COMMUNITY PARTICIPATION AND PROJECT SUCCESS: A CASE STUDY OF MANNYA PROJECT, COTTON ON FOUNDATION UGANDA, KYOTERA RAKAI

BY

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DECLARATION

I, Mumara John Bosco, declare that the work presented in this book is my own and has never been submitted elsewhere for any other award.

Signed…… Date……..

JOHN BOSCO MUMARA

APPROVAL

This is to certify that this study has been carried out under our supervision and has been submitted with our approval as partial fulfillment for the award of the degree of Masters in Management Studies of Uganda Management Institute.

Signature …….. Date……

MR. ANACLET MUTIBA

Signature …….. Date……..

DR. SYLVESTER KUGONZA P.K.

DEDICATION

To my family for their enormous contribution towards my whole academic life and success.

ACKNOWLEDGMENT

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ABSTRACT

The purpose of the study was to assess the effect of community participation on the project success of Mannya Project Cotton On Foundation Uganda in Kyotera Rakai. The following objectives guided the study: (1) To find out the effect of community participation in planning on Mannya project success, (2) To examine the effect of community participation in project implementation on Mannya project success and (3) To assess the effect of community participation in monitoring on Mannya project success. A case study design was used where both quantitative and qualitative approaches were adopted. A sample size of 210 respondents participated in the study however the response was 158 respondents representing 75%. The simple random method was used to select staff at project support staff and beneficiaries. Purposive sampling was used to select project managers. Descriptive statistics (frequencies and percentages) were used to determine the distribution of respondents on personal information and on the questions under each of the variables. Inferential statistics (Spearman correlation, coefficient of determination and regression) were used to test the hypotheses. Findings revealed a positive weak relationship (*rho* = .323) between community participation in planning and Manya project success, a weak positive relationship (*rho* = .312) between community participation in project implementation and Manya project success, and a weak positive relationship (*rho* = .337) between community participation in monitoring and Manya project success. Thus, it was concluded that community participation significantly affected project success. It was recommended that management of Mannya project should improve community participation in planning to enhance project success. Management of Mannya project should improve community participation in implementation to enhance project success. Management of Mannya project should improve community participation in monitoring to enhance project success.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study assessed community participation and project success: a case study of Mannya Project, Cotton On Foundation Uganda, Kyotera Rakai. The independent variable was community participation while project success was the dependent variable. This chapter covers the background to the study, problem statement, purpose of the study, objectives of study, research question and hypothesis which are used to guide the study, justification of the study, scope of the study as well as definitions of terms used in the study.

1.1 Background to the Study

1.1.1 Historical background

The history of participatory methods in development co-operation began in the late 1970s with the introduction of a new research approach called "Rapid Rural Appraisal (RRA)", which immediately became popular with decision-makers in development agencies (Chambers, 1994; Edwards & Gaventa, 2001). Building on close collaboration with local populations, RRAs were designed to collect first-hand data from the local people about their perceptions of their local environments and living conditions in rural areas. RRAs were usually conducted as 1-3 days workshops with villagers in the field and facilitated by small teams of RRA specialists or researchers. RRA methods were specifically adapted to respond to local conditions. Thus, communication processes with illiterate persons not used to communication in abstract terms were carefully considered. Visualization using locally comprehensible symbols, and tools like mapping, diagramming and ranking were introduced. A limitation of RRA, however, was that it was extractive; the role of the local people was limited to providing information, while

the power of decision-making about the use of this information remained in the hands of others. Hence, this hindered the success of projects (http://www.wau.boku.ac.at).

During the 1980's, NGOs operating at grass-roots level started using RRA to come up with further fine-tuned approaches called Participatory Rural Appraisals (PRA) (Giele, Stone, & Vaugeois, 2006). PRAs use similar methods and tools as RRA, but the underlying philosophy and purpose changed. While RRAs aim at extracting information, often in a single event, PRAs were designed to follow more the peoples' own concerns and interests; PRA workshops were usually facilitated by a team of trained persons and could take several days (3-6). One of the most important principles in PRA was the sharing of results of analysis, decisions and planning efforts among the community members by open and public presentation during meetings (Liffman, 2002). PRAs strongly supported and facilitated the introduction of more demand-responsive ways of managing development interaction, and process-oriented thinking. The latter led to sequential applications of PRA events and assisted follow-up. Thus, it built up rural people's own capacities for analyzing their circumstances of living, their potentials and their problems in order to actively decide on changes. PRA facilitators accepted more and more the role of learners. These shifts towards interactive mutual learning were then reflected in the new terminology of Participatory Learning and Action (PLA) in the early 1990s (Tekman, Ebru Deniz et al, 2012)).

Since the beginning of the 1990s, extended concepts of participatory processes and interaction have been developed, and summarized under the name Participatory and Integrated Development (PID) (Chatty, Baas & Fleig, 2003). In order to overcome the casual application of participatory methods here and there, PID seeks to include

workshops and their results in a broader, long-term frame of institutionalized activities. PID means offering facilitation support to locals (such as villages, communities, interest groups, associations etc.) on a demand responsive basis, and assisting them in getting their interests represented. For example, getting grassroots level planning and action integrated into local and regional planning approaches. This leads to a more sustainable and better co-ordinate way of development. In addition to this vertical integration, PID also tries to enhance horizontal integration, i.e. the collaboration of different agencies, sector organizations and different groups of stakeholders within a region. PID looks at participation in a holistic way which in a broader sense supports implementation of projects and their success (Beckman, 1997).

1.1.2 Theoretical background

This study adopted the civic voluntarism theory (CVT) to explain the relationship between community participation and project success. The CVT has its origin in the work of Verba and Nie in 1972 (Verba et al., 1995). The CVT emphasizes three factors to account for participation. People may be inactive because they lack resources, because they lack psychological engagement in activities and/or because they are outside the recruitment networks that bring people into participation in activities.

The resources aspect is defined in terms of time, money and civic skills. Verba et al. (1995) conceptualize resources widely, including not only economic and educational resources, but also resources of time. Some people are so busy they have little free time to engage in activities. Generally, the social status of an individual - the job, education and income – determines how the individual participates: the better educated, more affluent

and more middle class people are, the more likely they are to participate (Verba et al., 1995; Brady et al., 1995; Parry et al., 1992).

The psychological engagement aspect is defined principally in terms of the individuals' sense of efficacy (usefulness) in participation. According to Verba et al. (1995), citizens' sense of efficacy is important. The more people feel their opinions and actions are likely to have an influence on the outcome of decisions, the more likely they are to engage in political action.

The recruitment networks aspects is defined as requests for participation that come to individuals at work, in church or in organization, especially those from friends, relatives or acquaintances. Verba et al. (1995) stress the importance of mobilization. Even when people are resource-rich, have plenty of free time and have a strong sense of efficacy, they may still fail to participate if they are unaware of the importance of their involvement or if no one has tried to elicit their co-operation. Being asked to participate by other people is an important catalyst for individual participation.

This theory was relevant to this study because it emphasized that if the community have the resources for participating in development activities, a sense of efficacy (usefulness) in participation in development activities and are mobilized into participating in development activities, then projects are more likely succeed. On the contrary, if the three aspects are lacking, projects failure is most likely.

1.1.3 Conceptual background

There are various definitions of projects that have been proposed. The Chartered Management Institute define a project as an activity that has a beginning and an end which is carried out to achieve a particular purpose to a set quality within given time constraints and cost limits (Thomsett, 2002). According to Baccarini and Collins (2001), a project is a unique set of coordinated activities, with definite starting and finishing points, undertaken by an individual or organization to meet specific objectives within defined schedule, cost and performance parameters. In this study, the term project referred to a set of coordinated activities that Manya Project Cotton Foundation undertook to meet its objectives within defined schedule, cost and performance parameters.

Participation is a rich concept that varies with its application and definition. The way participation is defined also depends on the context in which it occurs. For some, it is a matter of principle; for others, practice; for still others, an end in itself (World Bank, 1995). Community participation is a form of empowerment decision in which the community takes in the part in the decision making process (Morgan, 1993). It can also be defined as community involvement or community mobilization. Ribot (1996, p.40) defines community participation as that ability for communities to participate in decision making and having powers or control over resources that affect the community as a whole, such as forests and grazing commons or community development. This definition is applicable to all projects that are implemented with the aim of helping the communities. As far as this study is concerned, community participation is community contributions to the successes of the project that is community oriented (Cheetham, 200).

Project success can be defined using success criteria. These are the standards by which the project is judged to have met the organizational needs in the eyes of the stakeholders. These criteria are tracked to be able to establish whether the project has delivered any benefits. According to Baccarini and Collins (2001), project success criteria consist of two components – product success and project management success. Project management success focuses upon the project process and has three criteria – 1) Meeting time, cost and quality objectives, 2) Quality of the project management process and 3) Satisfy stakeholders during project management process (primarily sponsor and project team). Product success deals with the effects of the project's final product and has three criteria – 1) Meeting the project owner's strategic organizational objectives (goal), 2) Satisfy users' needs (purpose) and 3) Satisfy stakeholders where they relate to the product (primarily customer/user). This study adopts Baccarini and Collins (2001) definition of project success with its focus on product success and project management success. This is appropriate to the study because it brings out the criteria which can be used to determine the success of the project.

1.1.4 Contextual background

Mannya is located in Kifamba sub county Rakai district. It is one of the first areas that suffered from the effects of the HIV/AIDS epidemic in the early 1980's.Very many people died living behind their children and the old people. This situation created a situation of many dependants in different homesteads. This further led to increased poverty levels in the area as the able ones had passed away. Worse still, those that remained could not support education needs of orphans which led to low education levels in the area. People could not afford health services because they were in distant places

and were expensive and yet people did not have enough income to enable them to access these services.

In 2007, Project Mannya was started supported by Cotton On Foundation to address the above issues with a goal of ensuring that the village has the basics for sustainability by 2015 (Cotton On Foundation Project Report, 2010). Cotton On Foundation is a charity organization based in Australia driven by fashion for a cause aiming at improving the livelihoods of the less privileged communities. The foundation focuses on four pillars which are education, health infrastructure and sustainability and the mission of the project is to empower youth to lead the way (Cotton On Foundation, 2011). Thus, project success is measured in terms of empowering youth to lead the way and thus meeting the project strategic organizational objectives, satisfy users' needs and satisfy stakeholders where they relate to the product. Prior to the project, consultations from the community members revealed that they needed support in regard to education and health needs. Further consultations revealed that the people of Mannya needed support in areas of building their capacity to produce economical goods to have a sustainable life (Cotton On Foundation, 2011).

In regard to the above mentioned goal, a lot of efforts have been done to ensure that the village is self-sustainable by 2015 taking community participation at the fore front. Schools are being built to cater for education needs and health centre has been provided to the Mannya community to cater for the health services (Cotton On Foundation Project Report, 2011). There is a microfinance program to help people improve on their incomes through borrowing and investing the money into income generating activities. Sustainable Agricultural training is also being provided to the community. The project is aimed at

making sure that all people's needs are catered for by using a holistic approach (Cotton On Foundation, 2011).

1.2 Problem Statement

The past several decades have demonstrated the failures of top-down approaches to development characterized by project failures and the possible reason for these failures has been attributed to limited or lack of local community participation in the projects (Berkowitz, 2012). Because of this, organizations involved in the implementation of community projects have been encouraged to embrace community participation in project activities in order for the projects to achieve their objectives. In Uganda, Project Mannya under Cotton on Foundation has embraced community participation. For example, prior to the start of the project, there was community consultation and information gathering concerning how the people wanted to be helped. It was emphasized that for the entire project to be successful, the community were to be involved at each level of project implementation and mobilizing resources for the project.

Despite all these efforts by Cotton on Foundation to improve livelihood in Mannya community, not all the people are fully benefiting as expected. In terms of meeting the project strategic organizational objectives, the turn up in the schools which stands at 46.1% and the health centre is still very low compared to the number of children and people in the village (Cotton On Foundation Project Report, 2010). In addition, very few people come for agriculture training. Because of this, beneficiaries' user needs have not be satisfactorily met and stakeholders have expressed dissatisfaction (Cotton On Foundation Project Report, 2011). If this trend continues, the achievement of sustainability base by 2015 might be just a dream than a reality. Thus, one wonders why

community participation has not enabled Cotton on Foundation to succeed in achieving its objectives. The study sought to identify the exiting gaps and devising means of how these can be addressed for improved project success.

1.3 Purpose of the Study

The purpose of the study was to assess the effect of community participation on the project success using a case study of Mannya Project, Cotton On Foundation Uganda, Kyotera Rakai.

1.4 Objectives of the Study

The following objectives guided the study:

(i). To find out the effect of community participation in planning on Mannya project success.

(ii). To examine the effect of community participation in project implementation on Mannya project success.

(iii). To assess the effect of community participation in monitoring on Mannya project success.

1.5 Research Questions

The following research questions were answered:

(i). How has community participation in planning affected the Mannya project success?

(ii). What has been the effect of community participation in project implementation on Mannya project success?

(iii). What has been the effect of community participation in monitoring on Mannya project success?

1.6 Hypotheses

The following hypotheses were tested:

(i). Community participation in planning has positively and significantly affected the Mannya project success.

(ii). There is a significant positive effect of community participation in project implementation on the Mannya project success.

(iii). Community participation in monitoring has positively and significantly affected the Mannya project success

1.7 Scope of the Study

1.7.1 Geographical scope

The study was carried out in Mannya village, Kifamba sub county Rakai district. Project Mannya, Cotton on Foundation has been involved in community development of this village for about five years. Project Mannya Cotton on Foundation was used as a case study in identifying the effects of community participation on project success. Rakai district is found in Buganda. Rakai is in south of Uganda, boarded by Tanzania in the south, Isingiro district in south west, Kiruhura district in north west, Lyantonde district in the north, Masaka district in north east, and Lake Victoria in the east. Project Mannya Cotton On Foundation is a community based project whose goal is to build sustainable communities.

1.7.2 Time scope

The period of study was from 2007 to 2012. This period was when Mannya project was launched in 5 years.

1.7.3 Content scope

The study covered the underlying key issues concerning community participation towards the project success. Specific emphasis was put on how planning in community projects affected project success, the effect between community participation in implementation on projects success and the effect of community participation in monitoring on project success.

1.8 Significance of the Study

The study findings are expected to benefit the policy makers in designing projects that are community based. The findings may be used to formulate policies that may be implemented to enhance community participation and thus improve the service delivery in organizations.

The findings are hoped to benefit the community, as they may be able to understand why projects that are community oriented are started and why their input is important for their success. This study may highlight possible challenges of community participation in Mannya Project, Cotton on Foundation Uganda, from which lessons may be learnt for other community projects, in order to come up with a comprehensive, flexible, and effective plan for community participation.

The findings may also suggest other areas that may need further research by the academicians who like to explore more about community participation. Findings may help the academicians enrich their knowledge about the effect of community participation on service delivery, which knowledge may be used in their practice.

1.9 Justification of the Study

A theoretical justification for community participation in project success is grounded in the democratic discourse theory, which is premised on the notion that communication, dialogue and deliberation by constituencies, citizens, members of the community and decision makers will produce better and more legitimate outcomes. Community participation is a concept that is frequently mentioned in community development. Practitioners in development believe that in order for projects to succeed, communities need to actively take part in designing, implementing and shaping the projects that affect them (Nobayethi, 2009).Community participation has the ability to ensure a "better" long-term vision as well as a greater chance of success for a particular project or decision. In other cases, the potential cost benefits and overall administrative efficiency as reasons for more community participation have been pointed out.

