frequency	%
Self-mobilization (taking own initiatives)	8	2.0
Interactive participation (Joint analysis)	8	2.0
Forming groups to meet objectives (Functional participation)	80	20.0
Providing resources and labour (Participation by material incentives)	101	25.3
Participation by consultation only	8	2.0
Participation by information giving	15	3.8
Attendance to meeting only (Passive participation)	180	45.0
Total	400	100.0

From the findings most of the respondents' level of participation in decision making through Pretty's Ladder of Participation based on attendance to meetings only. This form/level is regarded as passive participation whereby as argued by Pretty (1996) it indicates that community participates by only being told what was going to happen or what has happened. He further argued that it is all about unilateral announcement by village leaders or an administration of project management without listening to people's responses. This implies that

community is not fully involved in decision making. Hence this may not lead to community success and community development in general.

The findings is in line with the study done by SIDA (2010) observed that meetings were used to instruct villagers what to do and that, villagers were supposed to accept without question. Similarly, Kelsall and Mercer (2003) found it difficult in Tanzania, to distinguish any difference between people's participation and mobilization.

4.6 Comparison and difference of men and women on levels of participation in decision making process

Table 4.6 show that about 73% of male respondents accepted that they have participated in decision making process while 71.1% of female respondents accepted that they have participated in decision making, and 27% of male respondents have never participated in decision making process while 28.9% of female respondents have never participated in decision making process.

TABLE 4.6: CROSS TABULATION TABLE ON LEVELS OF PARTICIPATION OF MEN AND WOMEN IN DECISION MAKING PROCESS

			Decision making process		Total
			Yes	No	
Sex of the respondents	Male	Count % within Sex of the Respondent	143 73.0%	53 27.0%	196 100.0%
	Female	Count % within Sex of the Respondent	145 71.1%	59 28.9%	204 100.0%
Total		Count % within Sex of the Respondent	288 72.0%	112 28.0%	400 100.0%

Findings in this study indicated that there is no significant difference of men and women when participating in decision making process. This was revealed by cross-tabulating decision making process gives the Chi square test results of 0.175 as shown in Table 4.7.

**TABLE 4.7: CHI-SQUARE TESTS RESULTS ON DECISION MAKING
PROCESS**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.175 ^a	1	.675		
Continuity Correction ^b	.095	1	.759		
Likelihood Ratio	.175	1	.675		
Fisher's Exact Test				.738	.379
N of Valid Cases	400				

4.7 Comparison and difference of men and women on means used to make decisions that are related to development

In case of means used to make decisions that are related to development as shown in Table 4.8 about 56.1% of male respondents indicated that public meetings were used while 45.1% of female respondents indicated public meeting were used, 10.7% of male respondents indicated that suggestions from village committee were used while 17.2% of female respondents indicated that suggestions from village committee were used, and 33.2% of male respondents indicated that both public meetings and suggestions from village committee were used while 37.7% of female respondents indicated that both public meetings and suggestions from village committee were used.

TABLE 4.8: CROSS-TABULATION TABLE ON MEANS USED TO MAKE DECISIONS THAT ARE RELATED TO DEVELOPMENT

			Decisions that are made in relation to development			Total
			Public meeting	Suggestions from village committee (decisions made by councilors, WEO, VEO, Village chairman	Both of them	
Sex of the respondents	Male	Count % within Sex of the Respondent	110 56.1%	21 10.7%	65 33.2%	196 100.0%
	Female	Count % within Sex of the Respondent	92 45.1%	35 17.2%	77 37.7%	204 100.0%
Total		Count % within Sex of the Respondent	202 50.5%	56 14.0%	142 35.5%	400 100.0%

The findings in this study indicated that there is no significant difference of men and women on means used to make decision that are related to development. This was revealed by cross-tabulating means used to make decisions that are related to development. Furthermore Table 4.9 gives the Chi square test results of 5.960.

