

**LEADERSHIP AND GOVERNANCE FACTORS AFFECTING COMMUNITY
PARTICIPATION IN PUBLIC DEVELOPMENT PROJECTS IN MERU DISTRICT IN
ARUSHA IN TANZANIA**

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DECLARATION

This Research Project is my own original work, and has not been presented for award of degree in any other University.

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This Research Project has been submitted for examination with my approval as University Supervisor

Signature Date.....

Name of Supervisor: Prof. G.S. Namusonge

DEDICATION

This work is dedicated to my lovely Wife and my children, my brothers and sisters and lastly my colleagues in the office. I sincerely thank them for their patience, moral support, understanding and encouragement that they have showed me.

ACKNOWLEDGEMENT

I would like to express my sincere thanks for the help and advice that I have received from so many people regarding this work. I cannot manage to mention them all, but let me mention a few.

The Almighty God, who helps me pursue this Masters program and my class comrades and office mates for carrying out all what they could on my behalf to ensure that the organization continue functioning. Also to my beloved wife for the caring and support our family during my absence.

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Last but not least, I would like also to thank Pastor Nasson Ngoy Ngoy who continued encouraging and pray for me to successful completion of the course.

ABSTRACT

The purpose of this study was to have a fresh look at the local governance status through exploring leadership and governance factors affecting community participation in public development projects. The study also has investigated the actors and factors shaping participation as well as causes for non-participation. For the purpose of the study, six wards within two divisions of Poli and Mbuguni and Meru district headquarters were selected. In the wards, a total of 80 respondents from among the community members were interviewed through a structured questionnaire. Furthermore, selected respondents like Village chairman, Village Executive Officers, Ward Executive Officers and Councilors were also interviewed and involved in the FGD. Data were analyzed using SPSS. Simple descriptive statistics and cross tabulation and figures were used in the analysis.

The analysis showed that the communities were participated in the public development projects and people were participating through financial, material and labor contribution to the public development projects. The analysis also showed that, the government supported the ongoing public development projects including primary school construction through provision of fund, provision of expertise. The study showed the benefit of community participation in the development projects or programs like ownership of the projects and enjoying the benefits accrued from the projects. The study also indicated that there is a great change in terms of leadership and governance as influencers of community participation in public development projects.

Despite the above fortunes, study showed some challenges found in wards and villages being the incidence of corruptions and misuse of public resources which were mentioned to slow community participation in their contributions to the public development projects. It was therefore concluded that adhering to the good governance principles contribute positively towards community participation in public / community development initiatives and also leadership style and governance are key to community participation in their development projects.

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ACRONYMS

CBOs	Community Based Organizations
CCM	Chama Cha Mapinduzi
CEDESOTA	Community Economic Development and Social Transformation
CHADEMA	Chama Cha Demokrasia Na Maendeleo
FGD	Focus Group Discuss
LGA	Local Governance Authority
MP	Member Parliament
NGO	Non-Government Organization
PCCA	Prevention and Combating Corruption Act
REPOA	Research on Poverty Alleviation
URT	United Republic of Tanzania
VEO	Village Executive Officer
WEO	Ward Executive Officer

DEFINITION OF TERMS

COMMUNITY: Is a group of interacting people living in a common location and such a group is organized around common values, cultures, language and is attributed with social cohesion within a shared geographical location, generally in social units larger than a household (Moningka, 2000).

COMMUNITY PARTICIPATION: Process based on dialogue with a community to identify its problems and possible solutions that, ultimately, empowers communities. It is the sociological process by which residents organize themselves and become involved at the level of a living area or a neighborhood, to improve the conditions of daily life (water, sanitation, health, education). It comprises various degrees of individual or collective involvement (financial and/or physical contributions, social and/or political commitment) at different stages of a public development project (Moningka, 2000).

LEADERSHIP: According to Graig (2005:132) leadership is defined as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organizational goals. He also referred leadership as “a process of social influence in which one person can join up the aid and support of others in the accomplishment of a “common task” for the purpose of achieving a “common goal”.

GOVERNANCE: A process in which communities communicate their interests, their input is absorbed, decisions are taken and implemented, and decision makers are held accountable. According to Galadima (1998:117), governance is a process of organizing and managing legitimate power structures, entrusted by the people, to provide law and order, protect fundamental human rights, ensure rule of law and due process of law, provide for the basic needs and welfare of the people and the pursuit of their happiness.

CHAPTER ONE

INTRODUCTION

1.1 Background

The Tanzanian Local Government system is based on political devolution and decentralization of functional responsibilities, powers and resources from central government to local government and from higher levels of local government to lower levels of local government and overall empower the people to have ultimate control over their welfare. Local governments through their elected leaders have a responsibility for social development and public service provision within their areas of jurisdiction; facilitation of maintenance of law and order and promotion of local development through participatory processes.

In addressing governance and leadership issues, of recent there has been a shift to approaches that focus more on making comprehensive community-based changes to affect individual behavior. This research will reveal factors that affect community participation to engage in the community development processes and its impact on development project activities, discusses current approaches as compared to the new development era. In particular, it focuses on community mobilization as an increasingly important strategy, providing the framework to encourage participation, cooperation, and collaboration for the common good.

Traditionally a "community" can be defined as a group of interacting people living in a common location. The word community is often used to refer to a group that is organized around common values and is attributed with social cohesion within a shared geographical location, generally in social units larger than a household (Wikipedia, 2011).Shaeffer (1998) argues that, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by

leaders imposed from above and represent central authorities. According to (URT, 1999), the community has a degree of local autonomy and responsibility. In this case a community can be defined as a village or more than one village or group of people within a village who share common characteristics such as culture, language, tradition, law, geography, class, and race.

According to Garred, Michelle (2006), the history of community mobilization approaches to social issues is followed by presentation of several models and critical organizing concepts, drawn from literatures in community development, community based research and interventions, and community organizing among others.

It's of the fact that if community members are not effectively involved or not themselves engage into development works; the consequences are poor socio economic wellbeing with increasing levels of poverty. Effective participation in this case refers to the involvement of the people concerned in analysis, decision-making, planning, and program implementation, as well as in all the activities, without the involvement of external agencies (Evans & Appleton, 1993).

The two authors urged that local people have a great amount of experience and insight into what works for them, what does not work for them, and why. Involving local people in planning can increase their commitment to the program and it can help them to develop appropriate skills and knowledge to identify and solve their problems on their own. Involving local people helps to increase the resources available for the program, promotes self-help and self-reliance, and improves trust and partnership between the community and leaders. It is also a way to bring about 'social learning' for both health workers and local people. Therefore, if you involve the local community in a program which is developed for them, you will find they will gain from these benefits and develop sense of ownership (Chitambo et al, 2002).

In Tanzania however, the concept and techniques of "participation" have two antagonistic pathways (Moses, 2004). The two discourses of participation circulating in the country emanate from international development expert who view participation as "empowering" and aim to involve local people in decision-making processes; and the other is held by Tanzanian development experts. The Tanzanian discourse of

participation is rooted in African socialism and Nyerere's concept of self-reliance (kujitegemea), in which citizens are obliged to contribute their labor and resources in a community effort to "build the nation" (kujenga taifa). These two conceptualizations of "participation" are divergent and yet, because the language of participation remains the same, and since generally expatriates and Tanzanians do not spend too much time working together in the field, all actors are able to imagine that they understand each other and are working to the same agenda.

1:2 Research Problem

The research problem concerns sustained community participation in the implementation of development projects in Meru district council. Despite the globally applauded potential benefits of community participation in health care programs, the implementation of such programs with sustained community participation, poses numerous problems to planners and social service providers, especially in developing countries.

Tanzania being a developing country has its legal frameworks for service provision and imbued with governance and accountability systems stipulated in the Local Government Authorities Act No. 7 of 1982. While there is a relatively clear system of accountability in local government in Tanzanian context, the performance of accountability mechanisms remains problematic. According to the Oversight process of local Councils in Tanzania report (REPOA, 2008), several reasons have been cited to explain the poor accountability and governance that takes place in various LGAs. These include: poor access to information which is in turn caused by unfavorable attitude of the leaders and council staff, poor working tools and infrastructure, technocratic procedures and formats for releasing information and lack of a culture of transparency. Poor representation of the citizens by their councilors in the decision making processes and the lack of participation in these processes contribute to further undermine accountability. Notwithstanding these developments hurdles still exist: lack of structure, or perceived need, for MPs or councilors to consult or feedback to constituents between elections, lack of means for the Prevention and Combating of

Corruption Bureau (PCCB) to follow election process more closely, lack of attention to civic education, lack of popular understanding of the role and responsibilities of council leaders, lack of understanding of the planning and budgeting processes are additional challenges facing accountability at local level.