An examination of the literature on community participation suggests that it leads to development of projects that are "more responsive to the needs of the poor and better delivery of goods and services, better maintained community assets, and a more informed and involved citizenry (Mansuri & Rao, 2003). An obvious aspect highlighted in these benefits is the role of participation as a means of providing and accessing information. When a community participates, it both provides information about its preferences, and gains information that may influence its optimal choice. Both types of information are

likely to lead to increased welfare for the community, and in the case of interest in this study, better development projects.

Mannya project Cotton on Foundation has been working in Mannya village, Kyotera for the past five years. Mannya project is a project for the community which is focusing on four pillars, which are health, education, infrastructure and sustainability. The projects being done are entirely for the community.

Available literature on the community participation in projects does not give a precise and uniform picture either. Some of these projects appear to have been relatively successful, while others have had some serious difficulties in fulfilling the objectives for which they were established, and this picture has varied between communities.(Mbogoh, 2012). The review of available literature also does not give a precise arid uniform picture about community participation in projects . The current state of knowledge about the structure and community participation approaches in developing countries thus clearly warrants further investigations, and it was against this background that the present study was undertaken.

1.10 Conceptual Framework

The conceptual framework shows the relationship between community participation and project success.

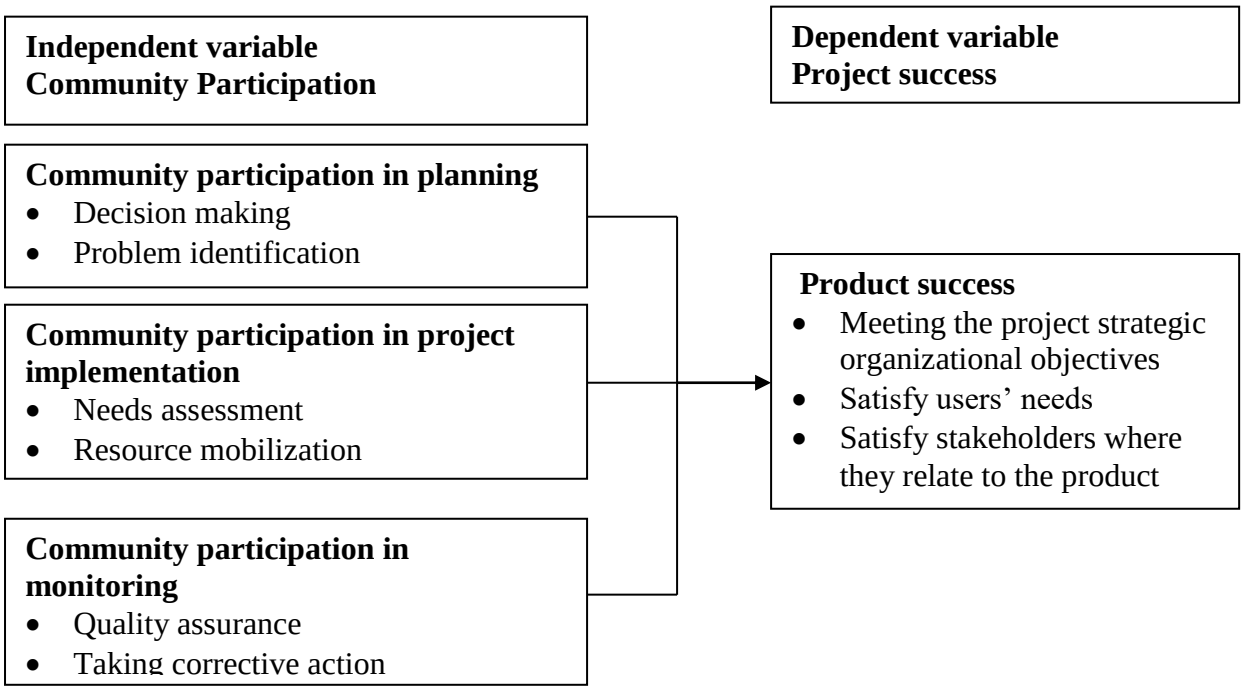

Figure 1: Relationship between community participation and project success

Source: Based on Verba et al. (1995) civic voluntarism theory (CVT)

The conceptual framework illustrates the effect of community participation (the independent variable) on project success (the dependent variable). It is conceptualized that community participation has the following dimensions: community participation in planning, community participation in project implementation and community participation in monitoring. The assumption is that lack of or less community participation will contribute to project failure or less project success while more community participation will contribute to more project success.

1.11 Definition of Terms and Concepts

Community participation: Referred to the process by which residents organized and became involved themselves in Manya project activities to improve the conditions of daily life.

Project design: Referred to the collaborative and systematic identification and prioritization of problems and opportunities and the planning of solutions and ways of assessing Manya project outcomes, which together promoted fundamental and sustainable change in target populations and institutions.

Project evaluation: Referred to the assessment of the change in targeted results that were attributed to the Manya project intervention.

Project implementation: Referred to the carrying out, execution, practice of a Manya project plan. That is a method or any design for doing something under Manya Project.

Project monitoring: Referred to the routine tracking of the key elements of Mannya project success through record-keeping, regular reporting and surveillance systems as well as observation and surveys.

Project planning: Referred to the process of for stating how to complete Mannya project within a certain timeframe and with designated resources.

Project success: Referred to the standards by which Mannya project was judged to have met the stakeholders needs.

Project: Referred to the unique set of Mannya project activities that produce a specific outcome, with a specific start and finish date, and a specific allocation of resources.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, literature related to the study is reviewed. The chapter provides knowledge with which the research will make observations, identifying gaps that need to be filled and learned lessons. The introduction is followed by theoretical review to give a backbone to the chapter. This is followed by the actual literature review comprising of the of the subsections of how planning in community participation affects the project success.

2.1 Theoretical Review

Theories are a useful starting point for differentiating degrees and kinds of participation including their outcome. Providing a series of ideal types along which forms of participation may be ranged, most theories carry with them implicit normative assumptions which place these forms of participation along an axis of ‘good’ to ‘bad’. Many of the theories and ‘ladders’ of participation that have been postulated focus on the intentionality, and associated approach, of those who initiate participation in projects. This particular study adopted the theory of civic voluntary. This theory accepts every level of participation as it caters for all members of the community. People are involved in decision making, governing and how resources are to be allocated. Other theories such as Arnstein’s ladder of participation theory, Burns et al.’s ladder of citizen empowerment theory, Pretty’s theory of participation were also reviewed and the civic voluntary theory was found to be the most applicable theory in community participation .

2.1.1 Civic voluntary theory

In the civic voluntarism theory (CVT), resources are paramount in influencing individual participation in activities, although the individuals' psychological attitudes and mobilization play an important role in explaining participation as well. The civic attitudes are rather more important although it is true to say that resources are the dominant factors in explaining participation (Verba, Schlozman & Brady, 1995). The CVT has been applied to the task of providing a cross-national explanation of participation allowing the researchers to examine difference in participation engendered by different institutions and cultural settings. The research stressed the distinction between individual and group resources in promoting participation, arguing that organization is the weapon of the weak. In other words, groups bound together by ideological ties are able to overcome the lack of individual resources of their members which promotes the participation of their members in activities. The theory has been widely cited and replicated, and it is probably the most important theory of participation in the literature today. This theory is relevant to this study because it highlights the highest level of community participation whereby by the people have to be involved in decision making, how they want to be governed and how the resources are to be allocated .More importantly, it brings out a sense of personal responsibility individuals should feel to uphold their obligations as part of the community (http://en.wikipedia.org/wiki/Civic_engagement).

However, it does face problems. The first problem relates to the use of socioeconomic status as a predictor of participation and civic values. It is well established that participants are generally higher-status individuals than non-participants; For example, Verba et al (1995) showed that high-status individuals were over presented in the category of active participants and under-presented in the category of inactives. The

paradox is that if socioeconomic status is such an important determinant of participation, then societies that are gradually becoming more middle class and better educated overtime should experience increased rates of participation and yet this has not been the case in the advanced industrial countries.

A second problem with the CVT is actually identified by Verba et al (1995). They write:

> The socioeconomic status explanation is weak in its theoretical underpinnings. It fails to provide a coherent rationale for the connection between the explanatory socioeconomic variables and participation. Numerous intervening factors are invoked – resources, norms, stake in the outcome, psychological involvement, greater opportunities, favorable legal status and so forth. But there is no clear specified mechanism linking socioeconomic statuses to activity.

Critics for this theory go further to suggest that a focus on broader resources such as the amount of spare time the individual has available in the average week and the financial resources help to deal with this problem. However, it is difficult to see why this should be true, since, if individuals are rich and have plenty of leisure time, there is still no reason why they should spend their money or free time in participating in certain activities rather than on vacationing, playing sports or watching television.

The key problem with the CVT is that it focuses exclusively on the supply side of the equation and neglects the demand side aspects. Thus, individuals supply more participation if they have the resources or psychological sense of efficacy. What is missing is any understanding of why individuals have a demand for participation. Many high-status people have no such incentives, which explain why they do not participate. While resources allow one to understand the supply of participation, it is necessary to consider the incentives for participation, or the demand side of the equation. Thus, based on these arguments, other theories are considered in this study and are reviewed in the following sub-sections.

2.1.2 Arnstein's ladder of participation theory

Perhaps the seminal theoretical work on the subject of community participation was by Arnstein who pioneered the ladder of participation theory (cited in Burns, Hambleton & Hoggett, 1994). As Sherry Arnstein argued, 'there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process' (Burns, Hambleton & Hoggett, 1994, p. 156).

Originally developed in the late 1960s, it retains considerable contemporary relevance. 'Citizen control' appears at the top of the ladder, with a category of 'non-participation' at the bottom, in which therapy and manipulation are placed. Arnstein's point of departure is the stakeholder on the receiving end of projects or program. She draws a distinction between 'stakeholder power', which includes stakeholder control, delegated power and partnership, and 'tokenism', in which she includes consultation, informing and placation.

The particular importance of Arnstein's work stems from the explicit recognition that there are different levels of participation, from manipulation or therapy of stakeholders, through to consultation, and to what we might view as genuine participation. These levels at which stakeholders participate, influence the outcome of participation. She argued that at the low level participation, the outcome participation is likely not to be effectively achieved while at the high level participation, the outcome participation is likely to be effectively achieved.

There are limitations of Arnstein's framework. Each of the steps represents a very broad category, within which there are likely to be a wide range of experiences. For example, at the level of 'informing' there could be significant differences in the type and quality of

the information being conveyed. Realistically therefore, levels of participation are likely to reflect a more complex continuum than a simple series of steps.

2.1.3 Burns et al.'s ladder of citizen empowerment theory

Since Arnstein, increasingly complex theories of participation have been advanced and new terminology added. In particular, there has been a shift towards understanding participation in terms of the empowerment of individuals and communities. This has stemmed from the growing prominence of the idea of the citizen as consumer, where choice among alternatives is seen as a means of access to power. Under this model, people are expected to be responsible for themselves and should, therefore, be active in activities

In this context, Burns et al (1994) modified Arnstein's ladder of participation and proposed a ladder of citizen power (Connor, 2007). This is more elaborate than Arnstein's ladder, with a further, more qualitative breakdown of some of the different levels. For example, a distinction is drawn between 'cynical' and 'genuine' consultation, and between 'entrusted' and 'independent' citizen control. The concept linking stakeholder's participation to performance are however similar to Arnstein's ladder of participation theory.

2.1.4 Pretty's theory of participation

While Arnstein's and Burns et al.'s ladders look at participation from the perspective of those on the receiving end. Pretty's (1995) typology of participation speaks more to the user of participatory approaches. Pretty (1995) developed a theory, which outlines seven types to distinguish the forms, levels and use of participation.

The Pretty theory of participation differentiates participatory processes according to the level of power organizations wish to devolve to participants in determining actions and outcomes (Rudqvist & Woodford-Berger, 1996). It ranges from "manipulative participation" (that designed to give the impression of stakeholders' participation, with no power or decision making ability attached) to "interactive participation" (participation in joint analysis, with stakeholders taking control over decisions and having a stake in maintaining outcomes) and "self-mobilization" (stakeholders' participation outside of institutions to change systems, and collective action).

His typology is equally normative: going from 'bad' forms of participation – the inclusion of token representatives with no real power, which he characterizes as manipulative participation, and passive participation subsequent to decisions that have already been taken – to 'better' forms, such as participation by consultation and for material incentives (Atuhaire, 2009).

2.2 Community Participation Planning in and Project Success

Participatory planning can be defined as a tool for identifying the needs of all individuals within a community, a way of building consensus, and a means of empowering disadvantaged or disenfranchised groups (Word Bank, 2011). Berkowitz (2012) further looks at community participation as an approach in which everyone who has a stake in the intervention has a voice, either in person or by representation. According to Edwards and Gaventa (2001), staff of the organization that will run it, members of the target population, community officials, interested citizens, and people from involved agencies, schools, and other institutions all should be invited to the table. Everyone's participation

should be welcomed and respected, and the process should not be dominated by any individual or group, or by a single point of view. However, was argued in this study it is not possible to welcome and respect everyone's participation without the participation planning being dominated by a certain group of people. For example, when related to Manya Project On Foundation Uganda, there were certain groups of educated people managing the project while on the other hand, there were the beneficiaries some of who were not as much educated. Thus, the reasoning and approach to issues concerning the project was expected to differ, giving rise to domination of the educated in planning process of the project. However, before the study was conducted, whether this was the case was yet known.

The reality many often be quite different. Some people might not want to be involved - they may feel it takes too much time, or they do not have the skills needed (Giele, Stone & Vaugeois, 2006). This researcher concurred with this argument given that not all people are equal or have common interests. Particular individuals or groups may feel left out and disrespected if they are not invited to participate. The planning process may be a rubber stamp for ideas that have already been developed. Some people's opinions may be listened to more carefully than those of others. In some of these situations, a participatory process can cause as many problems as never involving people at all. Nevertheless, the important thing to remember here is the word, participatory. The use of that term implies not just that you will ask for someone's opinion before you do what you were going to do anyway, but rather that each participant becomes an important contributor to the planning process.

A true participatory approach is one in which everyone's perspective is considered (Giele et al, 2006). That does not mean that people cannot challenge others' assumptions, or argue about what the best strategy might be. It does mean, however, that everyone's thoughts are respected, and it isn't necessarily assumed that the professionals or the well - educated automatically know what's best. Everyone actually gets to participate in the planning process, and has some role in decision-making. Embracing participatory planning has a significant positive impact on projects success as discussed below:

Participation carries with it feelings of ownership, and builds a strong base for the intervention in the community. If people are integral to the planning of a community intervention, then that intervention will be theirs. They have a stake in it not only as its beneficiaries or staff or sponsors, but as its originators. They will do what they can to see their work succeed. Participation ensures that the intervention will have more credibility in all segments of the community because it was planned by a group representing all segments of the community (Liffman, 2002). If people know that others with the same point of view and experience as theirs were instrumental in making the intervention happen, they will assume that their interests were attended to thereby leading to project success. Bringing a broader range of people to the planning process provides access to a broader range of perspectives and ideas (United Nations, 2009). The ideas can be combined to come up with project that is all inclusive which will serve the right purpose.

However, it argued in this study that other factors may not make people participating in the project planning to have a feeling of ownership and hence build a strong base for the intervention in the community. This is because people may participate but if they do not

benefit from the project, they may not own it and hence may not participate anymore in the future.

A participatory planning approach avoids pitfalls caused by ignorance of the realities of the community or the target population (United Nations, 2009). If, for instance, Muslims are part of the planning process for an intervention in a community which includes many followers of Islam, they will know that lunch meetings during Ramadan, the Islamic month of daytime fasting, are not likely to work. Long-time community members will know what has failed in the past, and why, and can keep the group from repeating past mistakes.