TABLE 4.9: CHI-SQUARE TESTS RESULTS ON MEANS USED TO MAKE DECISIONS RELATED TO DEVELOPMENT

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.960 ^a	2	.051
Likelihood Ratio	5.999	2	.050
N of Valid Cases	400		

4.8 Comparison and difference of men and women through Pretty's Ladder of Participation

As shown in Table 4.10 about 35.7% of male respondents showed that they participate by attendance to meetings only (passive participation) while 53.9% of female respondents showed that they participate by attendance to meeting only. On the other side about 29.6% of male respondents indicated that they participate by providing resources and labour while 21.1% of female respondents indicated that they participate by providing resources and labour, 24.5% of male respondents indicated that they participate by forming groups to meet objectives while 15.7% of female respondents indicated that they participate by forming groups to meet objectives. 4.1% of male respondents indicated that they participate by interactive participation while there none to female. However,

information giving, consultation only and self-mobilization of male respondents were 2.0%, 2.0%, 2.0% respectively while 5.4% of female respondents indicated that they participate by information giving, 2.0% consultation only, and 2.0% self-mobilization.

TABLE 4.10: CROSS-TABULATION TABLE OF MEN AND WOMEN THROUGH PRETTY'S LADDER OF PARTICIPATION

Levels of participation	Men		Women	
	Freq	%	Freq	%
Self-mobilization (Taking own initiative)	4	2.0	4	2.0
Interactive participation	8	4.1	0	0.0
Forming groups to meet objectives	48	24.5	32	15.7
Providing resources and labour	58	29.6	43	21.1
Consultation only	4	2.0	4	2.0
Information giving	4	2.0	11	5.4
Attendance to meetings only	70	35.7	110	53.9
TOTAL	196	100.0	204	100.0

Cross-tabulation results for Pretty’s Ladder of Participation give results of a Chi square test that indicate there is no significant difference of men and women when participating in decision making. This was revealed by cross-tabulating Pretty’s Ladder of Participation and gives the Chi square test results of 25.433 as shown in Table 4.11.

TABLE 4.11: CHI-SQUARE TESTS RESULTS ON PRETTY’S LADDER OF PARTICIPATION

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.433 ^a	6	.000
Likelihood Ratio	28.749	6	.000
N of Valid Cases	400		

4.9 Participation index through Pretty’s Ladder of Participation

The establishment of the index is guided by the ladder of participation according to Pretty (1996). The ladder is important in the establishment of the participation –mean percentage.

According to Mdendemi (2013) participation index can be calculated by following four steps: The first step is to order the levels/forms of participation through Pretty’s Ladder of Participation; the second step is to get the proportion of the respondents in each level/form; the third step is to calculate the mean percentage by multiplying the percentage (each proportion of respondents divide by 100) by the level; the fourth step is to add the products to get the participation index for each gender. At this stage, then, it is possible to compare the gender in terms of which gender is above or below the other.

Following are the resulting participation indices of the gender study obtained through this given procedure with regard to Pretty's Ladder of Participation.

TABLE 4.12: PARTICIPATION INDEX THROUGH PRETTY'S LADDER OF PARTICIPATION

Steps	Men			Women		
	%		Mean percentage	%		Mean percentage
7	2	0.02	0.14	2	0.02	0.14
6	4.1	0.041	0.246	0	0	0
5	24.5	0.245	1.225	15.7	0.157	0.785
4	29.6	0.296	1.184	21.1	0.211	0.844
3	2	0.02	0.06	2	0.02	0.06
2	2	0.02	0.04	5.4	0.054	0.108
1	37.7	0.377	0.377	53.9	0.539	0.539
		1.019	3.272		1.001	2.476

Having established the participation index for each gender, now it is possible to compare and rank the indices according to the gender from the top to the bottom. Table 4.13 summarizes the findings:

TABLE 4.13: COMPARISON OF PARTICIPATION INDICES

Rank	Gender	Index
1	Men	3.272
2	Women	2.476

According to the comparison of the indices, it is men who have got participation indices which is above women. It can be concluded that the findings indicate that men participate more than women with regard to Pretty's Ladder of Participation. Furthermore it can be argued that there is a significant difference on participation index for men and women in decision making through Pretty's Ladder of Participation.

The finding is in line with Cornwall (2008) who observed that participation process is likely to be selective, as it involved only elite, older, richer member of the community, and those from which other groups, such as women and children, might have been excluded.

4.10 Chapter summary

The above chapter explains about chapter overview, respondents profile and results. Generally, the results are as follows; first, there are no significant differences between men and women when participating in decision making process. Second, there are no significant differences between men and women with regard to means used to make decisions related to development. Third, there are no significant differences between men and women with regard to Pretty's Ladder of Participation. However, with regard to participation index done through Pretty Ladder of Participation there is significant difference between men and women when participating in decision making.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter basically presents the general conclusion and recommendations based on the study findings. The conclusion part offers key lessons drawn from the key areas of the study. Recommendations are also drawn from the findings and the conclusion, followed by suggestions for further research on unanswered related areas of this study.

