

**FACTORS INFLUENCING THE LEVEL OF WOMEN
PARTICIPATION IN COMMUNITY DEVELOPMENT
PROJECTS:
A CASE OF KAHAMA TOWN COUNCIL**

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PROJECTS:
A CASE OF KAHAMA TOWN COUNCIL**

By

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**Dissertation Submitted to the School of Public Administration and Management
in Partial/Fulfillment of the Requirements for the Degree of Master of Public
Administration (MPA) of Mzumbe University**

2019

CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by the Mzumbe University, a research report entitled **“Factors Influencing the Level of Women Participation in Community Development Projects”** in partial/fulfillment of the requirements for the award of the degree of Master of Public Administration of Mzumbe University.

_____	Date_____
Major supervisor	

_____	Date_____
Internal examiner	

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DEDICATION

This dissertation is dedicated to my Family member's Mr. and Mrs. Laurean Lugendo, my beloved brothers Crispine and Edgar Lugendo, and my sister Pendo Lugendo for supporting me in different ways. I am truly blessed and I appreciate their kindness, wisdom and effort to ensure my condition and mind. I thank them for their overwhelming love, support, prayers and encouragement. May Almighty God bless them all.

ABBREVIATIONS

EDP	Education Development Project
LGA	Local Government Authorities
MDGs	Millenniums Development Goals
N	Number of questionnaire respondents
O & OD	Opportunities and Obstacles to development
PRA	Participatory Rural Appraisal
SADC	Southern African Development Community
SPSS	Statistical Package for the Social Sciences computer programme.
UN	United Nations
UNDP	United National Development Programme
UNESCO	United National Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

ABSTRACT

This study intended to investigate the factors influencing the level of woman participation in community development projects. It was carried out in Kahama Town council. The emphasis was put on the bypass of women in execution of development projects through devolved participatory approach to development. Four specific objectives of the study were: to determine level of participation of women in community development projects at Kagongwa ward, examine socio cultural factors influencing the participation of women in community development projects, identify economic factors influencing the participation of women in community development projects and to establish the role of media in influencing women participation in community development project. The study utilized a case study design, with a sample size of 100 respondents where by mixed methods of research approach were used in data collection, data analysis and data interpretation. Questionnaire survey and interview methods were used to collect data. Two data analysis methods were employed; the content analysis for qualitative data and descriptive statistical analysis using a statistical package for the social sciences computer programme (SPSS) version 20.0 for quantitative data.

The finding of the study reveals that the level of women participation in community development projects at Kagongwa ward is medium. Social cultural factors such as social norms and values, gender roles and stereotyping, and attitude influence negatively on women participation in community development projects. Level of education has positive significance influence on women participation in community development projects. Furthermore, the study reveals that economic factors like income level and pre occupation of women affected the level of women participation in community development project. Media was observed to influence the level of women participation in community development projects. The study recommends that there should be improvements on gender awareness for men and women; capacity building for women training for both men and women and dissemination of information through media should be given priority.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents an initial introduction of the study and problem setting. It contains background of the study, statement of the problem, objectives of the study, scope of the study, research questions, and significance of the study and lastly the organization of the study.

1.1 Background of the study

Ultimately, participatory development is the most basic strategy to guarantee comprehensive and appropriate improvement over the world. The government and international community calls for people involvement in development process that direct affect their life. Community may participate in different development programmes such as building infrastructures, for example, road, health centers, water service and educational projects.

As indicated by the present trends, females are never again seen as recipients of development programmes, rather they are basic partners that have an essential task to carry out in development programming and delivery in constituencies. It's likewise basic to underline that implementation of inclusive development programmes has turned into the significant methods through which different networks accumulate local and external assets to streamline development and change between generational development issues in their territories. Therefore, this can be achieved by attracting development assistance to an area that may include all community member including women (Batrol, et al, 2003).

In particular, females inclusion in decision making and development arena has been on the front line of worldwide development agenda since the United Nations sorted out the primary women's conference in Mexico in 1975, the "Beijing Declaration and the United Nations Development" (Morris, 1995).

The Nairobi "Forward looking Strategies for advancement of women "conference, the 1995 Beijing Declaration and the United Nations Development Fund for women. These forums communicated that every member state was expected to encourage women's economic independence, including the creation of employment, access to resources and credit, participation in political matters, and the eradication of the persistent and increasing burdens of poverty, malnutrition, poor health and illiteracy (Blair & Livchter, 1991).