Corruption just to cite one is not a new phenomenon in Meru district; According to the research done by the Community Economic Development and Social Transformation (CEDESOTA) in 2010 on democratic governance and social accountability, there were many forms of corruption practices such as: embezzlement, bribery, negligence, nepotism, patronage, theft and deceit. Like other institutions in the country, the local government institutions are also involved in corruption in service delivery systems. Service delivery entails provision of infrastructures to the communities like roads, schools, health centers, water, livestock dips, and charcoal dams. For instance in financial year 2011/2012 the Controller and Auditor General report (AGR/DFP/2011/2012) indicated that activities for the for Meru District council were either partially implemented or not implemented due to embezzlement whereby about 20 million shillings were not reported, an indication of unaccountability.

According to this research by CEDESOTA, at the rural level, no strong legal or management systems that could seal off corruption. While in a democracy, elected representatives are responsible for making officials accountable for their services, in a corrupted society, such as Meru, public representatives do not accept the choices of the people; rather they work for officials and for themselves. They also corrupt democratic institutions for their own interests. The only option left to the communities in Meru district, to control this type of political corruption, could be the right to vote, which happens once every five years. But, to keep their way clear, the politicians also engage in vote-manipulation, or buy votes by paying money to electorates. Corruption at all levels has continued to slow down community participation in development projects which has always been said is the consequences of poor leadership and governance among leaders and government officials in the district. Corruption is always perceived as public enemy number one in developing countries. (World Bank Group President Jim Yong Kim, 2013). There are other

challenges which need to be investigated further as well as their contributing factors. Thus the purpose of this research which was to investigate the leadership and governance factors affecting community participation in public development projects in Meru district council (Tanzania). This was followed by recommendations for improving community participation in development projects in Meru district council.

1.3 General and Specific Objectives

1.3.1 General Objective:

To examine leadership style and governance influencing community participation in public development projects in Meru District.

1.3.2 Specific Objectives

- (i) To identify effects of leadership style in community participation in development projects
- (ii) To assess effects of governance in community participation in development activities
- (iii) To come up with recommendations for improving community participation

1.4 Research Questions

- (i) What are the effects of leadership in community participation in development projects?
- (ii) What are the effects of governance in community participation in development projects?
- (iii) What are the challenges encountered in governance and leadership that affect community participation?
- (iv) What recommendation can be made to improve community participation in Meru district?

1.5 Significance of the study

It is envisaged that the study will make a theoretical contribution to the body of knowledge related to governance and leadership in Meru district with a particular emphasis on community participation.

The significance of the study is that it should provide the richness of the research scenario to underpin the impact of governance and leadership on the type of development project.

Significant understanding about the governance and leadership will be gleaned from those who have indicated a desire to participate in the project development. Some of these include past leaders who village councils. In this way it will be possible to track inter-generational perspectives on and changes in leadership and the ways in which these changes were reflected in development projects. Interviews with surviving leaders, chairman of district council, and councilors will also yield profitable information. The interviews will be semi-structured and collaborative and are intended to generate data, which will contribute to an understanding of the ways in which governance impacted on “development”.

1.6 Justification of the Study

Participatory development at local level has been an increasing concern for policy-makers and leaders as well as development practitioners. After independence of Tanzania, local development projects were prioritized and a large number of projects were undertaken in local level for the improvement of people’s livelihood in the rural areas. Up to now there is little progress that has been marked regarding institutionalization of participatory culture in local level development programs and projects. The beneficiaries’ ownership has not been significantly established in those development projects, thus sustainability of the development projects is questionable. The study, through its findings and analysis, will help to bring out the latest scenario of development governance and leadership at the community level. It may further help the policy makers identify and government and local leaders the loopholes, if any, in the present system and thereby assist them to formulate proper strategies for improving governance and leadership at local levels.

1.7 Scope of the Study

Participatory development has been at the limelight of academic interest for quite some time. Policymakers as well as development practitioners emphasize on decentralization through local government system to ensure participatory development. Studies have been conducted to explore the level of participation in the local development process in Meru district in Arusha region.

Geographically the focus of this study is limited to 8 wards of two divisions of Poli and Mbuguni under Meru districts. The 8 wards belonging to two different divisions of Meru with different socio-economic backgrounds will be purposefully selected. One distinct advantage of selecting these wards as the unit of analysis is that it will help examining community people's scope and nature of participation in the development projects considering the existing economic and educational diversity among people of these two zones. In fact, the study has endeavored to assess the nature of people's participation in development projects (particularly in identification and implementation stages) in Poli and Mbuguni divisions for financial years of 2011/12 and 2012/13. Besides mapping the extent of people's participation in the development process, the study has also explored the factors impeding local people's participation in development project cycle/implementation.

1.8 Limitations of the Study during data collection

Most of respondents complained about our study visit which had no prior information. They claimed that the notice was too short to them to organize people for the interviews. The WEOs who were supposed to inform of our visit could not make it on time to the respective village leaders. Along with communication problem in the areas, some of the selected wards and villages offices are located in remote areas where transport and accessibility was a bit difficult.

Another limitation was in the people themselves, many among the selected individuals including their leaders were resistant in responding to our questionnaire mainly because they have been involved with different or similar research without seeing a significant impact from their involvement. Others needed to be paid before

responding to the research questions. WEO and VEO were very busy with collection of money and supervision of construction of Secondary schools' laboratories following the government order that by June, 2015 every ward secondary school should have a one completed building for laboratory uses.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on theoretical and empirical framework concerning the concepts of community participation in public development activities, as presented by the various writers and practical experiences on Community Participation in development projects and their perception in relation to its effectiveness. The review will focus mainly on different theories of community participation and the aspects that make it effective in public development projects.

2.2 Theoretical Framework

Many researchers, academicians and practitioners have provided various insights to understand the concept of participation with a common definition. To find an ideal definition is difficult, as it is historically related with different ideologies, thus acquiring different meanings. While some view participation as a result of a bottom up empowering process, others see it more in a project context. The World Bank defines participation as a process through which stakeholder's influence and share control over development initiatives, decisions and resources. According to United Nations (Water Virtual Learning Center), community participation is a process based on dialogue with a community to identify its problems and possible solutions that, ultimately, empowers communities. Westguard (1986) defined community participation as collective efforts to increase and exercise control over resources and instructions on the part of groups and movement of those hitherto excluded from control. The notion of community participation in international development discourse is commonly used to refer to the involvement of local people in decision-making processes and evaluation of development projects, and is associated with "empowerment" and the respect for and use of "local knowledge".

For the case of developing countries like Tanzania, local community participation in the decision making process has often been lacking and in the decision-making

process is always limited or sometimes marginalized (Dola and Mijan, 2006). The acceptance and emphasis on local participation and community approach to tourism development implies that host members are often excluded from not only planning, but decision-making and management of projects. Their exclusion is a common practice in developing countries with top-down development culture (Teye et al, 2002). Cater (1994) highlights the need for local community involvement in planning and management, particularly in the context of developing countries. However, there are significant obstacles to participate community in the planning process in developing countries. Some of these obstacles are related to the instruction of decision making in governing system. Since the central government administration structures, ministries and agencies worked on sectoral basis, it became a norm for development planning and management to work on the basis, that is to say, sectorally and from top to bottom.

According to Arnstein (1969) on the subject of community participation, there are different levels of participation, from manipulation or therapy of citizens, through to consultation, and to what we might now view as genuine participation. The limitations of Arnstein's framework are obvious. Each of the steps represents a very broad category, within which there are likely to be a wide range of experiences. Where there is genuine participation its most likely that people have ability to control. Under this model, people are expected to be responsible for themselves and should, therefore, be active in public service decision-making.

According to Davids *et al* (2005:40), participation is also referred to as people-centered development and defined as a "process by which members of a society increase personal and institutional capacities to mobilize and manage resources to produce sustainable and justly distributed improvements in their quality of life". A "People - centered theory" is based on people's participation, sustainability, social learning and empowerment. The People- centered developmental approach is aimed at encouraging communities to be responsible for their own development, control their own resources, have access to relevant information, have the means to hold

government officials accountable for the services they render within the community and participate in the development process (Coetzee and Graaff, 1996:25).

Despite the meaning and well-structured leadership from village to district, in Meru district things are not such practical. People are more of political party affiliation, divided into parties which sometimes it becomes difficult for leaders to mobilize them towards common agenda neither people have the ability to hold their leaders accountable. The leading political parties in the district are CCM and CHADEMA. The theoretical base of participation puts emphasis on people taking the initiative to participate in activities that will enhance their development and attain common goal. It encourages people to make their own decisions and promotes access to development related resources that are needed to enhance their development activities disregarding their political affiliation. Because of the nature of what development really is, unless there is meaningful and effective participation, there is no development (Bopp and Bopp 2006:85). To attain meaningful community participation it requires good leadership and governance. Failure to this which may result from poor governance and leadership will lead to poor development. The scenario has manifested into many LGAs in the country including Meru District with cases of corruption, poor accountability as well as inadequate involvement of men and women in decision making processes. In the past, participation was used to describe an outsider's engagement with a community (Spradley, 1980). However, with an understanding of participation as defined by Bopp and Bopp (2006), it becomes a term imbue with community empowerment rather than with community need and concession. Adopting this view, along with the teachings of Paulo Freire (2006), participation becomes a theory driven mechanism in which local communities and outsiders come together, as participants, to achieve community defined goals. Participatory development provides a mechanism in which genuine dialogue and action within a local community and between a local community and outside researchers/practitioners can occur.