White (1986) concurs with the above and asserts that with regard to planning at the community and individual project levels, major emphasis is placed on planning to detail. Experience has shown that great care at the time of planning leads to more successful implementation of projects.

Much as community participation is important in planning, the process has several challenges among which are, the process taking so long. A diverse group always takes longer to make decisions and come to conclusions than does an individual or small group. It could take so long that an opportunity is missed, or that valuable time is lost that could be spent addressing the problem. Secondly, members of the target population or the community may not agree with the "experts " about what is needed. This may point out serious flaws in a proposed plan, and acknowledging and addressing those flaws may be difficult. Disagreement may also mean that the target population or community members

simply don't have access to the knowledge or expertise to understand why the intervention is in fact a good idea, (Rabinowitz, 2013).

2.2.1 Decision making in community participation and project success

Decision making in communities is a process of empowering communities to identify their needs, plan action, manage projects and evaluate the results of their activities (Burtler, 2007). Community decision-making is inherent to community development. Community members make their own decisions; they decide how much outside help they want. A community may be geographically based, such as a neighborhood, city, or rural town, a network of relationships based around a common identity, such as ethnicity, or interest such as sport or music. For a community to take control of its own development, a group of people must be prepared to work together to pursue their goals (Chatty, Baas & Fleig, 2003). Often these groups are legal entities, such as incorporated societies or charitable trusts. Other initiating groups may be small and loosely structured. According to Tekman, Ebru Deniz et al, (2012), groups vary in how they make decisions. Some groups, especially smaller ones, prefer non-hierarchical structures and collective decision-making. Formal organizations will have paid staff, including managers, and may also have a governing board. In some very local communities, the views of elders may be particularly significant.

One of the primary risks in any participative decision-making or power-sharing process is that the desire on the part of the management for more inclusive participation is not genuine. In the words of Arnstein (as cited in Chatty, Baas & Fleig, 2003), there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process. She further highlights the

fundamental point that participation without redistribution of power is an empty and frustrating process for the powerless. It allows the power holders to claim that all sides were considered, but makes it possible for only some of those sides to benefit." When participative decision-making takes place in a team setting, it can cause many disadvantages. These can be anything from social pressures to conform to group domination, where one person takes control of the group and urges everyone to follow their standpoints, (http://en.wikipedia.org/wiki/Participative _decision-making).

2.2.2 Problem identification in a community and project success

Problem identification and community assessment is the discovery of where, when, how, and why crashes occur (Barnes, 2007). Also of major importance is the identification of the causes of crashes and collisions. The purpose of problem identification and assessment is: to understand the crash problem and causation factors, to develop effective countermeasures to reduce or eliminate the problem, to design evaluation mechanisms to measure changes in problem severity and to manage influences (for example, using statistical crash data to highlight a particular problem area in order to obtain the necessary support for instituting an effective countermeasure in a jurisdiction). By involving the community to identify their problems, it helps the project managers to design the projects that are best suiting the community's needs (Berkowitz, 2012)

However, community involvement in problem identification may not exhaust the intended objective of the whole set up. The process might be hindered by unskilled personnel who might divert people to providing personal interests other than identifying issues that affect the whole community. In some instances more problems might be created when the community gets involved. This process is also time consuming as

researcher will need to collect an biased information by reaching out to as many people as possible (Gastil, 1997).

2.3 Community Participation Implementation and Project Success

Project design is the collaborative and systematic identification and prioritization of problems and opportunities and the planning of solutions and ways of assessing project outcomes, which together will promote fundamental and sustainable change in target populations and institutions (Cheetham, 2002).

As the community is being mobilized, and as all its members participate in the choices about what action to undertake, it becomes useful to combine those choices and decisions into a community project. Most of the decisions made in the mobilizing and organizing process, and in the brainstorm session, are reflected in the community project design. A community based project should reflect the choices and decisions for the whole community (Morgan, 1993).

In planning a community project, and in writing up plans into a project document, it is useful to begin with the principles of project design, rather than limit the description to what the topics are to be covered. The principles are encapsulated in four key questions (Ribot, 1996). As each question is reviewed, the details associated with them, their answers represent each of the elements of the project design.

The table below shows the principles that are encapsulated in four questions.

Material metaphor questions	**Geographic metaphor questions**
What do we want?	Where do we want to go?
What do we have?	Where are we?
How do we use what we have to get what we want?	How do we get from where we are to where we want to be?
What will happen when we do?	What will happen when we do?

The first set of key questions is asked in terms of some material desire: "What" is wanted. This is a useful approach if the priorities of the community can be expressed in terms of constructing, purchasing, maintaining, repairing, or possessing some "thing" of value and usefulness. The participative design process often helps in coming out with the actual project hence its success (Burtler, 2007).

On the other hand

2.3.1 Needs assessment of a community and project success

Needs assessment is a systematic process to acquire an accurate, thorough picture of a system's strengths and weaknesses, in order to improve it and meet existing and future challenges (Edwards & Gaventa, 2001). A community needs assessment identifies the strengths and resources available in the community to meet the needs of children, youth, and families. The assessment focuses on the capabilities of the community, including its citizens, agencies, and organizations. It provides a framework for developing and identifying services and solutions and building communities that support and nurture children and families. A community assessment may be limited to a compilation of demographic data from census records, results of surveys conducted by others, and informal feedback from community partners (Giele, Stone & Vaugeois, 2006).

Assessments may be expanded to include focus group discussions, town meetings, interviews with stakeholders, and telephone or mailed surveys to partnership members and the community.

Needs assessment (NA) are carried out to make sure that the real needs of communities are addressed by development programmes and projects (Liffman, 2002). It involves research and systematic consultation with community stakeholders and project beneficiaries before the project is designed and implemented. NA helps to identify problems and needs and involves the people who are meant to benefit from the project in deciding on the project design. Potential problems can be identified early and a good NA will help to measure reactions, preferences and priorities before any final decisions are made. NA must combine getting the facts as well as the opinions of a representative sample of beneficiaries and other stakeholders to ensure that their concerns are heard and incorporated into project and policy formulation. According to Edwards and Gaventa (2001), the main purposes of a NA are to:

- Provide decision-makers and communities with facts and data to help them make correct decisions;
- Undertake systematic listening, which "gives voice" to poor and other hard-to-reach beneficiaries;
- Obtain feedback on preferences and priorities; so that government can plan to use limited resources in the best possible way. The community plays a big role in establishing their needs. Any community project to kick, must be addressing the needs of the community.

Contrary to the above, it is said that the process can be time consuming and very hard to administer to the very big communities. Some ideas may overlap as well due to unclear wording (Fox, 1989).

2.3.2 Resource mobilization in a community and project success

Resources are the financial and non-financial supplies that help to fulfill organizational needs. They include money, the skills, time contributions and services of humans, and equipment and materials. Resource mobilization is the process of identifying and obtaining resources for the organization. NGOs need both financial and non-financial resources. SHAFOCS, (2011) contends that resource mobilization is giving people the opportunity to give". It is not an end itself but rather a process where resources are transferred from those who control and are able to give to program. He adds that resources are enablers of program activities. In support of Sera, Kleymeye (1998) observes that resource mobilization is the process by which resources are solicited by the program and provided by donors and communities.

USAID (2002, p.31), promotes that, multiple sources of funding can increase your independence and flexibility to implement projects and reduce reliance on external funding. UNEP (2006, P.41) observes that resource mobilization is comprehensive process involving strategic planning for program project funding. They add that resource mobilization provides answers to the following questions, how can an organization raise the income needed to carry out the project mission, where are the required resources, how do you sustain your organization and work.

Counterpart funding is one of the ways of resource mobilization. Counterpart contributions are either done in cash or kind e.g. land, staff, office space from communities is a sign of commitment to the project objective (Edwards & Gaventa, 2001). It demonstrates a tangible way that our partners place on the expected benefits. In order to ensure that commitments for counterpart contribution are honored, project designers and managers should adequately analyze the planning, budget and financial management systems with which partner agencies are working without this misunderstanding of the planning and financial environment. The capability of local communities to take over responsibility of investing in and sustaining project benefits are not to be effectively assessed or supported (Liffman, 2002). When communities are enabled to meet their obligation within the funding policy, project success through community participation can be guaranteed. In view of this revelation, it is recommended that communities must be helped to prepare and implement operation and maintenance plans to ensure that the high sense of ownership demonstrated through the payment of counterpart funding could be translated into project success.

2.4 Community Participation Monitoring and Project Success

World Bank (2007) defines participatory monitoring as a systematic recording and periodic analysis of information that has been chosen and recorded by insiders with help of outsiders. Monitoring measures progress, adjustments, and modifications and provides periodically analyzed information for decision makers to agree on the objectives and activities. Monitoring acts as early warning system. FAO (1997, p. 10) asserts that participatory monitoring is geared towards not only measuring the effectiveness of program but also towards building ownership and taking corrective actions to improve performance and outcomes. Barnes (2007) agrees with FAO by stating that monitoring is

an integral part or participating program design and implementation process. It works best when the entire program process from planning to evaluation are carried out in a participatory manner. He goes on to argue that monitoring ensures that program evolves around peoples felt needs and is therefore more responsive and adapted to the local conditions, the participatory process also builds and promotes community ownership of the project which is an imported factor that contributes to the success and sustainability of the project.

In the article by the World Bank (2007, p. 45), monitoring is defined as “a continuing function that uses systematic collection of data on specified indicators to provide management of ongoing development intervention with indicators of the extent of the achievement of objectives and progress in the use of allocated funds. Thus monitoring embodies the regular tracking of inputs, activities, outputs, outcomes and impacts of development activities at the project, sector and national levels.

FAO (1997, p. 10) asserts that participatory monitoring is geared towards not only measuring the effectiveness of projects but also towards building ownership and taking corrective actions to improve performance and outcomes. Arbel (2004 P.23)agrees with FAO by stating that the main objective of results oriented monitoring are to increase organizational and development learning, ensuring informed decision making, support genuine accountability and ensure quality control, contribute to the further development of best practice and policy build community capacities especially in monitoring.

2.4.1 Quality assurance in community participation and project success

Quality ISO 9000 (2005) states that quality assurance is a practice process which attempts to stop errors happening in the projects process allowing it to be right first time. It involves identifying the areas of concern, the right control points to be evaluated at corrective actions put in place and the documentation supporting this to be recorded and kept. Quality assurance is an on-going process that ensures the delivery of agreed standards. These agreed standards should make every program, of which the quality is assured has the potential ability to achieve a high quality of content. The goal of quality assurance is to improve services and therefore it should take place at all levels and should be a continuous process.

As an organization grows, its operations and quality process must evolve and be refined in order to keep pace with the changes. To ensure consistent quality in this dynamic environment, an on-going commitment to growth and improvement is essential. This commitment to continuous improvement is demonstrated through documented quality assurance, instruments.

2.4.2 Collective action and project success

USAID (2004) asserts that corrective action is a change that's implemented to address a weakness identified in a program management system. Normally, collective actions are implemented in response to community complaint, abnormal levels of internal non conformity, non-conformities identified during internal or adverse or unstable trends in product and process monitoring .The process of determining a collective action requires identification of actions that can be taken to prevent or mitigate the weakness. These actions are commonly referred to as counter measures. Effectiveness is generally thought

to be improved by addressing the root causes of the problem (in some cases the root cause of occurrence and non-detection are considered separately).

However, where possible an analysis is undertaken to identify other areas, products processes or services, which may be affected by same problem and assess the feasibility of carrying the counter measures across to those processes .Further, these may be systems in place to ensure that the problem is taken into account in future incidents where new products, processes or services are introduced, or existing products, processes or services are modified. This can be achieved through modification of the failure modes and effects hence leading to the success of the project.

2.5 Summary

The literature explains the theories linking community participation to project success and highlights how community participation planning, community participation in implementation and community participation in monitoring affects project success. The civic voluntary theory emphasized the extent to which a community can participate in project activities and this included availability of resources to the community, networking of community members and a feeling of community members being valued in their participation. The civic voluntary theory does not distinguish the various forms participation as the other theories (Arnstein's lader of participation theory, Nurn's et al ladder of citizen participation theory and Pretty's theory of participation) do. Thus, all the theories complemented one another to help understand how community participation has affected Mannya project success. On the other hand literature obtained shows that the community participation is very significant in ensuring project success. If the communities are participating in planning, implementation and monitoring of the project,

the project will succeed. But for the case of Project Mannya ,the literature did not specifically show how community participation in implementation and community participation in monitoring affected project success in respect to Mannya project. Thus, this study sought to fill in this gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that will be used in the study. The presentation includes the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, pre-testing research instruments (validity and reliability) and data analysis.

3.1 Research Design

The case study design was used because only one project (Mannya project) will be studied. To refer to a work as a case study might mean (a) that its method is qualitative, small-N (Yin, 1994); (b) that the research is ethno-graphic, clinical, participant-observation, or otherwise "in the field" (Yin, 1994); (c) that the research is characterized by process-tracing (George & Bennett, 2004); (d) that the research investigates the properties of a single case (Eckstein, 1992); or (e) that the research investigates a single phenomenon, instance, or example (the most common us-age). The justification for using a case study in this research is captured in d and e. According Gerring (2004), the case study is an intensive study of a single unit for the purpose of better understanding what is being investigated. A unit connotes a spatially bounded phenomenon - such as a nation-state, an organization, political party, or person – from which information is solicited at a single point in time or over some delimited period of time. Thus, this design was chosen for this study because it enabled the researcher to have adequate time to obtain in-depth information about the community participation and project success given that only one project was under study unlike studying several projects. This was in line with Amin (2005) who defines a case study as research that analyzes one a few subjects. Both

quantitative and qualitative approaches were adopted in the study. This was because the quantitative approach allowed the researcher to solicit information that could be quantified while the qualitative approach allowed the researcher to solicit information that could not be quantified (Mugenda & Mugenda, 1999). Combining numerical and textual information helped the researcher enrich the interpretation of findings of the study.

3.2 Study Population

The study population included four villages (Mannya, Kifamba, Kagongero and Kasasa). Given the population of beneficiaries was too big in each of the villages with some villages having over 2000 (Project Article, 2010), this study used the accessible population. Therefore, the study targeted 103 project staff and community 50 beneficiaries from each village. Thus, the total population was 303.

3.3 Sample Size

A sample size of 120 respondents was determined using a formula provided by Krejcie and Morgan as cited in Amin (2005). The sample size and selection is further presented in Table 2 below.

Table 1: Sample size and selection

Category	Accessible population	Sample size	Sampling technique
Project managers	3	3	Purposive
Project support staff	100	80	Simple random
Project beneficiary	200	127	Simple random
Total	303	210	

Source: Based on project Article (2010) and Krejcie and Morgan as cited in Amin (2005)

From Table 2, the first column presents the various categories of people the study targeted. The second column shows the total population of the targeted categories of people. The third column shows sample of people that was selected from the targeted category of people. The last column shows how the various category samples were selected.

3.4 Sampling Techniques

The simple random method was used to select staff at project support staff and beneficiaries. Simple sampling was used to give an equal chance of project support staff and beneficiaries to be selected given that number was big and not all project support staff and beneficiaries were selected. Purposive sampling was used to select project managers because they had more knowledge about the project issues.

3.5 Data Collection Methods

3.5.1 Questionnaire survey

A questionnaire survey is a research method for collecting information from a selected group using standardized questionnaires (Amin, 2005). The selected group in this study included project support staff and beneficiaries. This method involved collecting information from a sample of project support staff and beneficiaries in a systematic way. Questionnaire survey was used for these category of respondents to save on time because their number was big to interview.