On Tanzania bases, Tanzania is one of the UN member countries that has ratified the declaration of the Beijing Platform For Action(BPA) which geared towards achieving ; equality between men and women in the sharing of power and decision making at all levels'. It also ratified other conventions such as UN convention on the Elimination of All forms of Discrimination against Women (CEDAW) and The Universal Declaration of Humans Rights of 1948. The country is also signatory to 2008 SADC protocol on gender and development, international and regional standards which requires many others to adhere to equal and non – discriminatory policies in development processes (Meena, 2009).

Equal participation for men and women was additionally encouraged by Millennium Development Goals (MDGs), embraced in 2000, as a part of the globally agreed development goals in General Assembly of the United Nations. The MDGs number three and sustainable Development Goal number five high light to promote gender equality and empower every female. The objective of these millennium goals integrate the eradication of gender disparity at all dimensions of education, equal sharing among men and women of seats in decision making bodies, equality on wages for men and women, specific in the non-agrarian areas by 2015 (URT, 2011).

Furthermore, equal participation of citizens in Tanzania is obligatory as per Article 21 of the Constitution of the URT of 1977. This article declares that every citizen of the United Republic of Tanzania has the right to take part in the governance of the country, either straightforwardly or through their representatives. This gives the premise to female participation in all spheres of life in the public eye.

Despite the widely endorsed norms and declarations show that equal access for women and men to decision making is a goal the country is set to strive for. One could also conclude that there is a problem with regard to women's access to public governance. The government's efforts to implement its policies have yet led to parity between men and women in politics and administration (Lyatonga, 2017). This includes their involvement in community development projects remains limited registering a percentage much lower than of the male counterparts, in authorities, project and programmes women are still underrepresented in many of the governmental organizations/institutions and non-governmental organizations especially in the developmental positions (De La Rey, 2005).

However, MDG Report, (2013); World's Women (2010) unveils that in spite of the fact that significance of strengthening the role of women in the administration of projects has been the subject of various workshops, seminars and conferences, projects involved with the association of community based groups do talk of their intention to warranty some degree of participation of females, females keep on being unrepresented, denied chances to participate in decisions that touch their lives and their number stays low contrasted with men.

Anand (2004) uncovers that females are prohibited at essential dimensions of the project course, for example, conceptualization, planning and assessment. Activities and just engaged during execution stages. As pointed out by World Bank (1996) sex biasness in participatory task may exist as traditions, convictions and frames of mind that keep females for the most part to domestic sphere, females' financial and local outstanding burdens that force extreme time loads on them; and laws and customs

that block females' access to credit, profitable data sources, employment and education.

An investigation led by Abdi (2007) on female's participation in development fund projects. The examination uncovered that out the homogeneous nature of development fund boards of trustees described by male predominance on as a component that hampers women participation.

The handpicking rule of council individuals is to a great extent dependent on personal interaction with the fund patrons and not excellence. This has bolted out qualified yet vulnerable groups from being incorporated into the development fund board of trustees.

Kongolo (2009) investigated Factors Limiting Women's involvement in Development: Experience from Ithuseng, South Africa. The study revealed that Lack of government incentives and assistance, lack of resources, information and education, ljg cultural beliefs, victimization against rural women and limited job opportunities were most important elements donating to passive involvement of women in development.

Laboso (2014) studied factors influencing women participation in community based development projects in Bureti Sub-County. The study, generally, reveals that things that do not favour women participation in community are social cultural environment, gender disparity, political view and gender suppression. Moreover, studies by Mbogori (2014), Welikhe (2014), Kisingani (2016), Ndambiri (2018) in Kenyan setting did on women participation in different areas revealing a less involvement of women in the respective development settings.

Whereas women participation in the development matters is essential, above studies did make representations on the overall scenario of women participation and discussed several constraints for their participation. However, they did a little emphasis on determining the factors influencing the level of women participation in

community development projects specifically projects by the local government authorities especially in a case of the Kahama Town Council. Thus it was against this background that the participation of grassroots women in the issues concerning devolved projects should have been reassessed. The under portrayal of the female sexual orientation viewed in development projects and programmes, less association of women in the whole project cycle, restraining factors and total lack of interest by women in playing part in such development projects.

1.2 Statement of the Problem

While Tanzania has accomplished advancement towards gender equality under the Millennium Development Goals (MDGs), women and young ladies keep on enduring brutality and segregation in access to work, health services, education and basic leadership forms. This is mirrored in the Gender Index, where Tanzania positions 125 out of 155 nations with a rating of 0.547. Main drivers for Gender Inequality Index, incorporate historical and structural power imbalances among ladies and men and persistent gender stereotypes. A portion of the primary difficulties for gender equality in Tanzania are biased access to and responsibility for and assets, the low participation of women at all dimensions of decision making, gender based violence and women exclusion from the economy (UNDP, 2016).