According to Bopp and Bopp (2006:66, 209), development comes from within. The process of human and community development unfolds from within each person, relationship, family, organization, community, or nation. Principles of participation, then, must also come from within. Principles must be felt inward and lived outward for authentic participation to be internalized, reflected upon, and acted out. Because of the both inward and outward focus of this study, some may critique it as being too self-reflective. Reflection, though, coupled with action is necessary to participate in meaningful development while working for a community. From the same principle participation is a process of joint dialogue, sharing and learning about situations to obtain consensus towards action and change. Nikolic, (2008), added that being it an active process through which people influences direction and implementation of a development project it involves people in decision making processes, implementation, sharing of benefits and costs, and taking part in the project/activities evaluation.

Brand (1983) defined community participation as the practice of involving as many people as possible through consensus building workshops in the planning and implementation of project in a specific area in a community. This practice requires six key factors for effective community participation. One is locality or a project area should be clearly known to the local people and be relevant and familiar with the problems of that area. Knowing the area and community needs, people's participation to the project is vitally important and thus the need to encourage them to participate to the maximum number inclusively. During execution of the project the knowledge of local people should be recognized and they should be enrolled as potential experts. The existing political leaders and government officials should encourage community members to articulate their ideas, and the design of the project as well as exposing to them the costs of project implementation and the potential for financing. Finally the project should be structured so that decisions are implementable and results are perceivable.

2.3 Conceptual Framework

A conceptual framework is a narrative outline or diagrammatic presentation of the hypothetical relationship between the variables of the study which show how dependent variables (participation of the community) and independent variables (leadership and governance) affect to each other. As described in figure 1 below, it shows how leadership and governance are the ways to encourage and motivate community to participate in public development projects, through its leadership style, direct involvement, teamwork spirit and transparency, accountability respectively in public development projects. The involvement of community in public development project needs motivation, and is highly expected from leadership style and governance.

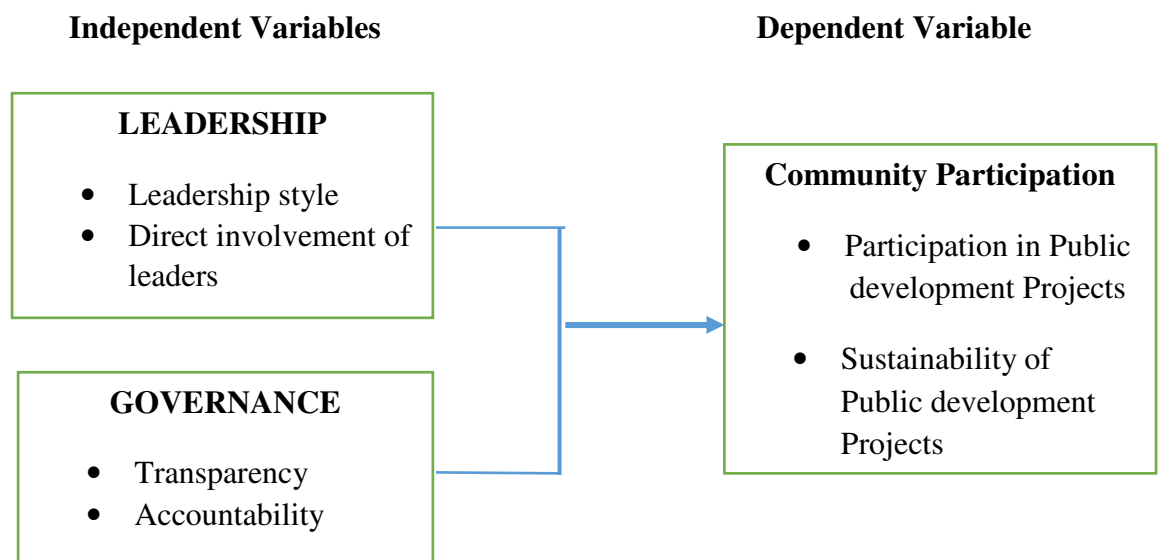


Figure 1: Conceptual framework

2.4 Review of Variables: independent and dependent

Recalling of the research topic as “Leadership and governance factors affecting community participation in public development projects in the rural set ups; the case for Meru district in Arusha region”, the independent variables were identified as leadership, governance and dependent variables as community participation.

2.4.1 Leadership

According to Heywood (1997), leadership can either be understood as a pattern of behavior or a personal quality. Kelvin (2013) defines leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal. As a personal attribute, leadership refers to the character traits which enable the leader to exert influence over others; leadership is thus equated with charisma, which is the personal charm or power to lead. The virtues of good leadership therefore include ability to mobilize and inspire people who would otherwise be inert and directionless, promotes unity and encourages members of a group to pull their efforts in the same direction. Being a process of influencing the activities of an individual or a group in efforts towards goal accomplishment, Hersey et al. (2001), states that essence of leadership involves achieving objectives with and through people which now makes it to be a process of influencing peoples so that they make an effort by their own will and eager towards obtaining the group's goal.

For leadership to be effective it depends on the style that the leader uses to lead. With accordance of Bass and Avolio, (1993), there are three major styles of leadership which community as a group of people uses it as well as in organizations. These include; autocratic leaders who make decisions without consulting their team members, even if their input would be useful. This can be appropriate when you need to make decisions quickly, when there's no need for team input, and when team agreement isn't necessary for a successful outcome. However, this style can be demoralizing, and it can lead to high levels of absenteeism and staff turnover. The second style comprised of democratic leaders who make the final decisions, but they include team members in the decision-making process. They encourage creativity, and people are often highly engaged in projects and decisions. As a result, team members tend to have high job satisfaction and high productivity. This is not always an effective style to use, though, when you need to make a quick decision. The transformational and transactional leaderships may fall under this category. Transformational leadership style is basically based on inspirational and behavioral charisma and transactional hinges on reward system and punishment. The two

approaches are mostly used due to their currency and of course the democratic leadership.

The third leadership style is laissez-faire leaders give their subordinates and team members a lot of freedom in how they do their work, and how they set their deadlines. They provide support with resources and advice if needed, but otherwise they don't get involved. This autonomy can lead to high job satisfaction, but it can be damaging if team members don't manage their time well, or if they don't have the knowledge, skills, or self motivation to do their work effectively (Deluga, 1992). Laissez-faire leadership can also occur when managers don't have control over their work and their people or when district executive directors (DED) do not have control over their head of departments as well as VEOs and WEOs in the villages and wards respectively.

From the above concept of leadership as an independent variable it shows that there is direct relationship between a leadership style that would be adopted and community participation in any public development projects. For positive community participation in the development projects or any other social work, transformational leadership style is best option whereby the working group and subordinates are motivated to raise their capabilities for achieving their common goals.

2.4.2 Governance

Governance is about power, relationships and accountability: who has influence, whose voice is heard, who makes decisions and how decision-makers are held to account. Good governance is an issue for all individuals, agencies and organizations (state, private sector and civil society) that hold power in making decisions affecting access to rights. Governance is therefore a process in which communities communicate their interests, their input is absorbed, decisions are taken and implemented, and decision makers are held accountable (United Nations: Water Virtual Learning Center).

Good governance or democratic governance is, in effect, a concept, or rather a practice, the implementation of which is fundamental in allowing countries receiving international aid to take control of their political, economic and social development effectively. Democracy is directly linked to the concept of governance. In fact, it is governance that has to meet individuals' needs and way around. The principle of elections, and therefore enforceable accountability, is a cornerstone of democratic governance. However, elections are not enough; democratic governance also requires a legislature which represents the people. It requires an independent judiciary that is able to uphold the rule of law in a non-discriminatory way for all citizens. It requires professional and politically neutral security forces that act in the interests of the common good. It requires accessible media which are free, independent and unbiased and, last but not least, it relies on an active civil society that is able to question the public authorities and suggest different methods of political participation.

Governance is “good” when it ensures that political, social and economic priorities of the communities who aspire for development change are based on a broader consensus in society, and that the voices of all are heard in decision-making over allocation of resources (Nikolic,2008).On the other hand as a factor that affects community participation, poor governance is characterized by arbitrary policy making, unaccountable bureaucracies, unenforced or unjust legal systems, the abuse of executive power, a civil society unengaged in public life, and widespread corruption. It is from these negative attributes, that a development project can be leading the whole process astray.

Governance, simply put, is the process of decision-making and the process by which decisions are implemented or not implemented (UNESCO, 2011).Good governance is, therefore, that kind of governance that adheres and distinguished by specific characteristics. Two and major ones are accountability and transparency. An organization or government may have good governance if they are accountable and transparent to their people. It is accountable since leadership at national or local government level as well as in the private and public spheres will have to answer to the masses at some point in time and transparent in that decisions are taken and

enforced in a manner that conforms to the rules and regulations of a given community. Participation is another characteristic whereby the people (masses) are allowed to be part of the decision-making process. The institution also must show its responsiveness in that, depending on the needs, it seeks to serve all stakeholders within a reasonable timeframe. An organization or Local Government Authority (LGA) observing good governance principles ought to be effective and efficient in its decision making processes and implementation to produce results that meet the needs of society while making the best use of the resources at their disposal, i.e. sustainable use of resources and protection of the environment (ACDP, (2002). Good governance requires equitable and inclusive since all members feel that they have a stake in what is being done and do not feel excluded from the mainstream of society.