3.5.2 Face-to-face interview

Face-to-face interviews were used to collect data from project managers because they enabled the researcher to establish rapport with these categories of respondents and

therefore gain their cooperation. They also allowed the researcher to clarify ambiguous answers and obtain in-depth information through probing. Semi structured-interviews were designed to collect data for this study. Open-ended questions were used so that other valuable questions might emerge from the dialogue between interviewer and interviewee. Semi-structured interviews are the most widely used interviewing formats for qualitative research (DiCicco-Bloom & Crabtree, 2006). In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often needed stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study.

3.5.3 Documentary Review

Secondary data was obtained from Mannya project and UMI resource centre. Sources like journals, articles, reports and books were used in gathering and compiling the information. These documents and reports helped to supplement and substantiate data obtained from other instruments.

3.6 Data collection instruments

Three types of data collection instruments were used in the study. These included questionnaires, interview guides and documentary checklist, which are briefly explained in the following subsection.

3.6.1 Questionnaires

Self-administered questionnaires (SAQs) were used to collect quantitative data from project support staff and beneficiaries. A self-administered questionnaire (SAQ) refers to

a questionnaire that has been designed specifically to be completed by a respondent without intervention of the researchers (e.g. an interviewer) collecting the data (Amin, 2005). These are a highly effective method of data collection, in that they require less time to administer and are therefore less expensive, and permit data collection from a larger sample. Cloze-ended questions were used, which were easier to code, store and analyze. SAQs were used for this category of respondents to save on time because their number was big to interview.

3.6.2 Interview guides

An interview guide is a list of questions, topics, themes, or areas to be covered in an interview session (Mugenda &Mugenda, 1999). This is normally created in advance of the interview by the researcher and is constructed in such a way as to allow flexibility and fluidity in the topics and areas that are to be covered, the way they are to be approached with each interviewee, and their sequence. Interview guides were used to collect qualitative data from project managers who were in position to provide in-depth information through probing during the face-to-face interview. The research presented questions to the project mangers and their views were written down by the researcher. Data obtained during the interview supplemented that obtained through the questionnaire.

3.6.3 Documentary analysis checklist

This involved a list of expected articles, annual reports, journals publications, services brochures and magazines with information pertaining to this study. This list was presented to officials at the organizations that were visited to help search for the documents.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

A validity test was carried out prior to the administration of the research instruments. This was done in order to find out whether the questions were capable of capturing the intended data. Experts in research reviewed the questions to see whether they were capable of capturing the intended response. A Content Validity Index (CVI) was calculated in order to establish the validity of the research instrument. The researcher used the following formula to establish validity of the research instruments as seen below.

$$\text{Content validity Index (CVI)} = \frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged.}}$$

Table 2: Validity of questionnaire

Raters	Items rated relevant	Items rated not relevant	Total
Rater 1	49	8	57
Rater 2	43	14	57
Total	92	22	114

Thus, applying the formula $CVI = \frac{92}{114} \approx .807$

The CVI was greater than the recommended .70 (Amin, 2005). Thus, the questionnaire was valid for data collection.

3.7.2 Reliability

Reliability of the questionnaire instrument was assessed using Cronbach's coefficient alpha. The questionnaire was pre-tested to 20 respondents and the reliability results was computed using the SPSS package. The following formula was used to calculate the Cronbach's coefficient alpha

$$\alpha = \frac{k}{\quad}\left(1 - \frac{\sum SDi^2}{\quad}\right)$$

$$\frac{k}{k-1}\left(1-\frac{\sum SDi^2}{\sum SDt^2}\right)$$

Where α = coefficient alpha

$\sum SDi^2$ = sum variance of items

$\sum SDt^2$ = sum variance of scale

Table 3: Reliability of questionnaire

Variable	**Apa**	**n**
Community participation in planning	.782	17
Community participation in project implementation	.727	15
Community participation in monitoring	.733	15
Project success	.802	10

The alpha coefficients were above the recommended .70 (Amin, 2005). Thus, the questionnaire was suitable for data collection.

3.8 Procedure of Data Collection

Upon approval of the proposal from Uganda Management Institute, the researcher was given a letter of introduction to Mannya project. This served to secure permission in order to carry out the study in this organization. The researcher then presented a letter of consent to the respondents, after which, questionnaires were distributed. The respondents were given time within which they should return the fully filled questionnaires. Dates were also set for the interviews with the key informants. After the questionnaires had been filled, the researcher collected them, sorted them and coded them.

3.9 Data Analysis

3.9.1 Quantitative data analysis

Coded (quantitative) data was entered in a computer program known as a Special Package for Social Scientists (SPSS) for analysis. Descriptive statistics were used to determine the distribution of respondents on personal information and on the questions under each of the variables. Inferential statistics were used to test the hypothesis. Spearman rank order correlation was used to test the hypothesis given that the scale used in the questionnaire was ordinal (Sekaran, 2003). The coefficient of determination was used to determine the effect of community participation in planning on the Manya project success. The significance of the coefficient (p) was used to test the hypothesis by comparing p to the critical significance level at (0.05). The regression was to determine the effect of the dimensions of community participation in planning, project implementation and monitoring on project success. The data was organized and presented by tables. For qualitative data from interviews will be reviewed thoroughly, sorted and classified into themes and categories, in order to support the quantitative data.

3.9.2 Quantitative data analysis

This involved content analysis, which was used to edit qualitative data and reorganize it into meaningful shorter sentences. A thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The recurrent themes, which emerged in relation to each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations.

3.10 Measurement of variables

The questionnaire was accompanied with an ordinal measurement, which categorized and ranked the variables. Thus, a Likert scale was used to collect opinion data on the study variables using the five scales: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents, analyzes and interprets the results. It is divided into five major sections. The first section presents results about the response rate. The second section presents results on respondents' background information. The third section presents results on community participation in planning and Mannya project success. The fourth section presents results on community participation in project implementation and Mannya project success. The fifth section presents results on community participation in monitoring and Mannya project success.

4.1 Response Rate

Response rate (also known as completion rate or return rate) in survey research refers to the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and/or outcome. In this study, the sample was 210 respondents but the study managed to get 158 respondents. The break down is shown in the following table.

Table 4: Response rate

Respondents	Sampled size	Responses received	Percentage %
Project managers	3	3	100
Project support staff	80	69	87
Project beneficiary	127	86	68
Total	210	158	75

Source: Data from field

Thus, the total response rate of 75% was above the recommended two-thirds (67%) response rate (Amin, 2005; Mugenda & Mugenda, 1999). According to Amin (2005) and

Mugenda and Mugenda (1999), a 33% non-response is acceptable. According to Mundy (2002), a study of a general population which aims to describe knowledge or behaviors, a 60% response rate might be acceptable, although 70% would be preferable. Thus, a 25% non-response rate in this study was considered acceptable given that it falls within the recommended response rates because it gives a response rate of 75%, which is above 67% by Amin (2005) and Mugenda and Mugenda (1999), above 60% and 70% by Mundy (2002). Therefore, the results were considered representative of what would have been obtained from the population.

4.2 Project staff and Beneficiaries' Background

Project staff and beneficiaries were asked about their gender, highest education, tenure at the project and age. Findings are presented in the following tables.

4.2.1 Project staff and beneficiaries' gender

Project staff and beneficiaries were asked about their gender. This was because gender of the project staff and beneficiaries was important in determining whether the sample that participated in the study was representative of the population it was selected from. Findings are presented in Table 5.

Table 5: Distribution of project staff and beneficiaries by gender

Gender	Frequency	Percent
Male	51	32.9
Female	104	67.1
Total	155	100.0

Source: Data from field

Findings show that more female project staff and beneficiaries (67.1%) participated in the study compared to the proportion of male project staff and beneficiaries. This is attributed

to the fact that female project staff and beneficiaries are dominant at the project and as resulted, it is expected that when a study is conducted out at project, one is likely to have more female participants compared to male participants. Thus, the implication of these findings is that information about community participation in planning, community participation in project implementation, community participation in monitoring and project success using the sample was not gender biased.

4.2.2 Project staff and beneficiaries' level of education

Project staff and beneficiaries were asked about their education. Education of the project staff and beneficiaries was important in that it helped determine whether the sample that participated in this study represented the education distribution of the project staff and beneficiaries. Findings are presented in Table 6.

Table 6: Distribution of project staff and beneficiaries by education

Highest qualification	Frequency	Percent
Primary	63	40.6
O' level	40	25.8
A' level	4	2.6
Tertiary	10	6.5
University	33	21.3
Other	5	3.2
Total	155	100.0

Source: Data from field

Findings show that most project staff and beneficiaries (69%) who participated in the study had at most a tertiary level of education. This is attributed to the fact that the majority of the participants were beneficiaries and most of these have not gone beyond tertiary education. Thus, the implication of these findings is that the education background of the respondents did not bias the information using the sample that participated in this study.

4.2.3 Project staff and beneficiaries tenure with the project

Project staff and beneficiaries were asked about their length of service with the project. Findings are presented in Table 7.

Table 7: Distribution of project staff and beneficiaries by tenure

Designation	Frequency	Percent
Less than 1 year	79	51.0
1-2 years	58	37.4
3-5 years	18	11.6
Above 10 years	0	0
Total	155	100.0

Source: Data from field

Findings show that all project staff and beneficiaries (100%) who participated in the study had worked with the project for not more than five years. This is because the project was introduced in 2007. Thus, to the present, the project has been in existence for a period of five years.

4.2.4 Age of project staff and beneficiaries

Project staff and beneficiaries were asked about their age. Age of the project staff and beneficiaries was important in that it helped determine whether the sample that participated in this study represented the age distribution of the project staff and beneficiaries. Findings are presented in Table 6.

Table 8: Distribution of project staff and beneficiaries by age

Age	Frequency	Percent
20-30 years	58	37.4
31-39 years	40	25.8
40-49 years	23	14.8
Above 49 years	34	21.9
Total	155	100.0

Source: Data from field

Findings show that most project staff and beneficiaries (over 60%) who participated in the study were aged 20-39 years. This is attributed to the fact that these are most activities age group at the project. Thus, the implication of these findings is that information using the sample was not biased age of the project staff and beneficiaries.

4.2 Community Participation in Planning and Mannya Project Success

It is recommended that before testing hypotheses, descriptive statistics should be first computed for each of the variables (Plonsky, 2007). Thus, this approach was adopted in this study and the descriptive statistics that were used were frequencies and percentages because the scale that accompanied the questionnaire was ordinal.

4.2.1 Descriptive results about community participation in planning Manya project success

Project staff and beneficiaries were requested to respond to 17 items about community participation in planning by indicating their agreement using a five-point Likert scale as shown in Table 9. The items are presented in the first column of Table 9 and the proportion of project staff and beneficiaries to the responses on each of the items is presented in form of frequencies and percentages in columns 2 to 6. The last column presents the total percentage of project staff and beneficiaries on each of the items. The analysis and interpretation of the findings about community participation in planning follows the presentation of findings in Table 9.

Table 9: Findings about community participation in planning

Items about participation in planning	SD	D	NS	A	SA	Total
1. The community is informed about planning processes of the project	19 (12%)	20 (13%)	10 (6%)	51 (33%)	55 (36%)	155 (100%)
2. The community is consulted about the planning processes of the project	24 (15%)	16 (10%)	32 (21%)	47 (31%)	36 (23%)	155 (100%)
3. All relevant stakeholders are consulted about planning processes of the project	8 (5%)	6 (4%)	26 (17%)	88 (57%)	27 (17%)	155 (100%)
4. The community is actively engaged in planning processes of the project	12 (8%)	27 (17%)	25 (16%)	56 (36%)	35 (23%)	155 (100%)
5. All relevant stakeholders are engaged in planning processes of the project	15 (10%)	10 (6%)	26 (17%)	53 (34%)	51 (33%)	155 (100%)
6. The current plan-making process of the project is dominated by senior bureaucrats	8 (5%)	21 (13%)	29 (19%)	59 (38%)	38 (25%)	155 (100%)
7. The current plan-making process of the project is dominated by professional planners	8 (5%)	10 (6%)	54 (36%)	53 (34%)	30 (19%)	155 (100%)
Items about participation in decision-making	**SD**	**D**	**NS**	**A**	**SA**	**Total**
8. The community participates in the decision-making of the project	28 (18%)	26 (16%)	38 (25%)	59 (38%)	4 (3%)	155 (100%)
9. The community work together officials to make decisions of the project	18 (12%)	25 (16%)	38 (25%)	58 (37%)	16 (10%)	155 (100%)
10. The community of the project is involved from the beginning rather than after decisions are made	12 (8%)	31 (20%)	39 (25%)	58 (37%)	15 (10%)	155 (100%)
11. The community of the project has a clear idea of making decisions for the project	10 (6%)	37 (24%)	39 (25%)	58 (37%)	11 (8%)	155 (100%)
12. The community of the project generates ideas for the of the project	17 (11%)	22 (14%)	36 (23%)	56 (36%)	24 (16%)	155 (100%)
13. The community of the project participates in organizing ideas into goals for the of the project	31 (20%)	36 (23%)	40 (26%)	33 (21%)	15 (10%)	155 (100%)
Items about participation in problem identification	**SD**	**D**	**NS**	**A**	**SA**	**Total**
14. The community is informed about the problems of the project	30 (19%)	44 (28%)	25 (16%)	38 (25%)	18 (12%)	155 (100%)
15. The community is consulted about problems of the project	24 (15%)	42 (27%)	39 (25%)	36 (24%)	14 (9%)	155 (100%)
16. The community is involved in identifying problems of the project	26 (17%)	48 (31%)	37 (24%)	25 (16%)	19 (12%)	155 (100%)
17. The community of is empowered to identify problems of project	9 (6%)	42 (27%)	64 (41%)	40 (26%)	0 (0%)	155 (100%)

Source: Data from field

Key: SD = Strongly agree, D = Disagree, NDA = No definite answer, A = Agree, SA = Strongly agree

To analyze the findings, project staff and beneficiaries who strongly disagreed and those who disagreed were combined into one category who “opposed” the items and in addition, project staff and beneficiaries who strongly agreed and those who agreed were combined into another category who “concurred” with the items. Thus, three categories of project staff and beneficiaries were compared, which included “Project staff and beneficiaries who opposed the items”, “Project staff and beneficiaries with not sure about the items” and “Project staff and beneficiaries who concurred with the items”. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

4.2.1.1 Participation in planning

Findings in Table 9 show that most project staff and beneficiaries concurred to all the seven items about participation in planning (that is items 1 to 7) compared to project staff and beneficiaries who opposed the items and project staff and beneficiaries were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 9% to 25% while the percentages of project staff and beneficiaries that were not sure ranged from 6% to 36% and the percentages of project staff and beneficiaries that concurred ranged from 53% to 74%. From these comparisons, it can be seen that the percentages that opposed the items and the percentages were not sure were lower compared to the percentages that concurred. Thus, from this analysis, the following is the interpretation.

Findings show that most of the project staff and beneficiaries were of the view that the community was informed and consulted about the planning processes of the project and it was actively engaged in planning processes of the project. In addition, most of the project staff and beneficiaries were of the view that all relevant stakeholders were consulted about and engaged in planning processes of the project. However, most of the project staff and beneficiaries were of the view that the current plan-making process of project was dominated by senior bureaucrats and professional planners.

Interview findings shade more light on community participation in planning. For example, when asked whether they were satisfied with the community participation in planning of the project and explain how the community participated, the managers revealed the following:

> *I am not satisfied because the community is not involved in planning. Everything is done in the office. I have not seen the community being involved in project planning (Interview with Manager X, 6th May 2013).*

> *I am satisfied to a small extent. At the early stages, some members of the community participated in planning, especially on what to do and what was expected. Parishioners were called. However, since up to now, I have not seen that happen. In addition, the micro finance, all the members were involved. (Interview with Manager Y, 7th May 2013).*

In response to the question, Manager Z was supportive of Manager Y as he had this to say, "*Yes I am satisfied because the community is always consulted and discuss the development concerns (Interview with Manager Z, 8th May 2013)*". Thus, it can be observed that the findings from interviews support findings obtained using the

questionnaires. What comes out is that the community participated in the planning of activities of the project. However, this participation was limited at the initial stages where they were consulted on a few issues and mainly informed about the requirements of the project and then the senior bureaucrats and professional planners have since dominated the planning processes of the project.