5.2 Conclusions

This study drew the following conclusions:

- There are no significant difference between men and women when participating in decision making process. The chi square test result is 0.175 which is above 0.005. Both men and women participate in decision making process at almost equal level.

The findings obtained in this study correspond to the study done by Osirike and Egbayebo, (2012) in Nigeria which revealed that women have been risen to a higher profile in community development projects and in decision making process in the area. This is due to fact that some of the cultural values, beliefs and practices that determined the position of women in the past, have undergone drastic restructuring while other have been completely removed. Female education is one of the visible factors that helped to bring changes in the traditional roles and values of women. Therefore, there is no doubt that education has been one of the enduring rural values which helped much in restructuring of the women's role in the area unlike to the past. Many women who have attained high levels of education have begun to question the basis of

male's dominance. However, still women face barriers such as cultural practices in some areas particularly rural areas which depict women from accessing education. This is to make women blind about their rights.

- There are no significant differences between men and women with regard to means used to make decisions related to development. The differences are not significant because the chi square test result is 5.960 which is above 0.005.

The study findings is in line with study done by Jabeen and Zafar Iqbal, (2010) which revealed that the new local governance system of Pakistan through its newly imposed methodology Devolution of Power Plan of 2001 provides a unique opportunity to women for contribution in community development through effective participation in decision making. However, the existing empirical studies and data suggest that women's participation remained very low due to various cultural, ideological, normative and demographic factors. Apart from that female do not have sufficient knowledge and skills in Pakistan politics. So the implication of this study is that cultural barriers and lack of education are mainly factors which depict women from decision making.

- The findings indicate that there are no significant differences between men and women with regard to Pretty's Ladder of Participation. The chi-square test result is 25.433 which is above 0.005.

The findings show that people participate by attendance to meeting only as they don't own their decisions. This finding correspond to the study done by Mdendemi (2013) which indicated that despite of many people participating in public meetings still the meetings are not managed democratically for effective participatory decision-making, but used by some leaders to give instructions of

what should be done. This implies that people don't effectively participate in decision making.

- Generally, despite of having the above findings which based on specific objectives of the study, participation index for each gender done through pretty's ladder of participation is the best tool that can provide the general picture on how men and women participate in decision making process. Participation index indicated that there is a significant difference between men and women when participating in decision making. The total calculated mean percentage for men is 3.272 which are higher than that of women 2.476. This indicates that men participate more compared to women.

The study findings coincides with the study done by Jabeen and Iqbal (2010) and Kivoi (2014) which suggested that there is significant difference between men and women with regards to participation in decision making process. Both Jabeen and Iqbal (2010) and Kivoi (2014) recommended that traditional beliefs, social cultural norms, perceptions, stereotypes and political factors are obstacles that limit full participation of women in decision making.

The study findings which coincide with the findings of Jabeen and Iqbal (2010) and Kivoi (2014) are significant as they bring a practical recommendation that people must actively be involved in decision making process regardless of their gender differences. This will ultimately ensure the equal distribution of power to both genders. It does not come into mind that rural women in most African households constitute over 80% of the agricultural labour force and still it is men who decide on the harvested products.

- The main assumption in this study is that the levels of participation of men and women lead to community development. Based on the findings from the field study, there are two fundamental results: The first one is that levels of participation of men and women do not necessarily become equal. The second issue is that it is not always a reality that the levels of participation of men and women lead to either an increased participation or community development as one gender particularly women participate less than the other.

5.3 Recommendations

From the findings and conclusion of this study, the following are some recommendations:

- Despite of the fact that there are no significant differences of men and women in decision making process, means used to make decision related to development and Pretty's Ladder of Participation still women should be more involved similarly to their male counterpart.
- Since there is significant difference between men and women with regard to participation index done through Pretty's Ladder of Participation. Women should be actively involved in the upper steps starting from sixth step to seventh step.
- Women must first be empowered in order to be active member in participation. This will foster participation and community development.

5.4 Chapter summary

The above chapter explains above general conclusion and recommendation based on the study findings. The conclusion tells what was obtained in the study and recommendation tells what should be done.