Today, good governance can therefore be assessed primarily in terms of the degree of transparency of decision-making and policy implementation and through disclosure and the adequate functioning of mechanisms of public accountability (Foster, 2005).

2.4.3 Community Participation

In order for the public development projects in the communities to succeed, communities need to actively take part in designing, planning, implementing and shaping the projects that affect them. Although community participation is extremely challenging it is clearly exciting and rewarding. It strengthens democracy, empowers people, mobilize resources and energy, provide opportunities for creating and innovative thinking and decision making and ensure ownership and sustainability of public development interventions and programs (Tam, 1995). Empowerment is a continual process whereby communities gain confidence, self-esteem, understanding and power necessary to articulate their concerns, ensure that action is taken to address them and, more broadly gain control over their lives (Schuftan, C.1996).

Community participation improves accountability and increasing awareness of knowledge and capacities to improve ability to negotiate as equals with authorities and other stakeholders to promote common objectives, and increase responsiveness to conflicts within the community. Community participation increases accountability

and transparency of community involvement with public sector agencies, community participation in management and public hearings (Cummins 2007). It improves various dimensions of efficiency including; greater attention to the priorities of communities, increased transparency on budgets and public resources through such mechanisms as public budgeting and Public Expenditures Tracking systems, and a subsequent reduction on 'rent seeking' by those in positions of power.

Cahn and Camper (1968) suggest there are three rationales for community participation. First, they suggest that merely knowing that one can participate to promote dignity and self-sufficiency within an individual. Second, it taps the energies and resources of individual citizens within the community. Finally, community participation provides a source of special insight, information, knowledge, and experience, which contributes to the soundness of community solutions. The result is an emphasis on problem solving to eliminate deficiencies in the community (Christensen & Robinson 1980).

Cook (1975) notes that community participation can legitimize public development program, its plans, actions and leadership. To legitimize can often mean the difference between success and failure of community efforts. Unsupported leaders often become discouraged and drop activities that are potentially beneficial to community residents. Voluntary participation can also reduce the cost for personnel needed to carry out many of the duties associated with community action.

To measure level or extent of community participation, one may opt to examine both qualitative and quantitative indicators of participation in the public development projects. However it is important to note that there are no universal indicators of participation (Oakley *et al*, 1991). The indicators that can be applied may indicate whether participation is high, low or absent. Indicators are the means through which the progress, effectiveness or outcomes of the development project can be understood and measured or explained (Morrissey, 2000:59).

Quantitative indicators are easier to measure than qualitative ones. For instance quantitative indicators for community participation in the public development projects would be attendance rates in the meetings, number of members actively involved in the project group meetings and others. Change in size of membership over the project period is also an indicator to measure. Decrease in size of membership may be influenced by factors such as poor leadership and governance and vice versa is true. Qualitative indicators in development works manifest with time and are discussed as process indicators. Some of these are easier to measure while others are not for instance “empowerment”. According to Nussbaum, (1997:37), empowerment relates to skills acquired during the project execution including human resource skills such as technical, supervisory and business skills. By empowerment it means communities are able to continue the project beyond implementation. Other qualitative indicators include growth behavior, group self-reliance and others.

2.5 Research Gaps

Despite leadership and governance being the key factors that influence community participation in development projects, Courtney et al. (1996:180) suggest that community participation involves a partnership between the experts and the community, emphasizing the importance of both parties to forming partnerships. Development activists need to share power and form high level partnerships with communities in order to enhance the sustainability of community participation in development projects. Enhancing the social and economic well-being of communities in developing countries requires wisdom, knowledge, commitment and political know-how in addition to finances. However there are noticeable factors that enhance community participation as well as impeding its effectiveness of each of these requires leadership and governance attention.

Gaps still exist in terms of understanding and perceptions in terms of community participation. More than often local government officials and political and local leaders in Meru district council regard community participation as the response of the people to contribute resources to development projects and that the level of participation depends on the influence of a political party in the area. Community

participation will not be successful if the communities are not given priority at all stages of planning process and not just at the beginning by contributing resources and supporting party manifestations. Experience in the Meru district authorities indicates that communities are being excluded from subsequent stages such as generating ideas and evaluation and monitoring of development programs and left with no resources or support for them to engage in community-head action. The authority does not very much recognize and understand empowerment process. It's vital for the authority to relinquish some of their power and to invest in the processes required to build esteem, confidence and skills within communities. This could enable communities to challenge and whenever necessary confront local authorities and leaders about decisions and false promises. Political and local leaders see democratic governance as threatening, and professionals are reluctant to demystify their knowledge or validate lay perceptions of development project and sustainability.

The Meru and Maasai communities residing in the district are not well prepared to partner with professionals and other development agents. This is especially with organizations (NGOs, CBOs etc) that are funded to carry out implementation of community development projects. Village leaders being chairmen and Village Executive Officers (VEOs) including village council members have always claimed to have little or no access at all to information about government programs and services. Rural populations have also reported that the information that is available on policy, government programs and services is difficult to obtain and interpret for instance information on land laws and rights, property inheritance laws, child rights, voting rights and others.

According to Rural Dialogue (2000), such information would be useful in addressing cultural/community specific issues that hinder men and women participation and public development programs. There is therefore a desire to learn about and access information about government programs and services that is understandable, concise and timely. Rural communities have also indicated that they need access to information specific to the status of their contributions which are meant for

development projects like health centers, schools, water supply, livestock dips and others in the communities. Contribution is continuing but no project is established anywhere. Once again, this information, if available, tends to be difficult to access and may be expensive.

2.6 Summary

Participation of the community in a neighborhood activity or policy formulation should be considered as a voluntary act of civic responsibility, a commitment by the residents to one or several stages of a public development project through control, awareness-raising, providing information, promoting and decision-making. What is worth highlighting is the fact that in spite of its importance in interventions and policy development, community participation is usually faced with a number of bottle necks and much needs to be done to make participation relevant.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods deployed in carrying out the study. The aspects which are included here are the study area, research design, research instruments, sample size, sampling techniques, and summary of variables, indicators and data sources, and analysis techniques.

3.2 The Research design

Research design adopted in this study is a case study. This design was chosen due to its flexibility in terms of data collection and analysis, also due to its depth and breadths of the study variables. To achieve the requirement for a case study, this research focused on specific places of study which is Meru district Council in Arusha region.

3.3 Target population and Sample frame

The targeted population in this case included population of village leaders being Village Executive Officers (VEOs) and village chairpersons, Ward Executive Officers (WEOs) and ward councilors, community members, NGO staff, Member of Parliament and District Council officials. Sampling frame therefore is the set of source materials from which the sample is selected (Krishnaswami, 2002). The definition also encompasses the purpose of sampling frames, which is to provide a means for choosing the particular members of the target population that are to be interviewed in the survey. The sample frame for this study therefore encompassed group of sampling units that is Community members, Village chairpersons, VEOs, WEOs, extension workers, NGOs the six wards and district officials. From this group data was collected basing on the level of awareness of village and ward leaders, political leaders and District Council officials on the leadership and governance factors affecting community participation into different public development activities. Meru district is composed of 3 divisions with a total of 17 Wards and 69 villages. The divisions are King'ori, Poli and Mbuguni (See table 1 below).

Table 1: Target population

Division	Wards	Villages
King'ori	5	20
Poli	7	28
Mbuguni	5	21
Total	17	69

Source: Meru District Profile

3.4 Sampling Techniques and sampling size

The purpose of sampling was to obtain fairly accurately the characteristic of the population. The chief aim of sampling was to make inference about unknown parameters from a measurable sample statistics (Krishnaswami, 2002). The reason for opting to conduct study through sampling is that it uses less cost, less field time and its more accuracy. Following the study in Meru district out of 17 Wards, 6 wards were randomly selected in the three divisions. (See table 2 below).

Table 2: Sampling Techniques and sampling size

Respondents	Sample frame	Sample size	%age of Sample
Chairpersons	24	24	100
VEOs	24	24	100
WEOs	6	6	100
Councilors	6	6	100
MP	1	1	100
District Officials	20	10	50
NGOs	5	3	60
Community members	36,000	22	0.06

Source: Researcher: Field Data 2015

The selected wards were Leguruki, Kikatiti, Makiba, Maroroni, Usa River and Nkwandrua. This study within the 6 wards was intended to cover a sample size of 96 respondents distributed as follows;-

6 councilors, 6 ward executive officers, 24 village chairpersons and 24 village executive officers, 1 Member of Parliament (MP) and 10 district government officials including extension workers. Others were 3 people from NGOs and 22 members of the community including local leaders (See table 2 above). Criteria for selecting 6 wards out of 17 were similarities in ethnic groups, social cultural/social economic activities. Others were the wards with multiparty leaderships and number of sub-villages and villages in the ward. Accessibility and time set for the research were also considered as criteria.