4.2.1.2 Participation in decision-making

Most project staff and beneficiaries concurred to five items about participation in decision-making (that is items 8 to 12) compared to project staff and beneficiaries who opposed the items and project staff and beneficiaries were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 25% to 34% while the percentages of project staff and beneficiaries that were not sure ranged from 23% to 25% and the percentages of project staff and beneficiaries that concurred ranged from 41% to 52%. From these comparisons, it can be seen that the percentages that opposed the items and the percentages were not sure were lower compared to the percentages that concurred. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community participated in the decision-making of the project, worked together officials to make decisions of the project and was involved from the beginning rather than after decisions were made. Lastly, most of the project staff and beneficiaries were of the view that the community had a clear idea of making decisions for the project and generated ideas for the project.

However, findings show that most project staff and beneficiaries opposed to one item about participation in decision-making (that is item 13) compared to project staff and beneficiaries who concurred with this item and project staff and beneficiaries were not sure about this item. A comparison on these item shows that the percentages of project staff and beneficiaries that opposed was 43% while the percentages of project staff and beneficiaries that were not sure was 26% and the percentages of project staff and beneficiaries that concurred was 31%. Thus, the findings show that most of the project staff and beneficiaries were of the view that the community did not participate in organizing ideas into goals for the project.

4.2.1.3 Participation in problem identification

Most project staff and beneficiaries opposed three items about participation in problem identification (that is items 14 to 16) compared to project staff and beneficiaries who concurred with the items and project staff and beneficiaries were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 42% to 48% while the percentages of project staff and beneficiaries that were not sure ranged from 16% to 25% and the percentages of project staff and beneficiaries that concurred ranged from 28% to 37%. From these comparisons, it can be seen that the percentages that opposed the items were higher compared to the percentages that concurred and the percentages were not sure. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community was not informed and consulted about the problems of the project and was not involved in identifying problems of the project.

Lastly, findings show that the percentage of project staff and beneficiaries that were not sure about one item about participation in problem identification (that is item 17) was more compared to the percentages of project staff and beneficiaries that opposed or concurred with the item. A comparison on this item shows that 41% of the project staff and beneficiaries were not sure whether the community was empowered to identify problems of project compared to 33% who opposed and 26% who concurred. This shows that most members of the community could not tell whether they were empowered to identify problems of project.

4.2.2 Descriptive results about Mannya project success

Project staff and beneficiaries responded to 10 items about Manya project success by indicating their agreement using a five-point Likert scale as shown in Table 10. The items are presented in the first column of Table 10 and the proportion of respondents to the responses on each of the items is presented in form of percentages in columns 2 to 6. The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings follows the presentation of findings in Table 10.

Table 10: Findings about Manya project success

Items about project success	SD	D	NS	A	SA	Total
1. The project's service delivery is efficient	28 (18%)	6 (4%)	30 (19%)	53 (34%)	38 (25%)	155 (100%)
2. There is value for money of the project's service delivery	0 (0%)	36 (23%)	13 (8%)	56 (36%)	50 (32%)	155 (100%)
3. The project delivers quality services	10 (6%)	9 (6%)	15 (10%)	70 (45%)	51 (33%)	155 (100%)
4. There is reduction in the number of complaints about the project's service delivery	17 (11%)	8 (5%)	46 (30%)	40 (26%)	44 (28%)	155 (100%)
5. The project's services are easily accessed	20 (13%)	6 (4%)	17 (11%)	70 (45%)	42 (27%)	155 (100%)
6. The project's service delivery is effective	8 (5%)	12 (8%)	27 (17%)	63 (41%)	45 (29%)	155 (100%)
7. The project's responsiveness in service delivery is satisfactory	8 (5%)	12 (8%)	19 (12%)	52 (34%)	64 (41%)	155 (100%)
8. The project service coverage is satisfactory	8 (5%)	12 (8%)	7 (5%)	75 (48%)	53 (34%)	155 (100%)
9. The project offers relevant service to the community	8 (5%)	1 (1%)	15 (10%)	61 (39%)	70 (45%)	155 (100%)
10. The project offers reliable service to the community	8 (5%)	2 (1%)	11 (7%)	40 (26%)	94 (61%)	155 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NDA = No definite answer, D = Disagree, SD = Strongly disagree

Findings show that most project staff and beneficiaries concurred to all the 10 items compared to project staff and beneficiaries who opposed these items and project staff and beneficiaries who were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 6% to 23% while the percentages that was not sure ranged from 5% to 30% and the percentages of that concurred ranged from 54% to 87%. From these comparisons, it can be seen that the percentages that opposed the items and the percentages that were not sure with the items were lower compared to the percentages that concurred. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the project's service delivery was efficient, there was value for money of its service delivery and it delivered quality services. In addition, most

of the project staff and beneficiaries were of the view that there was reduction in the number of complaints about the project's service delivery and its services were easily accessed and effective. Lastly, most of the project staff and beneficiaries were of the view that the project's responsiveness in service delivery was satisfactory, its service coverage was satisfactory, it offered relevant and reliable services to the community.

Interview findings with the three managers supported findings obtained using questionnaires. For example, when managers were asked how they would rate The project's service delivery, the following were their responses:

> *The project is doing well because everything which planned is done. For example, we planned to build a school lab and library, which are there. It has been over five years since we started our work in Mannya village and the community has since been transformed into a buzzing centre for activity with a health centre, maternity ward, the top-performing kindergarten in the region, primary school and secondary school. The town also now boasts several income generating projects including piggeries, chicken pens, over 450 acres of land for agriculture and a booming coffee industry (Interview with Manager X, 6th May 2013).*

> *It is very good, because when you look at the past and what is present there is a very big difference. For example, the schools had few structures, few teachers, and few pupils. We now have social services which leave an impact unlike in the past where a number of NGOs worked here and there was not much impact to observe. Today when you call out sponsored university students in the area, they can come and you count them and establish that they are 25. However, those days it was had to see such an impact. We have purchased school uniforms and two school buses for the children of Mannya village. In Uganda, 15% of children*

receive pre-school education. In Mannya, it is over 50%. It is our aim to make it 100%. All children are entitled to an education, and we want to deliver that to the children of the Mannya village (Interview with Manager Y, 7th May 2013).

The service delivery is satisfactory though more improvement and efficiency would be great. Just onsite in Mannya Village, we have a new 10-classroom block opening soon for 350 students at Mannya Senior Secondary. After only 6 months, the Mannya Kindergarten has been named the best in the district. The final year in Mannya Primary - P7, had an average pass rate of 22%, last year 100% of the students passed allowing them to qualify for secondary collage. Over 70 acres of coffee, one of the most profitable cash crops in Uganda has been planted in Mannya for a reliable income. The Mannya Health Centre was awarded the 'highest performing' in the district. Five recently developed boreholes in the Village can yield over 7,000 liters of clean, fresh drinking water per minute, something they've never experienced. The Mannya Women's Group make necklaces to support their families - from the income they can buy goats, pigs and generate on going income to sustain themselves (Interview with Manager Z, 8th May 2013).

Thus, these findings show that there has been project success in a various areas that have benefited the community. Since its inception, a number of achievements have been realized as findings obtained using questionnaires and interviews indicate. However, whether community participation in planning contributed to these achievements had to be determined.

Thus, after establishing respondents' views on each of the variables under the first objective, the next step was to use inferential statistics to test the first hypothesis whether community participation in planning affected project success. Findings are presented in section 4.2.3.

4.2.3 Testing first hypothesis

The first alternative hypothesis stated "*Community participation in planning has positively and significantly affected the Mannya project success*". Spearman rank order correlation coefficient (*rho*) was used to determine the strength of the relationship between community participation in planning and the Manya project success. The coefficient of determination was used to determine the effect of community participation in planning on the Manya project success. The significance of the coefficient (p) was used to test the hypothesis by comparing p to the critical significance level at (0.05). This procedure was applied in testing the other hypotheses and thus, a length introduction is not repeated in the subsequent section of hypothesis testing. Table 11 presents the test results for the first hypothesis.

Table 11: Correlation between community participation in planning and Manya project success

	Community participation in planning
Manya project success	*rho* = .323 rho^2 = .104 p = .000 n =155

Source: Data from field

Findings show that there was a positive weak correlation (*rho* = .323) between community participation in planning and Manya project success. Since the correlation does imply causal-effect as stated in the first objective, the coefficient of determination,

which is a square of the correlation coefficient (rho^2 = .104), was computed and expressed as a percentage to determine the variance in Manya project success due to community participation in planning. Thus, findings show that community participation in planning accounted for 10.4% variance in Manya project success. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation (p = .000) is less than the recommended critical significance at 0.05. Thus, the effect was significant. Because of this, the null hypothesis "*Community participation in planning has not significantly affected the Mannya project success*" was rejected and the alternative hypothesis "*Community participation in planning has positively and significantly affected the Mannya project success*"" was accepted.

The implication of these findings is that the weak correlation implied that a change in community participation in planning was related to a small change in Manya project success. The positive nature of the correlation implied that the change in community participation in planning and Manya project success was in the same direction whereby better and more community participation in planning was related to more Manya project success and vice versa.

A further analysis was conducted using a regression to determine the effect of the dimensions of community participation in planning (participation in decision making and participation in problem identification) on project success. Findings are presented in Table 12, accompanied with an analysis and interpretation.

Table 12: **Effect of dimensions of community participation in planning on project success**

Regression Statistics	
Multiple R	.449
R Square	.202
Adjusted R Square	.191
Standard Error	7.736
Observations	155

ANOVA

	df	*SS*	*MS*	*F*	*Sig F*
Regression	2	2298.81	1149.41	19.21	.000
Residual	152	9095.94	59.84		
Total	154	11394.75			

	Coefficients	*Standard Error*	*t Stat*	*P-value*
Intercept	24.95	2.49	10.03	.000
Participation in decision making	.80	.14	5.56	.000
Participation in problem identification	-.10	.19	-.55	.583

Source: Data from field

Findings in Table 12 show a moderate linear relationship (Multiple R = .449) between the combination of dimensions of community participation in planning (participation in decision making and participation in problem identification) and project success. Going by the adjusted R Square, it is shown that the combination of dimensions of community participation in planning (participation in decision making and participation in problem identification) account for 19.1% variance in project success. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 19.21) was less than the critical significance at .05. Hence, the findings were accepted.

The coefficients findings show that only participation in decision-making singularly had a significant effect on project success because the significant p-value (p-value = .000) was less than the critical significance at 0.05. Participation in problem identification did not significantly affect project success given that the significant p-value (p-value = .583) was greater than the critical significance at 0.05.

Interview findings revealed the following ways on how community participation in planning affected the projects service delivery:

> *The community only receives first-hand information because they were not involved in the planning, which has compromised service delivery of project. For example, at the time of constructing the dam, a community member suggests that the project should have been positioned elsewhere. The coffee land purchasing the, community was not involved and now they are saying that we should have bought another place which does not flood with water (Interview with Manager X, 6th May 2013).*

> *The project has improved service delivery because the community has owned the project. The survival of project activities has been as result of community participation because they participated in the planning (Interview with Manager Y, 7th May 2013).*

Manager Z responded thus, "*The foundation has been able to achieve many things in a very short time, 5 years, and many people have greatly benefited. Improvement had led to success of all the planned activities and even beyond expected (Interview with Manager Y, 8th May 2013)*". Thus, findings show that community participation in planning has had some positive effect on the project's success as indicated by the benefits the community is enjoying from the project. At the same time, it has had a negative effect on the project's success given that they have been some negative consequences of failing to actively involve the community in planning of the project activities.

4.3 Community Participation in Project Implementation and Mannya Project Success

Before testing the second hypothesis, descriptive results relating to community participation in project implementation were presented, analyzed and interpreted. Findings are presented in the following subsection.

4.3.1 Descriptive results about community participation in project implementation

Respondents were requested to respond to 15 items about community participation in project implementation by indicating their agreement using a five-point Likert scale as shown in Table 13. The items are presented in the first column of Table 13 and the proportion of respondents to the responses on each of the items is presented in form of percentages in columns 2 to 6. The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings about community participation in project implementation follows the presentation of findings in Table 13.

Table 13: Findings about community participation in project implementation

Items about participation in implementation	**SD**	**D**	**NS**	**A**	**SA**	**Total**
1. The community is informed about implementation processes of project the project	29 (19%)	35 (23%)	26 (16%)	57 (37%)	8 (5%)	155 (100%)
2. The community is consulted about implementation processes of the project	24 (15%)	40 (26%)	39 (25%)	31 (20%)	21 (14%)	155 (100%)
3. All relevant stakeholders are consulted about implementation processes of the project	14 (9%)	26 (17%)	38 (24%)	49 (32%)	28 (18%)	155 (100%)
4. The community is actively engaged in implementation processes of the project	12 (8%)	24 (15%)	51 (33%)	54 (35%)	14 (9%)	155 (100%)
5. All relevant stakeholders are engaged in implementation processes of the project	8 (5%)	24 (15%)	36 (23%)	76 (50%)	11 (7%)	155 (100%)
6. The current implementation of the project is dominated by senior bureaucrats	0 (0%)	22 (14%)	24 (15%)	80 (52%)	29 (19%)	155 (100%)
7. The current implementation of the project is dominated by professional planners	14 (9%)	2 (1%)	34 (22%)	71 (46%)	34 (22%)	155 (100%)`
Items about participation in needs assessment	**SD**	**D**	**NS**	**A**	**SA**	**Total**
8. The community of the project is informed about the needs assessment of project	15 (10%)	25 (16%)	27 (17%)	69 (45%)	19 (12%)	155 (100%)
9. The community of the project is consulted about the needs assessment of project	13 (8%)	43 (28%)	40 (26%)	45 (29%)	14 (9%)	155 (100%)
10. The community of the project is involved in actual needs assessment of project	20 (13%)	40 (26%)	44 (28%)	41 (27%)	10 (6%)	155 (100%)
11. The community of the project is empowered to conduct a needs assessment of project	9 (6%)	19 (12%)	75 (48%)	39 (26%)	13 (8%)	155 (100%)
Items about participation in resource mobilization	**SD**	**D**	**NS**	**A**	**SA**	**Total**
12. The community of the project is informed about the resource mobilization for the project	27 (17%)	27 (17%)	26 (17%)	59 (39%)	16 (10%)	155 (100%)
13. The community of the project is consulted about the resource mobilization for the project	16 (10%)	31 (20%)	54 (35%)	40 (26%)	14 (9%)	155 (100%)
14. The community of the project is involved in actual resource mobilization for the project	16 (10%)	26 (17%)	38 (25%)	58 (37%)	17 (11%)	155 (100%)
15. The community of the project is empowered in the resource mobilization for the project	26 (17%)	28 (18%)	29 (19%)	31 (20%)	41 (26%)	155 (100%)

Source: Data from field

Key: SD = Strongly disagree, D = Disagree, NDA = No definite answer, A = Agree, SA = Strongly agree

4.3.1.1 Participation in implementation

Findings in Table 13 show that most project staff and beneficiaries opposed to one item about participation in implementation (that is item 2) compared to project staff and beneficiaries who concurred with this item and project staff and beneficiaries were not sure about this item. A comparison on this item shows that the percentage of project staff and beneficiaries that opposed was 41% while the percentage of project staff and beneficiaries that were not sure was 25% and the percentage of project staff and beneficiaries that concurred was 34%. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community was not consulted about implementation processes of the project.