5.5 Areas for future research

Based on the findings of the study on levels of participation of men and women in fostering community development, the following further researches are suggested;

1. A similar study should be done covering a wider geographical region.
2. A comparative study in relation to level of participation of men and women should be done covering both urban areas and rural area.
3. The role of patriarchy system in the society and its effect on level of participation in decision making and gender imbalance.
4. The role of URT constitution and adopted conventions to ensure full participation of both genders in decision making.
5. The role of URT constitution and various efforts done by government against the social, cultural norms, perceptions, stereotypes and traditional beliefs which limit women participation in decision making and leadership.

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APPENDICES

Appendix A: Questionnaires for men

My name is Emmanuel Malongoza a student at St John's University of Tanzania pursuing a Masters Degree on Arts in Community Development. The purpose of this questionnaire is to collect data that will enable the researcher to find the levels of participation between men and women in community development. The research is purely for academic purpose. You have been selected to participate in this research as respondent because your potential gives the required information. Rest assured that the information you give will be treated as confidential and will be used for the purpose of this study only. Feel free to express yourself for the opened questions. I request your cooperation in order to make this exercise success.

Personal information

Put tick () in appropriate word of your choice.

Demographic characteristics

1. **Sex**

a) Male ()

b) Female ()

2. **Age**

a) Young adults ()

b) Adults ()

c) Elders ()

3. Education Level

- a) Never attended formal schooling ()
- b) Primary school dropout ()
- c) Completed primary school ()
- d) Secondary school dropout ()
- e) Completed form IV ()
- f) Completed form VI ()
- g) Attended VETA, Certificate holder, diploma holder, degree holder ()
- h) VETA, certificate, diploma and degree dropout ()

4. Marital Status

- a) Single ()
- b) Married ()
- c) Separated ()
- d) Divorce ()
- e) Widow ()
- f) Widower ()

1. Which of the following spaces of participation applied in your village?

a) Invited spaces ()

b) Closed spaces ()

c) Claimed spaces ()

2. Have you ever participated in decision making process in your village?

Yes () No ()

3. In which space did you participate?

a) Invited space ()

b) Closed space ()

c) Claimed space ()

4. How are decisions related to development made in your village in order to foster community development?

a) Public meeting ()

b) Suggestions from village committee (decision made by councilors, WEO, VEO, Village chairman ()

c) Both of them ()

5. Tick appropriately the form in which you think you participate in decision making

No.	Forms	Tick
7.	Self-mobilization (taking own initiative)	
6.	Interactive participation (joint analysis);	

5.	By forming groups to meet objectives	
4.	Providing resources and labour	
3.	Consultation only	
2.	Information giving	
1.	Attendance to meetings only	

Appendix B: Questionnaires for women

My name is Emmanuel Malongoza a student at St. John's University of Tanzania pursuing a Masters Degree on Arts in Community Development. The purpose of this questionnaire is to collect data that will enable the researcher to find the levels of participation between men and women in community development. The research is purely for academic purpose. You have been selected to participate in this research as respondent because your potential gives the required information. Rest assured that the information you give will be treated as confidential and will be used for the purpose of this study only. Feel free to express yourself for the opened questions. I request your cooperation in order to make this exercise success.

Personal information

Put tick in appropriate word of your choice.

Demographic characteristics

1. Sex

- a) Male ()
- b) Female ()

2. Age

- a) Young adults ()
- b) Adults ()
- c) Elders ()

3. Education Level

- a) Never attended formal schooling ()
- b) Primary school dropout ()

- c) Completed primary school ()
- d) Secondary school dropout ()
- e) Completed form IV ()
- f) Completed form VI ()
- g) Attended VETA, Certificate holder, diploma holder, degree holder ()
- h) VETA, certificate, diploma and degree dropout ()

4. Marital Status


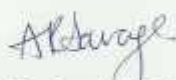
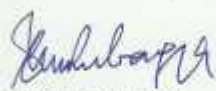
- a) Single ()
- b) Married ()
- c) Separated ()
- d) Divorce ()
- e) Widow ()
- f) Widower ()