3.5 Data Collection Methods

In this study data collection methods were interviews, observations, focus group discussion and documentary reviews. Observation was also involved a systematic observation, recording, description, analysis and interpretation of people's behavior. Through interviews, data were collected using unstructured and semi-structured interviews. For the purpose of this study the group members ranged between six to nine people for focus groups discussion (FGD). Focus Group Discussions (FGD) was conducted to community leaders by using a guideline prepared for discussing to obtain their views on the effects of leadership and governance in community developments.

The use of more than one data collection method enabled the researcher to combine strengths and correct some of the deficiencies of one technique. In so doing, it increases the validity and reliability of data collected (Bond, 2006:34-39). This was categorized into two; primary and secondary methods of data collection. Data collection was done by selected and trained enumerators under the supervision of lead researcher. Two enumerators were engaged for interviewing the respondents in the leadership category and community members. An interview for the other categories of respondents was conducted by the lead researcher. The selection of the enumerators has been done and the factors for the selection included; local knowledge (general knowledge of the area); education (sufficient education to understand the questionnaire, complete and to be able to extract the elements relevant for a particular question especially when the respondent is not specific or to the point.

In primary data collection, three methods were used including questionnaire survey, observation, interviews and focus group discussion. Interview is a major data collection technique, partly because some of the respondents were semi-literate. Questionnaires survey was mostly used as majority was literate. To give good insight about the research topic, secondary data was gathered through content analysis. Secondary data was collected from journal articles, published books, government documents, policy papers, manuals, research reports, internet documents etc. The books and published documents relevant to the study were collected from various sources including libraries, government offices, organization program/project reports and others.

3.6 Pilot Study

Prior to the actual data collection, a two day's training session with enumerators was conducted in Meru district for two days. One day was spent on sharing the concepts and understanding of leadership, governance and the roles they play in community development and familiarization with the research tools. The second day was spent in the field to pretest the tools by collecting data as part of the training. The exercise enabled researchers to check the validity and reliability of the data collected as well as generating an understanding of the concepts and theories held by the people being studied. The one day field work was used as pilot study to deal with techniques of interviewing, questionnaire filling and observing.

3.7 Data Collection Procedures

Basing on the above mentioned collection methods, data collection was divided among three (3) people; the lead researcher and two enumerators. One was collecting data from key respondents who are district officials, the second from Institutions working in the district and another from the community. The above mentioned tools were used depending on the level and type of information needed; however questionnaires were mostly administered for local and district government officials and institutions. Using structured interview technique helped to control the research process by close administration of the interviews through the structured

questionnaires and recording all the responses whilst unstructured interview in the form of focus group discussion (FGD) was allowed full participation of the respondents and solicit more information.

Questionnaires were in a user friendly language “Swahili”. Observation was used as an integral to get a deeper insight of community participation in the ongoing and completed project activities. Documentary review was employed to cross-check consistence of information gathered techniques if there is any oversight. All three researchers brought together data collated for analysis.

3.8 Data Analysis and Presentation

The analysis and summary of the findings gathered in order to make an overview of factors that affects community participation in the development projects. The analysis was organized on the basis of the key questions discussed including (i) the effects of leadership in community participation in development projects (ii) the effects of governance in community participation in development projects (iii) the challenges encountered in governance and leadership that affect community participation. Others were; the roles of community in development projects, government supports to community development projects, benefits of community participation.

The analysis of quantitative data of the stated sources was done with the assistance of statistical tools like Statistical Package for Social Science (SPSS) and interpretations of data are likely to be based on statistical generalization. The qualitative information was presented in a narrative or tabulated form. Moreover, in some cases, charts and tabular presentation was used. Quantitative method was used to generalize and identify prevalence from the data provided by the informants. Qualitative method was used to explain the significant phenomenon, social realities and experience.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter comprises of a further discussion of the research findings and its implication on the surveyed areas and addressed topic of the study. It provides analysis and summary of the key findings and makes a systematic and comprehensive overview of leadership and governance factors affecting community participation in public development projects in Meru district. It also provides discussions which agree with the literature and areas where it deviates with accompanied reasons. The chapter also provides challenges that respondents were encountering in their areas in relation to the leadership and governance and community participation.

4.2 Response rate

Intended sample size of the study was 96 respondents in selected wards of Meru District Council. At the end of the study survey only 80 respondents reached which is equal to 83% of the total target sample size of the study. This happened, because in some villages the community members and their respective leaders were reluctant to participate in the interview or responding to the questionnaires on the basis that the researchers had to pay them. Despite WEOs and VEOs been very busy with collection of money and supervision of construction of Secondary schools' laboratories following the government order, they strived to their best to fill the questionnaires and spare time for FGDs.

4.3 Research findings

The socio-demographic characteristics of the respondent involved in the study were sex, dwelling time and education level. The section also presents involvement and participation of the respondents in the public development projects which includes frequency of participation, kind of contribution, and awareness on community development project.

The findings show that majority 66.3% of respondents in the research area are male (See Table 3 below) this means that, it is likely that majority of men are involved in leadership and participation of public development projects mostly compared to women.

Table 3: Sex of respondent (N=80)

Sex	Respondents	Percentage
Male	53	66.3
Female	27	33.7
Total	80	100

Source: Researcher's field findings 2015

These findings were supported by the FGD of the study were it has been noticed that men are always involved into public development projects in terms of monetary and labor contrary to women. The study also revealed that such involvement of community men it's a typical characteristic of most community development projects especial in rural areas of African societies, whereby its involvement creates a sense of ownership of the project (URT, 2006).

Time in terms of number of months respondent lives in the study areas has important relationship with respondent participation into community development projects and his or her awareness on the communities' issues. Findings show that majority 92.5% of respondents who were interviewed lived in the area more than six months, during the survey of the study (See table 4 below).

Table 4: Dwelling time in the study area

Duration	Frequency	Percentage
Less than Six months	6	7.5
More than Six months	74	92.5
Total	80	100

Source: Researcher's field findings 2015

This implies that the majority of the respondents in the study area have enough knowledge and awareness of their communities and projects going on in their locality. The indication is that such majority are well outfitted with all formalities of their areas, compared to minority who has less experience by living in the area in less than six months during the study survey.

The analysis discovered that education level of the respondent an important factor in in determining respondent’s engagement in the community development projects and the type of leadership that is suitable for their developments. In the study area it was found that 60% of the respondent’s education level was Secondary school (Table 5).

Table 5: Respondents Education level

Level	Frequency	Percentage
None	7	8.7
Primary	15	18.8
Secondary	48	60
Tertiary	10	12.6
Total	80	100

Source: Researcher’s field findings 2015

This means that they are capable to read and understand advertisements, posters which bear communicable information and some bylaws in their villages. They can also train others on issues that need to be communicated among themselves. Furthermore the high levels of literate imply that people are capable of knowing the essence and benefits of community or public development projects to their livelihood.

4.3.1 Effects of leadership style in community participation in development projects

The attributes of the leaders may have positively or negatively effects on community contribution and participation into community development projects. The information presented in this subsection includes position they holds whether it is political,

governmental and community. Also it goes further to reveal whether are appointed or elected to their positions and the style they are using to lead the people.

4.3.1.1 Type of leadership and leadership style

The type of leadership and leadership style has direct relationship with peoples' participation in the public development projects. The result shows that 85% of leaders are democratically elected by the community themselves (See figure 2). These are leader who are highly listened, accepted and respected compared to other type of leaders in their areas.