However, findings show that most project staff and beneficiaries concurred to five items about participation in implementation (that is items 3, 4, 5, 6 and 7) compared to project staff and beneficiaries who opposed these items and project staff and beneficiaries who were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 10% to 26% while the percentages of project staff and beneficiaries that were not sure ranged from 15% to 33% and the percentages of project staff and beneficiaries that concurred ranged from 44% to 71%. From these comparisons, it can be seen that the percentages that opposed the items and the percentages that were not sure with the items were lower compared to the percentages that concurred. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that all relevant stakeholders were consulted and engaged in the implementation processes of the project. In addition, most of the project staff and beneficiaries were of the view that the

community was actively engaged in implementation processes of the project. However, most of the project staff and beneficiaries were of the view that the current implementation of the project was dominated by senior bureaucrats and professional planners.

Findings also show that the percentage of project staff and beneficiaries that opposed one item about participation in implementation (that is item 1) was almost the same as the percentages of project staff and beneficiaries that concurred with the item. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed was 42% while the percentages of project staff and beneficiaries that were not sure was 16% and the percentages of project staff and beneficiaries that concurred was 42%. From these comparisons, it can be observed the percentages of project staff and beneficiaries that opposed and the percentages of project staff and beneficiaries that concurred are the same. Thus, from this analysis, the following is the interpretation

Findings show that approximately a half of the project staff and beneficiaries were of the view that the community was not informed about implementation processes of the project. On the hand, a half of the project staff and beneficiaries responded positively to the question. Thus, it may be deduced that there were efforts to enable the community to participate in the implementation processes of the project but the efforts were not effective.

Interview findings shade some light on how the community participated in implementing the project. For example, when the managers were asked the extent the community participated in implementation of the project activities, the following were the responses.

> *The community has participated in implementation to a larger extent. For example in construction and in the farms, they have been employed. We directly employ 38 local people to help us implement our projects. In addition, via our projects, we have created employment for over 500 local people (Interview with Manager X, 6th May 2013).*
>
> *To a great extent they have participated in sustainability, planting coffee and they are benefiting because the get paid. Women group are always involved in community activities which resulted in craft work to earn money. The community members participate in construction; they make brick for the construction of the infrastructure projects (Interview with Manager Y, 7th May 2013).*

In response, Manager Z said, "*There is division of work and community members are given particular responsibilities especially concerning their areas of specialization and service (Interview with Manager Z, 8th May 2013)*". Both findings obtained using questionnaires and interviews show that the local community has been involved in the implementation of the project. Unlike community participation in planning, with implementation of project activities, the community is actively involved.

4.3.1.2 Participation in needs assessment

Findings in Table 13 show that most project staff and beneficiaries concurred to one item about participation in needs assessment (that is item 8) compared to project staff and beneficiaries who opposed the item and project staff and beneficiaries were not sure about

this item. A comparison on this item shows that the percentage of project staff and beneficiaries that opposed was 26% while the percentage of project staff and beneficiaries that were not sure was 17% and the percentage of project staff and beneficiaries that concurred was 57%. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community was informed about the needs assessment of project.

However, findings show that the percentage of project staff and beneficiaries that opposed one item about participation in needs assessment (that is item 9 and 10) was almost the same as the percentages of project staff and beneficiaries that concurred with the item. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 36% to 39% while the percentages of project staff and beneficiaries that were not sure ranged from 26% to 28% and the percentages of project staff and beneficiaries that concurred ranged from 33% to 38%. %. From these comparisons, it can be observed the percentages of project staff and beneficiaries that opposed and the percentages of project staff and beneficiaries that concurred are almost the same. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that all relevant stakeholders were engaged in the implementation processes of the project. In addition, over a third of the project staff and beneficiaries were of the view that the community was not consulted about the needs assessment of project and was not involved in actual needs assessment of project. However, a third of the project staff and beneficiaries were of the view that the community was consulted about the needs assessment of project and was involved in actual needs assessment of project.

Lastly, findings show that the percentage of project staff and beneficiaries that were not sure about one item (that is item 11) was more compared to the percentages of project staff and beneficiaries that opposed or concurred with the item. A comparison on this item shows that 48% of the project staff and beneficiaries were not sure whether the community of the project was empowered to conduct a needs assessment of project compared to 18% who opposed and 34% who concurred. This shows that most members of the community could not tell whether they were empowered to conduct a needs assessment of project.

4.3.1.3 Participation in resource mobilization

Findings show that most project staff and beneficiaries concurred to three items about participation in resource mobilization (that is items 12, 14 and 15) compared to project staff and beneficiaries who opposed these items and project staff and beneficiaries who were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 27% to 35% while the percentages of project staff and beneficiaries that were not sure ranged from 17% to 25% and the percentages of project staff and beneficiaries that concurred ranged from 46% to 49%. From these comparisons, it can be seen that the percentages that opposed the items and the percentages that were not sure with the items were lower compared to the percentages that concurred. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community was informed about the resource mobilization for the project, involved in actual resource mobilization for the project and it was empowered in resource mobilization for the project.

However, the percentage of project staff and beneficiaries that opposed one item about participation in resource mobilization (that is item 13) was almost the same as the percentages of project staff and beneficiaries that concurred with the item. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed was 30% while the percentages of project staff and beneficiaries that were not sure was 35% and the percentages of project staff and beneficiaries that concurred was 35%. From these comparisons, it can be observed the percentages of project staff and beneficiaries that opposed and the percentages of project staff and beneficiaries that concurred are almost the same. Thus, from this analysis, the following is the interpretation. Findings show that approximately a third of the project staff and beneficiaries were of the view that the community was not consulted about the resource mobilization for the project while approximately a third of the project staff and beneficiaries were of the view that the community was consulted about the resource mobilization for the project. This shows ineffectiveness in the community consultation about the resource mobilization for the project.

After establishing respondents' views on community participation in project implementation, the next step was to test the second hypothesis using inferential statistics in order to find out whether community participation in implementation contributed to project success. Findings are presented in section 4.3.2.

4.3.2 Testing second hypothesis

The second alternative hypothesis state, "*There is a significant positive effect of community participation in project implementation on the Mannya project success*".

Spearman rank order correlation coefficient (*rho*) was used to test the hypothesis. Table 14 presents the test results.

Table 14: Correlation between community participation in project implementation and Manya project success

	Community participation in project implementation
Manya project success	*rho* = .312 rho^2 = .097 p = .000 n = 155

Source: Data from field

Findings show that there was a weak positive correlation (r = .312) between community participation in project implementation and Manya project success. The coefficient of determination (rho^2 = .097) shows that community participation in project implementation accounted for 9.7% variance in Manya project success. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation (p = .000) is less than the recommended critical significance at 0.05. Thus, the effect was significant. Because of this, the null hypothesis "*There is no significant effect of community participation in project implementation on the Mannya project success*" was rejected and the alternative hypothesis state, "*There is a significant positive effect of community participation in project implementation on the Mannya project success*" was accepted. Thus, the implication of the findings was that the weak correlation implied that a change in community participation in project implementation was related to a small change in Manya project success. The positive nature of the correlation implied that the change in community participation in project implementation and Manya project success was in the same direction whereby better and more community participation in project implementation was related to more Manya project success and vice versa.

A further analysis was conducted using a regression to determine the effect of the dimensions of community participation in project implementation (participation in needs assessment and participation in resource mobilization) on project success. Findings are presented in Table 15, accompanied with an analysis and interpretation.

Table 15: **Effect of dimensions of community participation in project implementation on project success**

Regression Statistics	
Multiple R	.504
R Square	.254
Adjusted R Square	.244
Standard Error	7.477
Observations	155

ANOVA

	df	*SS*	*MS*	*F*	*Sig F*
Regression	2	2896.84	1448.42	25.91	.000
Residual	152	8497.91	55.91		
Total	154	11394.75			

	Coefficients	*Standard Error*	*t Stat*	*P-value*
Intercept	24.83	2.23	11.13	.000
Participation in needs assessment	.07	.22	.32	.746
Participation in resource mobilization	1.04	.20	5.10	.000

Source: Data from field

Findings in Table 15 show a moderate linear relationship (Multiple R = .504) between the combination of dimensions of community participation in project implementation (participation in needs assessment and participation in resource mobilization) and project success. Going by the adjusted R Square, it is shown that the combination of dimensions of community participation in project implementation (participation in needs assessment and participation in resource mobilization) account for 24.4% variance in project success. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 25.91) was less than the critical significance at .05. Hence, the findings were accepted.

The coefficients findings show that only participation in resource mobilization singularly had a significant effect on project success because the significant p-value (p-value = .000) was less than the critical significance at 0.05. Participation in needs assessment did not significantly affect project success given that the significant p-value (p-value = .746) was greater than the critical significance at 0.05.

Interview findings shade more light on the effect of community participation in implementation on project success. For example, when asked how community participation in implementation the project affected service delivery, the managers responded thus:

> *The community understands that this is a project and they think that there is a lot of money. Therefore, they charge us highly on project inputs and this some how compromises the delivery of services to the community (Interview with Manager X, 6th May 2013).*
>
> *Community participation in implementation of the project activities has done some good improvement. In the schools, the head teachers are always aware that the parents are always aware what is taking place. It has improved management (Interview with Manager Y, 7th May 2013).*

Manager Z had this to say in response, "*Implementation has led to success of all the planned activities and even beyond expected (Interview with Manager Z, 8th May 2013)*". Thus, findings show that community participation in implementation of the project activities had both negative and positive effects on the success of the project. The

negative effect is that the community took advantage of the knowledge about the project to hike prices for the project inputs and thus make profit from project inputs. This made it expensive for the project to deliver on its goals. However, on a positive note, community participation in implementation empowered the community to enforce accountability and transparency among people executing project activities. This has enabled to avoid wastage of project resources through unethical behavior.

4.4 Community Participation in Monitoring and Mannya Project Success

Before testing the second hypothesis, descriptive results relating to community participation in monitoring were presented, analysed and interpreted. Findings are presented in the following subsection.

4.4.1 Descriptive results about community participation in monitoring

Respondents were requested to respond to 15 items about community participation in monitoring by indicating their agreement using a five-point Likert scale as shown in Table 16. The items are presented in the first column of Table 16 and the proportion of respondents to the responses on each of the items is presented in form of percentages in columns 2 to 6. The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings about community participation in monitoring follows the presentation of findings in Table 16.

Table 16: Findings about community participation in monitoring

Items about participation in monitoring & evaluation	**SD**	**D**	**NS**	**A**	**SA**	**Total**
1. The community is informed about monitoring & evaluation processes of the project	19 (12%)	48 (31%)	24 (15%)	47 (31%)	17 (11%)	155 (100%)
2. The community is consulted about monitoring & evaluation processes of the project	18 (12%)	24 (15%)	46 (30%)	46 (29%)	21 (14%)	155 (100%)
3. All relevant stakeholders are consulted about monitoring & evaluation processes of the project	22 (14%)	16 (10%)	28 (18%)	67 (44%)	22 (14%)	155 (100%)
4. The community is actively engaged in monitoring & evaluation processes of the project	10 (6%)	47 (30%)	47 (30%)	35 (24%)	16 (10%)	155 (100%)
5. All relevant stakeholders are engaged in monitoring & evaluation processes of the project	12 (8%)	26 (17%)	32 (21%)	55 (35%)	30 (19%)	155 (100%)
6. The current monitoring & evaluation of the project is dominated by senior bureaucrats	8 (5%)	4 (3%)	52 (34%)	61 (39%)	30 (19%)	155 (100%)
7. The current monitoring & evaluation of the project is dominated by professional planners	12 (8%)	12 (8%)	28 (18%)	66 (42%)	37 (24%)	155 (100%)
Items about participation in quality assurance	**SD**	**D**	**NS**	**A**	**SA**	**Total**
8. The community of the project is informed about the quality assurance of the project	12 (8%)	14 (9%)	30 (19%)	84 (54%)	15 (10%)	155 (100%)
9. The community of the project is consulted about the quality assurance of the project	12 (8%)	14 (9%)	22 (14%)	79 (51%)	28 (18%)	155 (100%)
10. The community of the project is involved in actual quality assurance of the project	12 (8%)	12 (8%)	53 (34%)	52 (33%)	26 (17%)	155 (100%)
11. The community of the project is empowered in the quality assurance of the project	8 (5%)	24 (15%)	19 (12%)	69 (45%)	35 (23%)	155 (100%)
Items about participation in taking corrective action	**SD**	**D**	**NS**	**A**	**SA**	**Total**
12. The community of the project is informed about the corrective action to be taken for the project	18 (12%)	30 (19%)	30 (19%)	60 (39%)	17 (11%)	155 (100%)
13. The community of the project is consulted about the corrective action to be taken for the project	14 (9%)	57 (37%)	33 (21%)	35 (23%)	16 (10%)	155 (100%)
14. The community of the project is involved in actual corrective action for the project	28 (18%)	26 (17%)	51 (32%)	38 (25%)	12 (8%)	155 (100%)
15. The community of the project is empowered in taking the corrective action for the project	33 (21%)	40 (26%)	22 (14%)	43 (28%)	17 (11%)	155 (100%)

Source: Data from field

Key: SD = Strongly disagree, D = Disagree, NDA = No definite answer, A = Agree, SA = Strongly agree

4.4.1.1 Participation in monitoring

Findings in Table 16 show that most project staff and beneficiaries concurred to five items about participation in monitoring (that is items 2, 3, 5, 6 and 7) compared to project staff and beneficiaries who opposed the items and project staff and beneficiaries were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 8% to 27% while the percentages of project staff and beneficiaries that were not sure ranged from 18% to 34% and the percentages of project staff and beneficiaries that concurred ranged from 43% to 66%. From these comparisons, it can be seen that the percentages that opposed the items and the percentages were not sure were lower compared to the percentages that concurred. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community was consulted about monitoring processes of the project and that all relevant stakeholders were consulted about engaged in monitoring processes of the project. However, the current monitoring of the project was dominated by senior bureaucrats and professional planners.

However, the percentage of project staff and beneficiaries that opposed two items about participation in monitoring (that is item 1 and 4) was almost the same as the percentages of project staff and beneficiaries that concurred with the items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 36% to 43% while the percentages of project staff and beneficiaries that were not sure ranged from 15% to 30% and the percentages of project staff and beneficiaries that concurred ranged from 34% to 42%. From these comparisons, it can be observed the percentages of project staff and beneficiaries that opposed and the percentages of project staff and beneficiaries that concurred are almost the same. Thus, from this analysis, the

following is the interpretation. Findings show that approximately a third to half of the project staff and beneficiaries were of the view that the community was not informed about and actively engaged in monitoring processes of the project. On the other hand, approximately a third to half of the project staff and beneficiaries were of the view that the community was informed about and actively engaged in monitoring processes of the project.

In support of the findings obtained using the questionnaire were interview findings. For example, when asked whether community participated in monitoring of project activities, the managers responded as follows:

> *To some extent, the community participates. For example, the VHTs do some monitoring. However, I'm not satisfied with how they are involved. They need to be sensitized and be involved more (Interview with Manager X, 6th May 2013).*
>
> *To a smaller extent, for example, the school has committees and the parents and board meet to assess the performance. In other activities, it is not satisfactory because they lack skills. For example, the microfinance, we had an auditor for the finances and this required very technical accounting and auditing skills (Interview with Manager Y, 7th May 2013).*

In response, Manager Z said, "*Each particular community group is involved in it's particular activity and they do it satisfactory and they always point out points of improvement and success (Interview with Manager Z, 8th May 2013)*". Thus, findings show that the community participates in monitoring of project activities. However, where it necessitates technical capabilities, the community does not participate in monitoring of project activities.