1. Which of the following spaces of participation applied in your village?
- a) Invited spaces ()
- b) Closed spaces ()
- c) Claimed spaces ()
2. Have you ever participated in decision making process in your village?
- Yes () No ()
3. In which space did you participate?
- a) Invited space ()
- b) Closed space ()
- c) Claimed space ()
4. How are decisions related to development made in your village in order to foster community development?
- a) Public meeting ()
- b) Suggestions from village committee (decision made by councilors, WEO, VEO, Village chairman ()
- c) Both of them ()
5. Tick () appropriately the form in which you think you participate in decision making

No.	Forms	Tick
7.	Self-mobilization (taking own initiative)	
6.	Interactive participation (joint analysis);	

5.	By forming groups to meet objectives	
4.	Providing resources and labour	
3.	Consultation only	
2.	Information giving	
1.	Attendance to meetings only	


Appendix C: Ethical clearance certificate

	<p>ST JOHN'S UNIVERSITY OF TANZANIA DIRECTORATE OF RESEARCH AND CONSULTANCY INTERNAL REVIEW COMMITTEE</p> <p>RESEARCH CLEARANCE CERTIFICATE</p> <p>FOR MASTER'S AND DOCTORAL STUDENTS</p>
<p>Date of Review: 30th April, 2015</p> <p>Project title: Assessing the Levels of Participation of Men and Women in fostering Community Development.: The case of Kongwa district.</p> <p>Researcher: MALONGOZA, EMMANUEL</p> <p>Supervisor: DR. ADALBERTUS KAMANZI</p> <p>Faculty / Institute / School: The Institute of Development Studies</p> <p>Degree being studied for: M.A COMMUNITY DEVELOPMENT</p>	
<p>This is to certify that the research proposal herein detailed has been examined and approved by the Internal Review Committee of St John's University of Tanzania</p>	
 Dr. Angela Savage Director, DRCPGS	 Prof. C. Rubagumya DVCA

Appendix D: Research letter from office of DRCPS

ST JOHN'S UNIVERSITY OF TANZANIA
Directorate of Research, Consultancy and
Postgraduate Studies

Tel: +255 26-2390044
Fax: +255 26-2390025
Website: www.sjut.ac.tz



PO Box 47
DODOMA
Tanzania

Date: 30.04.2015

TO WHOM IT MAY CONCERN
Graduate Student's Research Clearance

This letter serves to introduce Mr. Emmanuel Malongoza (Registration Number M/2013/5023), who is a bona fide student of St John's University of Tanzania in the Institute of Development Studies.

He is currently in the research stage of her Masters studies and is required to collect data.

He approved research topic is:

**Assessing the Levels of Participation of Men and Women in fostering
Community Development.: The case of Kongwa district**

I request that you grant this student all possible assistance to facilitate the completion of his research study.

Should you need further clarification please contact my office.

I wish to thank you for your kind assistance for this student.

Yours sincerely,

St. John's University of Tanzania
P. O. Box 47 - DODOMA


Signature: *A. Savage*
DIRECTOR
Postgraduate Studies & Research

Dr Angela Savage
Director of Research, Consultancy and Postgraduate Studies
Email asavage@sjut.ac.tz

Appendix E: Research letter from office of District Executive Director

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA KONGWA
(Barua zote zandikwe na Mkurugenzi Mtendaji)

MKOA WA DODOMA
Simu : 255 -026-2320537
Fax: No. :255-026-2320537
E-Mail No _____



Halmashauri ya Wilaya
S.L.P. 57
KONGWA.

KUMB. NA. HW/KOG/T. 40/1 VOL XVII/18 04/05/2015

Mr Emmanuel Malongoza,
Chuo Kikuu cha St John,
S.L.P. 47,
DODOMA


**YAH: KUKUBALIWA OMBI LA KUFANYA UTAFITI KATIKA
HALMASHAURI YA WILAYA YA KONGWA**

Husika na kichwa cha habari hapo juu pamoja na barua yako isiyo na
Kumb Na. ya tarehe 30/04/2015.

Kwa barua hii napenda kukuarifu kwamba ombi lako la kufanya utafiti
katika Halmashauri ya Wilaya ya Kongwa limekubaliwa.

Mara utakapokuwa tayari kuanza utafiti wako, fika katika maeneo
unayoyatafiti na barua hii kwa utambulisho wako.

Nakutakia utafiti mwema.


Mstima MEG
Kny MKURUGENZI MTENDAJI (W)
KONGWA
MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
S.L.P. 57
KONGWA