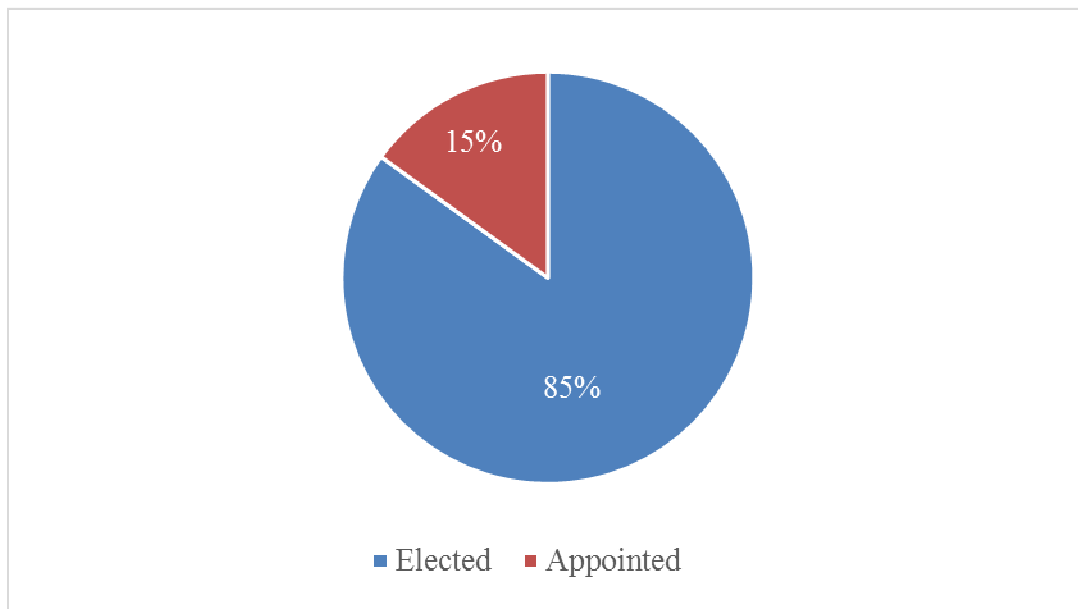


Figure 2: Type of Leadership

Political leaders are the ward councilors and Member of Parliament while community leader is village chairpersons. All of these democratically elected. According to the FGD with VEOs, WEOs and community members, the person who won the leadership seat is two possibilities whether he/she bribed people to get their votes or people likes the person due to his/her commitments, talents and other leadership traits. Discussion went further to conclude that community participation in public development projects depends solely on the ability of the individual leader to mobilize people and participate into such endeavors. The information gathered during

the study tells that VEOs and WEOs are the appointees of the government who are equally accepted because of the service they provide to the communities as per their plans. Ninety four percent (94%) of the total respondents said they are willing to participate in any activities initiated or mobilized by their leaders. The discussion also revealed that the style of direct involvement of their leaders in the public development projects encourages and attracts more participation and contribution of the community into the projects. Given the information by the discussants in the FGD, the leadership styles existing in the areas of the study when the exercise took place seem to be a transformational. The primary focus of the transformational leadership style is to make change happen in peoples and requires a number of different skills and knowledge.

According to the information gathered during FGD and study survey it was revealed that direct involvement of their leaders in the public development project encouraged and attracted more participation and contribution of the community into the public projects. The study also found that mobilizing community without direct involvement of leaders discourages community effort and contributions towards public development projects in the study areas. Seventy percent (70%) of the respondents said that the style of leadership they were experiencing was participatory leadership and using bottom-up approach to win majority in the implementation of public projects. Members of district council in the FGD said that this type of leadership was not there before but has just come into being three years ago when multiparty started.

4.3.1.2 Respondent's awareness of community in participation in public development projects

A total of 87% of respondents from the research areas admitted that they had contributed and involved in the public development projects. Their participation in the projects have a positive effects towards minimizing misuses of resources, timely and prompt completion of the projects activities which leads to accessing of services produced from the community development projects. The findings revealed that,

38.7% of the respondents said they get services early if community contributes to the projects, see figure 3.

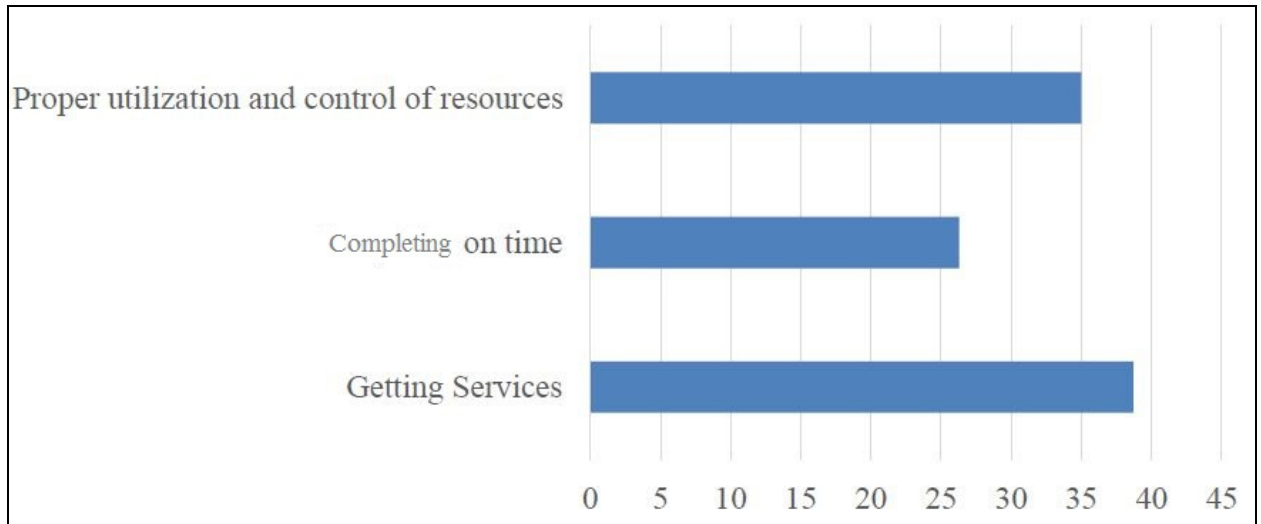


Figure 3: Advantage of community participation in development project rated in percentage

4.3.1.3 Involvement of community into public development projects

The study findings show that 90% of the respondents said they were engaged and contributing in the project through community meetings, such as meetings from the hamlet to the village levels. Study observed that communities were involved in participation to the community development project by village general meetings as public platform where they can discuss development issues concerning their community. In the community meetings they discussed nature of contribution whether it is monetary then how much, if it is material what kind of materials is needed. Furthermore, during FGD with key informants it was noted that community meetings is legally identified and it's a place to practice good governance whereby community are free to ask and to make decision on the community issues that affect or affected by them. Apart from bylaws made to influence participation and contribution of community to the development projects, community meetings become a centre of information sharing, mobilization and influence for community participation (see figure 4 below).



Figure 4: FGD sessions in research areas

4.3. 1.4 Respondent's attitude participating in community project

Out of the respondents interviewed, 84.3% respondents said they contributed in the community development projects. The study also asked frequencies of respondents to contribute in the project, findings shows that majority 86.6% often participated, 10% seldom and 2% never participated in any of community projects. The findings show that, some of respondents who are seldom participated in the project they did so because of time limitation and interference with their other livelihood activities like jobs, business etc. Those who are often participated into development project faced the same challenge of time interference, and they end up pay money as their contribution.

Table 6: Community Participation

	Frequency	Percentage
Often	52	86.6
Seldom	6	10
Never	2	2
Total	80	100

Source: Researcher, field data

4.3.2 Effects of governance in community participation in development activities

The study was guided with this assumption; the good leadership-style and governance encouraged community to participate into public development projects. This study also was curious to examine the existing relationship between governance and community involvement in public development projects. Findings showed that involvement of community in public development projects has been observed to be dependent on and motivated by leadership style which observes principles of good governance in the study areas. This was proved true since the findings showed that, eighty five percent (85%) of respondents are influenced to participate in public development project because of direct involvement of leaders, accountability, transparency and teamwork showed by their leaders. Existed type of leadership that is transformational leadership was observed to play a great role in peoples' contribution and participation in public development projects.

The study found that, there is a significant relationship between governance and participation of community into development projects. Therefore, findings suggest that effective governance does have significant relationship on people's participation and contribution to community development project. If there is any failures from engaging community into projects can be explained by the weaknesses on leaders failed to know their responsibilities in the respective community, and failure to adhere to the principles of good governance as observed during the interviews and FGDs. Through interviews and FGD with VEOs, WEOs and village leaders in Maroroni ward it was divulged that effective governance in the implementation of public development projects encourages better decision making and the efficient use of resources and strengthens accountability for the stewardship of those resources. The ongoing construction of secondary school laboratory and village office was cited as examples of development projects in the ward. Also it was revealed by the study through documentary review that working together as a team for both elected and appointed community leaders build a trust to the community and make them willing to participate effectively in the public development projects (Wily, 2003).

The study too wanted to know if there is government support to the public projects in the study areas. With accordance of FGDs with ward and village leaders as well as district officials, it was made known that government through local government authority does provide support depending on the size of the project and how much community has contributed. The interviewees gave an example of school building construction that community contribute stone, sand and labor while the government contribute cement, expertise, iron sheets, timber and finishing materials like paints and others. Sometimes the government waits until when the building is at lintel level that is when it provides its support to finish it up. Through documentary review of district reports and FGD with the key informants of the study it was learnt that, the government do support community development project in terms of return tax or national cake to the community who are tax payers through supporting different community projects like Primary Education Development Program (PEDP), Participatory Agricultural Development Program (PADEP) and others in the district. The Government also provides building materials for schools, health centers and bridge construction.

This was also revealed by the findings of the study when 83% of interviewed respondents said “Yes” government support to the public projects (table 7 below). The study went further to know if respondents are aware of which project they get support from the government. They mentioned projects that cover services delivery and economic development projects like schools and agriculture respectively.