4.4.1.2 Participation in quality assurance

Findings in Table 16 show that most project staff and beneficiaries concurred to all the four items about participation in quality assurance (that is items 8 to 11) compared to project staff and beneficiaries who opposed the items and project staff and beneficiaries were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 16% to 20% while the percentages of project staff and beneficiaries that were not sure ranged from 12% to 34% and the percentages of project staff and beneficiaries that concurred ranged from 50% to 69%. From these comparisons, it can be seen that the percentages that opposed the items and the percentages were not sure were lower compared to the percentages that concurred. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community was informed and consulted about the quality assurance of the project, involved in actual quality assurance of the project and was empowered in the quality assurance of the project.

4.4.1.3 Participation in taking corrective action

Findings in Table 16 show that most project staff and beneficiaries concurred to one item about participation in taking corrective action (that is item 12) compared to project staff and beneficiaries who opposed the item and project staff and beneficiaries were not sure about the item. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed was 31% while the percentages of project staff and beneficiaries that were not sure was 19% and the percentages of project staff and beneficiaries that concurred was 50%. From these comparisons, it can be seen that the

percentages that opposed the items and the percentages were not sure were lower compared to the percentages that concurred. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community was informed about the corrective action to be taken for the project.

However, it is shown that most project staff and beneficiaries opposed two items about participation in taking corrective action (that is items 13 and 15) compared to project staff and beneficiaries who opposed these items and project staff and beneficiaries were not sure about these items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed ranged from 46% to 47% while the percentages of project staff and beneficiaries that were not sure ranged from 14% to 21% and the percentages of project staff and beneficiaries that concurred ranged from 33% to 39%. From these comparisons, it can be seen that the percentages that opposed the items were higher compared to the percentages that concurred and the percentages were not sure. Thus, from this analysis, the following is the interpretation. Findings show that most of the project staff and beneficiaries were of the view that the community was not consulted about the corrective action to be taken for the project and not empowered in taking the corrective action for the project

Lastly, it is shown that the percentage of project staff and beneficiaries that opposed one items about participation in taking corrective action (that is item 14) was almost the same as the percentages of project staff and beneficiaries that concurred with the items. A comparison on these items shows that the percentages of project staff and beneficiaries that opposed was 35% while the percentages of project staff and beneficiaries that were

not sure 32% and the percentages of project staff and beneficiaries that concurred was 33%. From these comparisons, it can be observed the percentages of project staff and beneficiaries that opposed and the percentages of project staff and beneficiaries that concurred are almost the same. Thus, from this analysis, the following is the interpretation. Findings show that approximately a third to half of the project staff and beneficiaries were of the view that the community was not involved in actual corrective action for the project while approximately a third to half of the project staff and beneficiaries were of the view that the community was involved in actual corrective action for the project.

After establishing respondents' views on community participation in monitoring, the next step was to test the second hypothesis using inferential statistics. Findings are presented in section 4.4.2.

4.4.2 Testing third hypothesis

The third alternative hypothesis stated, "*Community participation in monitoring has positively and significantly affected the Mannya project success*". Spearman rank order correlation coefficient (*rho*) was used to test the hypothesis. Table 17 presents the test results.

Table 17: Correlation between community participation in monitoring and Manya project success

	Community participation in monitoring
Manya project success	*rho* = .337 rho^2 = .114 p = .000 n = 155

Source: Data from field

Findings show that there was a weak positive correlation (r = .337) between community participation in monitoring and Manya project success. The coefficient of determination (rho^2 = .114) shows that community participation in monitoring accounted for 11.4% variance in Manya project success. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation (p = .000) is less than the recommended critical significance at 0.05. Thus, the effect was significant. Because of this, the null hypothesis "*Community participation in monitoring has not positively and significantly affected the Mannya project success*" was rejected and the alternative hypothesis stated, "*Community participation in monitoring has positively and significantly affected the Mannya project success*" was accepted.

Thus, the implication of the findings was that the weak correlation implied that a change in community participation in monitoring was related to a small change in Manya project success. The positive nature of the correlation implied that the change in community participation in monitoring and Manya project success was in the same direction whereby better and more community participation in monitoring was related to more Manya project success and vice versa.

A further analysis was conducted using a regression to determine the effect of the dimensions of community participation in monitoring (participation in quality assurance

and participation in taking corrective action) on project success. Findings are presented in Table 18, accompanied with an analysis and interpretation.

Table 18: **Effect of dimensions of community participation in monitoring on project success**

Regression Statistics	
Multiple R	.600
R Square	.360
Adjusted R Square	.352
Standard Error	6.926
Observations	155

ANOVA

	df	*SS*	*MS*	*F*	*Sig F*
Regression	2.00	4102.38	2051.19	42.75	.000
Residual	152.00	7292.37	47.98		
Total	154.00	11394.75			

	Coefficients	*Standard Error*	*t Stat*	*P-value*
Intercept	17.65	2.39	7.39	.000
Participation in quality assurance	1.21	0.16	7.80	.000
Participation in taking corrective action	0.33	0.14	2.26	.025

Source: Data from field

Findings in Table 15 show a moderate linear relationship (Multiple R = .600) between the combination of dimensions of community participation in monitoring (participation in quality assurance and participation in taking corrective action) and project success. Going by the adjusted R Square, it is shown that the combination of dimensions of community participation in monitoring (participation in quality assurance and participation in taking corrective action) account for 35.2% variance in project success. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 42.75) was less than the critical significance at .05. Hence, the findings were accepted.

The coefficients findings show that both participation in quality assurance and participation in taking corrective action singularly had a significant effect on project success because the significant p-values (p-value = .000 and -value = .025) were less than the critical significance at 0.05. Participation in quality assurance affected project success more than participation in taking corrective action did because it had the least significant p-value.

Interview findings shade some light on the effect of community participation in monitoring of project activities on project success. For example, when asked how the community participation in monitoring project activities affected service delivery, the following were the responses from the managers:

> *I think that that one has not affected the project because it is running smoothly (Interview with Manager X, 6th May 2013).*
>
> *To a small extent, the community has done some work but not much because these people are not much aware of the technical aspects of the project activities because of their low levels of education (Interview with Manager Y, 7th May 2013).*

As Manager Z, the response was, "*Many achievements registered has been assimilated and owned by the community*". Thus, these findings show that community participation in monitoring of the project activities contributed to project success but the contribution was not that big. These findings support findings obtained using questionnaires.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, discussion, conclusions and recommendations. It is divided into four major sections. The first section presents the summary. The second section presents discussion. The third section presents the conclusions. The fourth section presents the recommendations.

5.1 Summary

5.1.1 Community participation in planning and Mannya project success

The first objective of the study was "To find out the effect of community participation in planning on Mannya project success". The research question was, "How has community planning in participation affected the Mannya project success?" The study tested two hypotheses where the null hypothesis, which stated, "*Community participation in planning has not significantly affected the Mannya project success*" was rejected while the alternative hypothesis, which stated, "*Community participation in planning has positively and significantly affected the Mannya project success*"" was accepted. Findings revealed a positive weak relationship between community participation in planning and Manya project success whereby better and more community participation in planning was related to more Manya project success and vice versa. Community participation in planning accounted for 10.4% variance in Manya project success. A further analysis using a regression established a moderate linear relationship between participation in decision making, participation in problem identification and project success. Findings further revealed that participation in decision making and participation in problem identification accounted for 19.1% variance in project success. However, only participation in decision-

making singularly had a significant effect on project success. Participation in problem identification did not significantly affect project success.

5.1.2 Community participation in project implementation and Mannya project success

The second objective of the study was "To examine the effect of community participation in project implementation on Mannya project success". The research question was, "What has been the effect of community participation in project implementation on Mannya project success?" Two hypotheses were tested where the null hypothesis, which stated, "*There is no significant effect of community participation in project implementation on the Mannya project success*" was rejected while the alternative hypothesis, which state, "*There is a significant positive effect of community participation in project implementation on the Mannya project success*" was accepted. This was because the study established a weak positive relationship between community participation in project implementation and Manya project success whereby better and more community participation in project implementation was related to more Mannya project success and vice versa. Community participation in project implementation accounted for 9.7% variance in Manya project success. A further analysis using a regression established a moderate linear relationship between participation in needs assessment, participation in resource mobilization and project success. Participation in needs assessment and participation in resource mobilization accounted for 24.4% variance in project success. However, only participation in resource mobilization singularly had a significant effect on project success. Participation in needs assessment did not significantly affect project success.

5.1.3 Community participation in monitoring and Mannya project success

The second objective of the study was "To assess the effect of community participation in monitoring on Mannya project success". The research question was, "What has been the effect of community participation in monitoring on Mannya project success?" Two hypotheses were tested where the null hypothesis, which stated, "*Community participation in monitoring has not positively and significantly affected the Mannya project success*" was rejected while the alternative hypothesis which stated, "*Community participation in monitoring has positively and significantly affected the Mannya project success*" was accepted. This was because findings revealed a weak positive relationship between community participation in monitoring and Manya project success whereby better and more community participation in monitoring was related to more Manya project success and vice versa. Community participation in monitoring accounted for 11.4% variance in Manya project success. A further analysis using a regression established a moderate linear relationship between participation in quality assurance, participation in taking corrective action and project success. Participation in quality assurance and participation in taking corrective action accounted for 35.2% variance in project success. Both participation in quality assurance and participation in taking corrective action singularly had a significant effect on project success. However, participation in quality assurance affected project success more than participation in taking corrective action did because it had the least significant p-value.

5.2 Discussion

5.2.1 Community participation in planning and Mannya project success

The study established although there was community participation in several aspects of project planning, the community did not participate in organizing ideas into goals for the

project, it was not informed and consulted about the problems of the project nor was it involved in identifying problems of the project. In addition, the current plan-making process of the project was dominated by senior bureaucrats and professional planners. Lastly, most members of the community could tell whether they were empowered to identify problems of project. A number of analysts/authors, as cited by Mubyazi and Hutton (2003) argue that lack of or low community participation in planning occurs due to several causes or factors such as difficulty in choosing appropriate mix of representatives to ensure public views are incorporated in decision making and a lack of a common approach on how to involve such communities. The latter occurs partly due to lack of knowledge among the officers responsible for planning.

Findings of this study support the prevailing notion is that community-based approaches to planning tend to be more effective because they incorporate the relevant knowledge and experience of those affected by land-use decisions (Brandon & Wells, 1992; McNeely, 1993). In this way, participation can help to mitigate potential and existing conflicts and empower the community to take a more active role in exploring management issues and initiating possible responses. Community empowerment is both desirable and critical to the success of collaborative management (McNeely, 1993). According to Renard (1991), it serves four main purposes: (1) it promotes democracy and equality with equal opportunity to share in decisions, (2) it increases economic and technical efficiency because resource users have more clearly defined responsibilities for their actions, (3) it is adaptive and responsive to variation in local social and environmental conditions (locals are able to respond to changes more quickly than outsiders are), and (4) it increases stability and commitment to management that central government cannot duplicate.

Findings of this study are contrary to Udoye (2002) who emphasized that community involvement should be used to generate not only ideas for revitalization projects and their implementation, but also ideas to further improve existing project features. Revitalization can be facilitated and enhanced by finding out what the community needs, what will benefit the community, what has been tried in the past, and what could be done to improve past ideas. Community members, when given an opportunity to be informed and involved in the project process, are or can be a critical factor to a project's success. Community members may have special issues or concerns that, if incorporated into a project at the outset, may help to reduce the likelihood of challenges to the project (Asnarukhadi & Fariborz, 2009). Successful community involvement is based upon information and dialogue. Only an informed community can be part of the decision-making process, which then will lead to project success. Community members who contribute to the project planning process will better understand the process and will be more likely to support a project they had input in.

Wiseman, Mooney, Berry and Tang (2003) argued communities may be given chance to express their needs/preferences, but not necessarily coming up with the same interests or sometimes the community capacity to contribute to decisions being low or absent even if they wished to. On the other hand, Baez and Barron (2006) were of the view that personal time expenditures, information compilation and dissemination limit involvement of community members and community representatives may not be capable to serve the community in the right way.

Going by the positive nature of the relationship between community participation in project implementation and project success established in this study, the aforementioned problems of community participation compromised project success. The positive relationship between community participation in planning and Manya project success established in this study support Dobbs and Moore's (2002) who accounted involving local people in planning had impacts on the community in terms of greater ownership by local people of the project and any subsequent developments, and a greater sense of identification with the project. The findings of this are similar to other authors who have reported that community involvement has had a positive impact on planning, service delivery. The issue of ownership was emphasized in the interview findings indicating that it improved project service delivery.

One of the reasons why there was a positive relationship between community participation in planning and Manya project success can be based on Lewis and Hinton (2008) observation that community participation planning provides a framework and process for the community to explore its core values, establish a vision for the future, and work toward achieving that vision. Findings of this study support Bamaberger (2001) who observed that community participation in planning can benefit the entire community by creating positive change in the community. This is because it empowers the community. The community becomes more self-aware, creates its own future, and has the tools to respond to change in an effective manner. It leads to informed decision-making, combines fragmented efforts and decreases duplication, enables efficient use of resources, and identifies and solves organizational problems. It identifies the community's priorities for the use of project resources in an effective manner.

Findings of this study further support Asnarukhadi and Fariborz (2009) who emphasized that participation encourages people to take responsibility for initiating projects, and also creates momentum and sustains support. Engagement expands the leadership base of the community and presents opportunities to transfer planning and responsibility to other community members over time.

The findings that plan-making process of the project was dominated by senior bureaucrats and professional planners supports Arora's (2007) argument. Arora (2007) was of the view that lack of community participation in planning is sometimes due to failure of management systems on the approaches or models for ensuring effective participation or their commitment. This includes bureaucrats and professionals not being in favour of translating the concept of community participation into practice, for example, politicians and professionals feeling vulnerable when their muddled thinking and inadequate evidence-base are exposed to external scrutiny.

5.2.2 Community participation in project implementation and Mannya project success

This study established that the community participated in most of the implementation activities but it was not consulted about implementation processes of the project and the implementation of the project was dominated by senior bureaucrats and professional planners. In addition, most community members were not informed about implementation the project and neither consulted about the needs assessment of the project, involved in actual needs assessment of project and consulted about the resource mobilization for the project. Thus, given the positive relationship between project implementation and project

success established in this study, these shortcomings in community participation in project implementation compromised project success.

The findings of this study support the argument extended by authors that the limited success of many project initiatives is attributed to failure to involve people in the design and implementation of projects and programmes (Cernea, 1991; FAO, 1990; Hinchcliffe et al, 1995; Kottak, 1991; Oakley, 1991; Uphoff, 1991; World Bank, 1998). Community participation in implementation ensures the reflection of community priorities and needs in the activities of the project, and motivates communities into maintaining and operating project activities after the project is completed (Mwesigey, 2011).

The positive relationship between community participation in project implementation and project success established in this study support Abasiekong (2002) who observed that community participation in project implementation reduce delays in project execution and minimized overall costs. This is because community participation in project implementation may be used to enhance the understanding and agreement of cost sharing (both financial and physical contribution). Furthermore, community participation can be used to prevent conflicts and to stimulate cooperation and agreement between different actors (Thwala, 2010).

The reason why a positive relationship exists between community participation in project implementation and project success is that community participation gives people the opportunity to devise and initiate strategies to improve their situation. Empowerment is a process whereby individuals and/or communities gain the 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 (Afsar, 2007).