Table 7: Government support to Public Development Project

	Frequency	Percentage
Yes	50	83.0
No	6	13.3
Not sure	2	3.3
Total	80	100

Source: Researcher, field findings

4.3.9 Leadership and Governance Challenges faced implementation of public development projects

This section presents existed challenges that affect the implementation of public development projects in the district. Despite the emerged successfulness of the public development projects in the areas of study, there are some leadership and governance challenges which if are not be dealt with may slow down progress, this was stated by community members in the FGD and interviews. They said that some leaders were not transparent enough to let people know the exact amount of revenues whether from the government or community contribution. In Kikatiti village where there was water project, during discussion people were wondering on the amount money spent and the work done. Leaders were not ready to explain transparently on the income and expenditure of the project. The study also through observation and interview discovered that there was competition amongst leaders which lead to inadequate completion of the water project. It was also learnt that Kikatiti village is lead by CHADEMA village chairperson and 75% of the members of village council are from CHADEMA an opposition party and the remaining are from CCM.

Misuse of public resources and corruption were mentioned as challenges facing the development projects. As per figure 5 below, the findings suggested that 50% there might be some incidences of corruption and misuses of resources. While 42.5% of the respondents said there some incidence of corruption and misuses of resources contributed to the project like money and materials. Whereby, only 7.5% of interviewed respondents said there were no cases of corruption and misuse of project resources. As the study dug deeper it was observed that in the study areas there were only 2% of reported cases of misuses of project resources to the high level of administration. Until completion of study survey out of 2% of reported cases none were preceded, because there was no any of its empirical evidence. Despite the existence of incidence of petty corruption in the district down to the village level, no documented evidence found to support respondents feedbacks. However, community members during interviews and discussion stipulated that this situation if will dealt

with may create mistrust and conflict between villagers and leaders. This may result into unnecessary delays in contribution and participation in the project implementation.

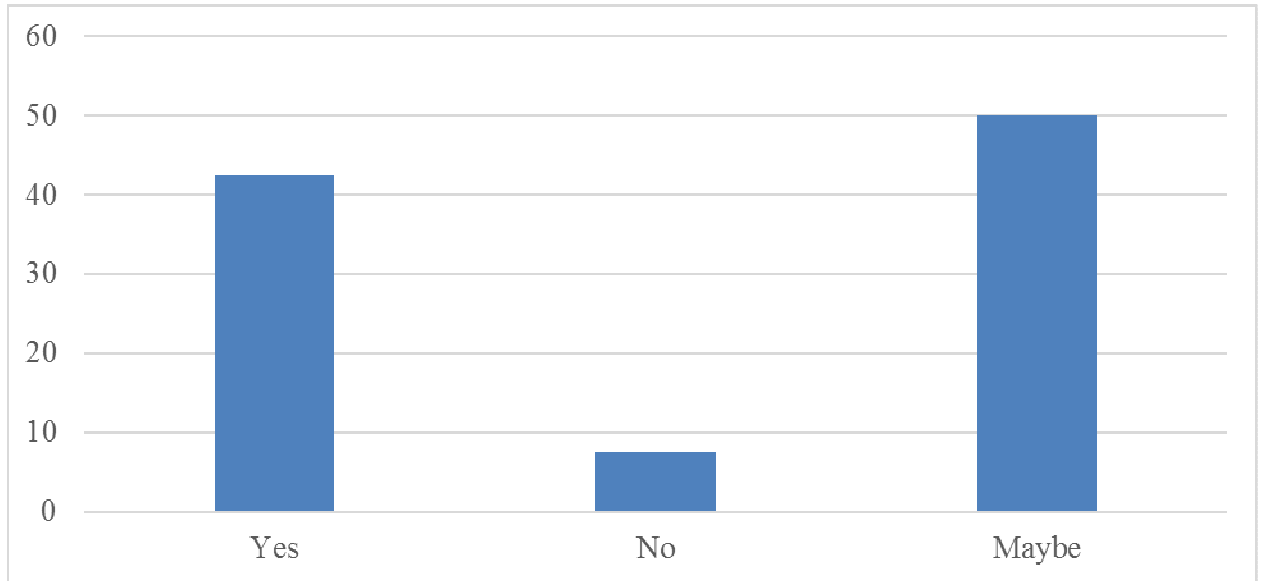


Figure 5: Misuses of community contributions

Another and common challenge observed in the research area, especially on participation of the community in the development project is income and time. Majority, 75% of the respondents said time limits them to participate fully in the public development projects. That is why, 80% of respondents contributed cash money only and not their labor and or opinions (see figure 6 below).

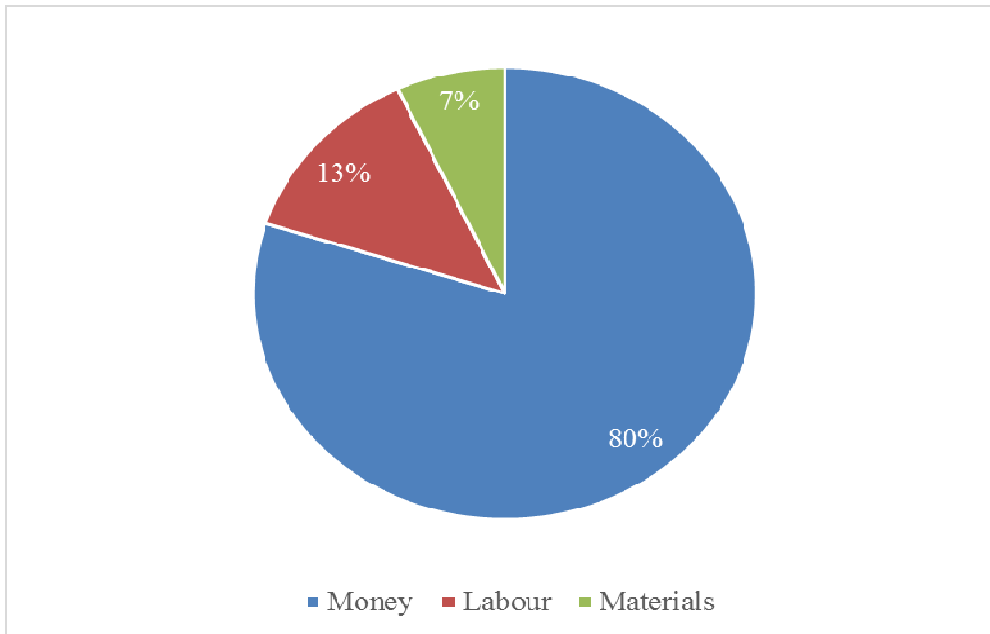


Figure 6: Type of community contribution for public development projects

Findings also show that most of respondents who contribute their labor force they did so because they are not well-off to contribute to the project in term of monetary. However, flexibility of leadership and transparent governance play great roles in handling all of these challenges by allowing each to contribute as he or she is capable of. They accept all forms of contribution whether it is money, materials and labor force; they are doing so as to create sense of ownership of the project by the community. This is supported by Wily (2003), who observed that community tends to avoid any community activities that consume their time; they opt to convert their contribution in terms of into monetary terms and decide to pay.

Lack of skills was brought up during interview and discussions as a challenge affecting sustainability of the development projects in areas. Lack of administrative and project management skills impacted negatively on the community participation and sustainability of projects. The leaders suggested provision of the training before commencement of any development project.

4.4 Discussion of Key findings

The research reached 80 respondents out of the intended 96. Sixty percent (60%) of the respondents were ex-secondary school education who are capable to read and understand some bylaws in their villages, which implies that being educated will naturally make them understand the essence and benefits of community development projects that promote their livelihood. This education also helps them understand some regulations against any criminals or illegal acts as well as leadership ethics and conducts. Also, the community knows what it means for their leaders if they do not adhere to the ethics and conducts.

The district still faces a challenge of poor governance in its administrative structures from lower level to the district council as per the results in figure 5. Presence of both misuse of public resources and incidences of corruption despite the absence of evidence indicate that leaders are neither accountable nor transparent in their roles and responsibilities. It is also against the Prevention and Combating Corruption Act (PCCA), 2007. It's clearly stipulated by Shleifer and Vishny (1993) that corruption is the use of public resources for private gain. The practice has been there though at a declining state by the leaders and community members. This is contrary to the thinking that if a leader has good core values, he should work to get his followers to adopt these leadership values as their own and in so doing, will reduce resistance to leadership (O'Toole, 1996).

It implies therefore that if the leader is corrupt and involved in misuse of public resources cannot make such a relationship with followers which may also affect community participation in public development projects. Corruption discourages people from participation and hinders development of public projects which has always been said is the consequence of poor leadership and governance among leaders and government officials in the district. Both focus group discussions with district officials and village and ward leaders (figure 4) pointed out that whoever is practicing corruption is likely lacking transparency and accountability especially on funds contributed by the people and government which now lags behind public development projects.

In terms of contribution for public development projects, it was observed that community participation in the development projects takes different forms of either cash contribution or labor force or material contribution. The nature and extent of community participation for the majority of local communities is in cash contribution whilst fewer contribute labor and materials (figure 6 above). The practice here is that people tend to avoid using much of their time in public development projects. This also is contrary to the fundamental nature of community participation. According to Moningka, (2000) community participation comprises of various degrees of individual or collective involvement (financial and/or physical contributions, social and/or political commitment) at different stages of a public development project.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this chapter is to provide a summary of the key findings of the research done titling as “Leadership and Governance affecting participation in public development projects in Meru district in Arusha in Tanzania”. It will also endow with conclusion basing on the findings obtained as well as recommendations. Conclusion is based on the three specific objectives which were; to identify the effects of leadership style in community participation in development projects, to assess the effects of governance in community participation in development activities and to come up with recommendations for improving community participation.

5.2 Summary

This study include all process of data collection from several categories of respondents ranging from the level of village, ward and district through, interview, observation, questionnaire and documentary review. However, it was observed that Meru district council underwent formation into all sectors like administration, finance management, operation changes for the past five years, contributed to successful involvement of communities in public development projects. As result the highly incidences of corruptions, misuse of resources recorded in the past five years are now observed to decline, as the study findings suggested. The situation is not as it used to be during single party ruling system in the district. According to the district officials, the district became multiparty recently in 2013. Furthermore the district has developed some systems to monitor tax collection and other sources of funds as well as how it is being utilized in the public development projects.

5.2.1 Effects of leadership style in community participation in development projects

This study concludes that, there is a positive contribution made by leadership style play a great role to involve communities to participation and contribute in

development projects. The research found that the leadership style existing in the district as transformational style which has positive effects in mobilizing community to participate in the public development projects. Direct involvement of leaders into community project has been concluded that it attracts communities to engage into development projects. Presence of multiparty system in the district pushes both elected and appointed leaders to be close to the people and directly involved their day to day development activities.

5.2.2 Effects of governance in community participation in development activities

Based on the study findings it is also concluded that, majority of people have positive attitude with transparency governance through community meetings, where they can get reliable and updated information regarding their contributions and government supports. Public meetings in the village and wards become reliable sources of information concerning public development projects in their areas. The Local Government Authorities Act No. 7 of 1982 requires village assembly to ones in three months and village government ones in every month. The meetings enable them to access information about the status of their village, government programs and services.

Unlike in the past, though not in all villages and wards but majority of leaders including councillors and village chairpersons are striving to adhere to the rules and regulations of local government authority. The tendency was explained to have increased transparency and accountability from community involvement with public development projects, community participation in management of the project, and community participation in needs, planning and implementation of the project. It is therefore to conclude that adhering to the good governance principles contribute positively towards community participation in public / community development initiatives.

5.3 Conclusion

Basing on the findings it is concluded that the community involvement is crucial for a successful and sustainable public development projects. It is clear from the findings that generally, leadership and governance are critical and have significant effects on community to participate into development projects.

5.4 Recommendations

In view of the findings of this study, the following recommendations are made:-

The government and other stakeholders should facilitate and increase awareness on community / public development projects especially on how community can participate in order to create a clear and common understanding of essences of their contribution to the community development projects. This may be potential for greater participation and contribution of other actors such as NGOs, Development Partners, Communities and Individual (Omari, 2002). Misuse of development project resources was observed as one of the reasons that discourage community to participate into public development projects. Therefore, this study recommends adequate administration of law to combat misuses of project resources. Leadership style which shows success on the involvement of people in public development projects should be considered and adopted to other areas for efficient engagement of people into public development projects.

5.5 Areas for further research

The study did not cover all aspects of leadership style and governance influence community to participate into public development projects. This study was designed to examine how leadership style and governance influencing community participation in public development projects. However, further research is needed to investigate at length on the involvement of community into projects, effects of their participation on their livelihood and which project are most likely to receive a positive contribution from the community. So as to generate wider knowledge to the policy makers and program designers to have more focused interventions. Also, research should be done to find the how leadership-style and governance influence community participation development project; compare urban and rural areas.

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APPENDICES

Appendix 1: LETTER OF INTRODUCTION

P.O. Box 254
Arusha
Tanzania

Phone: +255 27 254 1044/6/8
Fax: +255 27 254 1042
mstcdc@mstcdc.or.tz :
www.mstcdc.or.tz

MSTCDC
MS - Training Centre for
Development Co-operation

To Whom it may concern,

19th February 2015

RE: FIELD VISIT FOR MSc IN GOVERNANCE AND LEADERSHIP STUDENT

This is to introduce Jackson Estomih Muro who is a Masters student currently undertaking Research to your company/organization for data collection purposes.

Kindly avail him with the necessary information he requires.

Thank you in advance.

Yours Sincerely,

Signed

Per Lykke Sendergaard
Academic and Training Quality Coordinator

Ms Action aid Denmark works for just and empowerment of the world's poorest.

Ms is associated to Action aid International. Together we fight poverty.

Appendix 2: LETTER OF INTRODUCTION TO THE WARDS

HALMASHAURI VA WILAVA VA MERU

(Barua zote za kiofisi zitumwe kwa Mkurugenzi Mtendaji)

Telegram: Meru
Simu: (+ 255) 027 254-1112
Faksi: (+ 255) 027 254-1112
Barua pepe: merudc@yahoo.com
website: www.merudc.go.tz

Ukumbi wa Wilaya,
P.O. Box 462,
USA RIVER

Kumb. Na. M.70/5VoI.VI/233

24.02.2015

Maafisa Watendaji wa Kata za:-
Maroroni, Makiba, Nkoanrua, leguruki, Usa River na Kikatiti,
Halmashauri ya Wilaya ya Meru

**Yah: KURUHUSIWA NDUGU JACKSON ESTOMIH MURO KUFANVA
UTAFm HALMASHAURI VA MERU**

Kichwa cha habari hapo juu chausika, rejea barua ya tarehe 23.02.2015.

Ofisi inapenda kukujulisha kwamba ruhusa imetolewa kwa timu toka Taasisi ya 'MS TCDC - Usa River' ili kufanya utafiti kuhusu '**Utawala na Uongozi**' katika kata zenu kwenye Halmashauri ya Wilaya ya Meru kuanzia 1 Machi, 2015.

Nategemea utampa ushirikiano unaostahili.

Signed

E.Chitete

**Kny: MKURUGENZI MTENDAII WILAVA
HALMASHAURI VA WILAVA VA MERU**

Nakala kwa: - Ndugu Jackson E. Muro

“ “ **Arusha**
Academic Manager
MSTCD

Appendix 3: QUESTION

NARES: COMMUNITY MEMBERS

1. What is your Name..... Sex: Male [] Female []
2. What is your Education Level? NA, Primary, Secondary, College
3. How long you have stayed in this village/ward/district?
4. How are the community project identified?
5. Who decides how the community project will be implemented?
6. Can you recall and list your participation in decision making in planning and implementation of the development projects in your village/ ward/district?
7. If it is decided that villagers/community has to contribute – monetary and or labor /material, what are the general procedures used?
8. How Frequently have contributed in development projects in terms of money and materials
 - a) Never []
 - b) Sometime []
 - c) Often []
 - d) Frequently []
9. What makes or influences you to contribute?
10. How frequently have you participated in those projects?
 - a) Never []
 - b) Sometimes []
 - c) Often []
 - d) Frequently []
11. If never or sometimes, why?
12. How do community contribution monitored? Are they structured?
13. How do community contribution monitored? Are they structured?
14. How the feedback is given to community? Is it structured?
15. Are there cases of mismanagement of community contributions in your area?
16. If yes, what actions have been taken?
17. If community members find misuse, where do they air their complaints and getting feedback?

18. What type of leadership are you experiencing in your communities?
19. Does the government provide fund/resources in those developments?
20. Does the community know the amount and sources of funds for their projects?
21. Who are the daily supervisors of these projects?
 - a) Community Leaders []
 - b) Political leaders Councilors, MP []
 - c) Government officials V.E.O, W. E .O etc[]
 - d) All (mention the combination).....
22. What benefit can be obtained through community participation in development projects
23. What are the challenges encountered during implementation of the development project in your area?
24. Your own suggestions/recommendations.....

Tool 2: Interview Guide- LEADERS

1. Introduction from the researcher and interviewer
2. For how long you have been a leader in this community?
3. Were you appointed / Elected?
4. What's your position as a leader in this community?
5. What's your role as leader community development projects?
6. What are the roles of community in community development projects in your area? E.g. construction of primary schools, health centers, roads etc?
7. Does the government provide support to these developments? Yes/No.....
 - If yes, How?
 - Who asks for government support?
 - Who monitors the government supports?
 - How does community receive feedback? Is it structured?
8. What are the benefits of community participation in development projects in your area?
9. What type of leadership existing in youvvmr communities?

10. What are the leadership roles in community participation in development projects/programs?
11. What are the leadership and governance challenges do you encounter during community participation in the community development projects (construction of primary schools, health centers, roads etc)?
12. Do you have any suggestion? On leadership and governance at your level and others above?

Appendix 4: CHECKLIST

Use Focus Group Discussions (FGD) with leaders, community members, NGOs and government officials to assess:

1. How leadership and good governance have contributed to the success of the community project in their village?
2. How weak leadership and inadequate good governance practices have contributed to the failure of the community projects in their village?