Community participation in project implementation plays a role of improving accountability, which contributes positively to project success (Finsterbusch & Warren 2009). It involves creating increased transparency from community involvement in the project implementation. According to Narayan (2005), community involvement in project implementation ensures that projects implemented respond to the needs of the community. It also contributes towards community ownership of projects. Community participation in project implementation in the community is a means of mobilizing human and material resources - all directed to improving project success.

Findings of this study support a study carried out by Akpomuvie (2010) established that that projects executed and managed by the community themselves outlive those imposed by a benefactor with little or no community participation. Success indicator for the realization of projects is high degree of community involvement which only can be assured when the initiative of the people is sufficiently stimulated to arouse their enthusiasm and wholehearted involvement in project implementation (Anyanwu, 1992). The rationale is that when those directly concerned are effectively involved in implementation the possibility of a remarkable success is assured.

5.2.3 Community participation in monitoring and Mannya project success

The positive relationship between community participation in monitoring and project success established in this study supports Khwaja (2003) who observed that studies have found that participation of the communities affected by monitoring improves programme

quality and helps address local development needs. It increases the sense of national and local ownership of programme activities and ultimately promotes the likelihood that the programme activities and their impact would be sustainable.

The following are the reasons may explain why this study established a positive relationship between community participation in monitoring and project success. According to Aubel (1999), community participation in monitoring ensures that the monitoring findings are relevant to local conditions and it gives stakeholders a sense of ownership over monitoring results thus promoting their use to improve decision-making. Aubel (1999) further argued that it increases local level capacity in monitoring which in turn contributes to self-reliance in overall programme implementation and increases the understanding of stakeholders of their own programme strategy and processes; what works, does not work and why. The UNDP (1997) argued that such a positive relationship exists because community participation in monitoring contributes to improved communication and collaboration between programme actors who are working at different levels of programme implementation, strengthens accountability to stakeholders, and promotes a more efficient allocation of resources.

Other reasons that can explain the positive relationship between community participation in monitoring and project established in this study include the following. Some would consider community participation in monitoring to be an ideal form of participation, whereby community members themselves initiate the monitoring and play a major role in its implementation. Internally led community participation in monitoring are perceived as contributing to local capacity building and organizational strengthening (Rubin, 1995; Rugh, 1992). As local people gain greater control over the monitoring process, internally

initiated monitoring are also considered more likely to be sustained and become an integral part of community activities (ibid.).

Findings of this study revealed that there efforts to involve the community in the monitoring of the project. However, the community of the project was not consulted about the corrective action to be taken for the project, was not empowered in taking the corrective action for the project and the monitoring the project was dominated by senior bureaucrats and professional planners. Thus, community participation in monitoring of the project was compromised. Basing on the positive relationship between community participation in monitoring and project success, then project success was also compromised. The short falls identified in this study about community in the monitoring run contrary to Isham, Narayan and Pritchett (2005) who observed that community participation in monitoring should not merely use the communities for data but also encourages them to voice and express their concerns, realities and the extent to which a given project has impacted and improved their lives.

The finding about failure to empower the community in taking the corrective action for the project runs contrary to the "Principle of Learning". The concept of learning is the major underlying principle of community in the monitoring. PRIA (1995) characterized community participatory evaluation as a process of individual and collective learning, describing it as an educational experience for those various parties involved in a development project. People become more aware and conscious of their strengths and weaknesses, their wider social realities, and their visions and perspectives of project outcomes. This learning process creates conditions conducive to change and action leading to empowerment of the community in monitoring of projects.

In addition, findings of this study show community participation in monitoring did not lead to local capacity building given that the failure to empower the community in taking the corrective action. The process of learning in community in monitoring is perceived as a means for local capacity building (Estrella & Gaventa, 1999). Participants involved in monitoring gain skills which strengthen local capacities for planning, problem solving and decision-making (Wadsworth, 1991; UPWARD, 1997). Participants obtain greater understanding of the various factors (internal and external) that affect the conditions and dynamics of their project, the basis for their successes and failures, and the potential solutions or alternative actions (Campos & Coupal 1996).

5.3 Conclusions

5.3.1 Community participation in planning and Mannya project success

The first research question was answered and the null hypothesis was rejected while the alternative hypothesis was accepted. This was because findings revealed a positive weak relationship between community participation in planning and Manya project success. Interview findings revealed that community participation in planning had some positive effect on the project's success in terms of the benefits the community is enjoying from the project. At the same time, it had a negative effect on the project's success given that the negative consequences of failing to actively involve the community in planning of the project activities such as adoption poor decisions. These findings were similar to arguments of various authors and findings of other studies as shown in the literature review as well as in discussion. Thus, this study also emphasizes the importance of community participation in planning as far as project success is concerned. In this study,

it was established that the community was involved in the planning of the project but in all aspects. Because of this, project success was compromised.

5.3.2 Community participation in project implementation and Mannya project success

The second research question was answered and the null hypothesis was rejected while the alternative hypothesis was accepted. This was because findings revealed a positive weak relationship between community participation in implementation and Manya project success. Interview findings revealed that despite the community participation in the project implementation, the participation of local people was still low, as the local people did not participate in actively in the implementation of all project activities. Because of this, project success was compromised. The study demonstrated the importance of community participation in implementation in create a sense of ownership of the project by community themselves. The negative effect is that the community took advantage of the knowledge about the project to hike prices for the project inputs and thus make profit from project inputs. This made it expensive for the project to deliver on its goals. However, on a positive note, community participation in implementation empowered the community to enforce accountability and transparency among people executing project activities. This has enabled to avoid wastage of project resources through unethical behavior.

5.3.3 Community participation in monitoring and Mannya project success

The third research question was answered and the null hypothesis was rejected while the alternative hypothesis was accepted. This was because the study established a positive relationship between community participation in monitoring and project success. This

showed that community participation in monitoring plays an important role in project success. Findings showed that when in community participates in the project monitoring, transparency and accountability among people executing project activities are ensured. As such, the chances of achieving project goals are increased. Interview findings revealed that community participation in monitoring of the project activities contributed to project success but the contribution was not that big.

5.4 Recommendations

5.4.1 Community participation in planning and Mannya project success

Management of Mannya project should improve community participation in planning to enhance project success. This can be achieved through involving the community in organizing ideas into goals for the project, informing and consulting the community about the problems of the project, involving the community in identifying problems of the project, and avoiding dominance by senior bureaucrats and professional planners of the plan-making process of the project.

5.4.2 Community participation in project implementation and Mannya project success

Management of Mannya project should improve community participation in implementation to enhance project success. This can be achieved through consulting the community about implementation processes and needs assessment of the project including resource mobilization for the project. In addition, Management of Mannya project should avoid dominance by senior bureaucrats and professional planners of the implementation of the project and inform the community about implementation the project.

5.4.3 Community participation in monitoring and Mannya project success

Management of Mannya project should improve community participation in monitoring to enhance project success. This can be achieved through consulting the community about the corrective action to be taken for the project, empowering the community in taking the corrective action for the project and avoiding dominance of the monitoring the project by senior bureaucrats and professional planners.

5.5 Areas of Further Study

This research sought to establish the extent of and reasons for community participation and non participation in planning, project implementation, monitoring of project Mannya Cotton On Foundation in Kyotera, Rakai district. However, community participation is broad and there are other areas that this study did not focus on which will need further investigations. There for suggestions for future research based more on qualitative methods than quantitative methods are suggested. More specifically research on community participation in project sustainably ,community participation in problem solving and community participation in project design are particularly encouraged due to the potential need to involve the communities so that they can take up the projects and maintain them even when Cotton On Foundation is not there.

5.6 Limitations of the Study

The researcher targeted 210 respondents but only 168 were involved. This means that the could have missed out some information that could have been used to understand the involvement of community in the project. There was a cost implication because the researcher had to hire research assistants to collect the raw data from the field. Other costs

incurred were printing, and transport costs to see the supervisors. Access to information was hard because libraries could only be found in town places and yet the researcher worked up country.

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APPENDIX 1: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.

APPENDIX 2: QUESTIONNAIRE FOR OBTAINING DATA ABOUT COMMUINITY PARTICIPATION AND PROJECT SUCCESS

Dear Respondent,

Please kindly spare some few minutes to respond to the following questions. Information received from you is for academic purposes and will be kept confidential. You will not be victimized for whatever answer you have given and to ensure this, you are not required to identify yourself anywhere on the questionnaire.

Section A: Background information

1. Gender: □ Male □ Female (Please tick)

2. Education level (indicate highest)

□ Primary □ O-Level □ A-Level □ Institution □ University □ Other (specify) _

3. Years you working with the organization : (Less than 1 year) □ (1 -2 years) □ (3 -5 years) □ (5 -10 years) □ (Above 10 years)

4. Age □ (20-30) □ (31 -39) □ (40 -49) □ (Above 50)

Section B: Community participation in planning

How strongly do you agree or disagree with the following statements about community participation in planning in Project Mannya Cotton on Foundation? Tick or circle the most appropriate using the following scale. If you are not sure of any items, circle or tick the number under "Not sure". Please do not omit any feature.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree SA = Strongly agree

Items about participation in planning	**SD**	**D**	**NS**	**A**	**SA**
1. The community is informed about planning processes of the project	1	2	3	4	5
2. The community is consulted about the planning processes of the project	1	2	3	4	5
3. All relevant stakeholders are consulted about planning processes of the project	1	2	3	4	5

4. The community is actively engaged in planning processes of the project	1	2	3	4	5
5. All relevant stakeholders are engaged in planning processes of the project	1	2	3	4	5
6. The current plan-making process of the project is dominated by senior bureaucrats	1	2	3	4	5
7. The current plan-making process of the project is dominated by professional planners	1	2	3	4	5
Items about participation in decision making					
8. The community participates in the decision-making of the project	1	2	3	4	5
9. The community work together officials to make decisions of the project	1	2	3	4	5
10. The community of the project is involved from the beginning rather than after decisions are made	1	2	3	4	5
11. The community of the project has a clear idea of making decisions for the project	1	2	3	4	5
12. The community of the project generates ideas for the of the project	1	2	3	4	5
13. The community of the project participates in organizing ideas into goals for the of the project	1	2	3	4	5
Items about participation in problem identification					
14. The community of the project is informed about the problems of the project	1	2	3	4	5
15. The community of the project is consulted about problems of the project	1	2	3	4	5
16. The community of the project involved in identifying problems of the project	1	2	3	4	5
17. The community of the project is empowered to identify problems of project					

Section C: Community participation in implementation

How strongly do you agree or disagree with the following statements about community participation in implementation of Project Mannya Cotton on Foundation? Tick or circle the most appropriate using the following scale. If you are not sure of any items, circle or tick the number under "Not sure". Please do not omit any feature.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree
SA = Strongly agree

Items about participation in implementation	**SD**	**D**	**NS**	**A**	**SA**
1. The community is informed about implementation processes of the project	1	2	3	4	5

2. The community is consulted about implementation processes of the project	1	2	3	4	5
3. All relevant stakeholders are consulted about implementation processes of the project	1	2	3	4	5
4. The community is actively engaged in implementation processes of the project	1	2	3	4	5
5. All relevant stakeholders are engaged in implementation processes of the project	1	2	3	4	5
6. The current implementation of the project is dominated by senior bureaucrats	1	2	3	4	5
7. The current implementation of the project is dominated by professional planners	1	2	3	4	5
Items about participation in needs assessment					
8. The community is informed about the needs assessment of project	1	2	3	4	5
9. The community is consulted about the needs assessment of project	1	2	3	4	5
10. The community is involved in actual needs assessment of project	1	2	3	4	5
11. The community is empowered to conduct a needs assessment of project	1	2	3	4	5
Items about participation in resource mobilization	1	2	3	4	5
12. The community is informed about the resource mobilization for the project	1	2	3	4	5
13. The community is consulted about the resource mobilization for the project	1	2	3	4	5
14. The community is involved in actual resource mobilization for the project	1	2	3	4	5
15. The community is empowered in the resource mobilization for the project	1	2	3	4	5

Section D: Community participation in monitoring & evaluation

How strongly do you agree or disagree with the following statements about community participation in monitoring & evaluation of Project Mannya Cotton on Foundation? Tick or circle the most appropriate using the following scale. If you are not sure of any items, circle or tick the number under "Not sure". Please do not omit any feature.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree
SA = Strongly agree

Items about participation in monitoring & evaluation	SD	D	NS	A	SA
1. The community is informed about monitoring & evaluation processes of the project	1	2	3	4	5
2. The community is consulted about monitoring & evaluation processes of the project	1	2	3	4	5
3. All relevant stakeholders are consulted about monitoring & evaluation processes of the project	1	2	3	4	5
4. The community is actively engaged in monitoring & evaluation processes of the project	1	2	3	4	5
5. All relevant stakeholders are engaged in monitoring & evaluation processes of the project	1	2	3	4	5
6. The current monitoring & evaluation of the project is dominated by senior bureaucrats	1	2	3	4	5
7. The current monitoring & evaluation of the project is dominated by professional planners	1	2	3	4	5
Items about participation in quality assurance					
8. The community is informed about the quality assurance of the project	1	2	3	4	5
9. The community is consulted about the quality assurance of the project	1	2	3	4	5
10. The community is involved in actual quality assurance of the project	1	2	3	4	5
11. The community is empowered in the quality assurance of the project	1	2	3	4	5
Items about participation in taking corrective action					
12. The community is informed about the corrective action to be taken for the project	1	2	3	4	5
13. The community is consulted about the corrective action to be taken for the project	1	2	3	4	5
14. The community is involved in actual corrective action for the project	1	2	3	4	5
15. The community is empowered in taking the corrective action for the project	1	2	3	4	5

Section E: Service delivery

How strongly do you agree or disagree with the following statements about service delivery of Project Mannya Cotton on Foundation? Tick or circle the most appropriate using the following scale. If you are not sure of any items, circle or tick the number under "Not sure". Please do not omit any feature.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree

SA = Strongly agree

Items about participation in monitoring & evaluation	**SD**	**D**	**NS**	**A**	**SA**
1. The project's service delivery is efficient	1	2	3	4	5
2. There is value for money of the project's service delivery	1	2	3	4	5
3. The project delivers quality services	1	2	3	4	5
4. There is reduction in the number of complaints about The project's service delivery	1	2	3	4	5
5. The project's services are easily accessed	1	2	3	4	5
6. The project's service delivery is effective	1	2	3	4	5
7. The project's responsiveness in service delivery is satisfactory	1	2	3	4	5
8. The project service coverage is satisfactory	1	2	3	4	5
9. The project offers relevant service to the community	1	2	3	4	5
10. The project offers reliable service to the community	1	2	3	4	5

Thank you for your cooperation

APPENDIX 3: INTERVIEW GUIDE FOR OBTAINING INFORMATION ABOUT COMMUNITY PARTICIPATION AND PROJECT SUCCESS

Dear Respondent,

Please kindly spare some few minutes to respond to the following questions. Information received from you is for academic purposes and will be kept confidential. You will not be victimized for whatever answer you have given and to ensure this, you are not required to identify yourself anywhere on the questionnaire.

1. Are you satisfied with the community participation in planning for the project? If yes, briefly explain your satisfaction? If no, why aren't you satisfied?
2. To what extent has the community participated in implementation of the project? Briefly explain your response.
3. Does community participate in monitoring of the project? If no why? If yes are satisfied with how the community participates in monitoring of issues? Please briefly explain your answer.
4. How would rate Project Mannya Cotton on Foundation's service delivery? Please briefly explain your answer.
5. How has community participation in planning for the project affected service delivery?
6. How has community participation in implementation of the project affected service delivery?
7. How has community participate in monitoring of the project affected service delivery?

Thank you for your cooperation

APPENDIX4:INTRODUCTION LETTER