Tanzania women comprise considerably over portion of the all total population and form of a critical portion of the human resource base. In any case, accessible information demonstrates that they are insufficiently participation of females in village gatherings and low community participation in general (Wema 2010). Mseti (2017) notice females who are involved in education planning are not able to give out their views in planning process. Many studies have been made on women participation on the development settings, Mbogori (2014), Welikhe (2014), Kisingani (2016), Ndambiri (2018) and revealed a less involvement of women in the respective development settings but little has been done on the factors influencing the level of women participation in the community development projects, case of education development projects in at Kahama Town council.

1.3 Research objectives

The objectives of this study were divided into two main categories that are the general objectives and the specific objectives.

1.3.1 General objective

The general objective of this study was to investigate the factors influencing the level of women participation in the community development projects.

1.3.2 Specific objectives

Specifically the study:

- i. Determined level of participation of women in community development projects at Kagongwa ward;
- ii. Examined socio cultural factors influencing the participation of women in community development projects;
- iii. Identified economic factors influencing the participation of women in community development projects;
- iv. To establish the role of media in influencing women participation in community development project.

1.4 Research question

- i. What is the participation level of women in the community development projects at Kagongwa ward?
- ii. How social cultural factors influence the participation of women in community development projects?
- iii. How economic factors influence the participation of women in community development projects?
- iv. What is the role of media in influencing participation of women in community development project?

1.5 Significance of the Study

The findings of this study and the related analysis are framed to contribute to the bare of knowledge and awareness around women's participation in local government programmes which in turn will activate an informed discourse and policy reform to streamline women participation and inclusion in local development.

To other researchers and academicians, the study will be used as reference to those who intend to conduct a research on concerning the related topic or problem as well as development actors involved in exploring and mainstreaming women issues in development planning and policy-making.

The study also provides a thoughtful prospective for policy makers to re-examine national policies and laws thereby allowing a greater space for women to involve in policy-making and development planning at grassroots levels.

More precisely, the study will enable the researcher to full fill the requirement for Master's Degree of Public Administration offered by Mzumbe University.

1.6 Delimitation of the Study

The study was conducted to assess the factors influencing the level of women participation in community development projects. The study focused on the factors that influence the level of women participation in community development projects referencing Education Development projects initiated by the Kahama Town local government authority at Kagongwa ward. The study involved women, local councilors, and community leaders and their experiences in education development projects at Kahama district. For this reason the finding of this study are constructed on single case study.

1.7 Limitations of the study

The limitation of the study is explained in terms of what can influence or be a drawback of the interpretation or application of the result. The following were the limitations of the study:-

Shortage of funds: the research was a cost full activity which it required different facilities such as internet bundles to get materials, photocopying expenses, printing expenses and travelling expenses.

Poor responses from respondents: this is due to unwillingness of some respondents to answer questionnaires and having them interviewed. Some provided unrelated answers and some completely failed to provide answers as requested by the researcher. However, the researcher overcomes the problem by being obedient and patient until they become ready for the interviews. So the researcher had a task of interviewing with questionnaires in order to fill them properly.

Time constraints: for the research work to be well successful it was needed a lot of time from identification of the problem and collection of data to the time of report writing, the researcher had time to scarce due to rise of different personal problems. However, the researcher had rare time effectively on attaining data and material needed so as to accomplish this study.

1.8 Definition of Key Terms

Community Development Projects

These are the projects designed for specific time involving the communities to enhance their capacities to play a significant role in crafting and modeling the life of the communities of which they are part.

Women participation

This is used to refer to the voluntary involvement of women in efforts to improve the development of their communities, taking active part in project planning, preparation, implementation, monitoring and evaluation of projects initiated in their locality.

1.9 Organization of the study

This research study comprises of six chapters. Chapter one contains the Background of the study, objectives, research questions and significance of the study. Chapter two titled presents of various literatures, theories and the related variables that are in relation to the factors influencing the level of women participation in community development projects. This chapter goes further to present empirical analysis of different literatures. An evaluation of both theories and literatures is finally presented in highlighting the gaps to be filled by the study. Chapter three represents the research design and details how the study analysis was conducted. Chapter four presents the presentation of findings from the field. Chapter five presents the discussion of findings presented in chapter four. Chapter six provides the summary, conclusion and recommendations in connection with the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Reviewing or consulting the available literatures provides information to a researcher about what was done, how it was done, and what results were generated and hence identifying certain knowledge gap which still exist. Craswell (2014) contends that the process enables a researcher to gain from (and in the end add to) past research information and saves time, effort and cash.

2.1 Conceptualization of Key Terms

2.1.1 Local Government Authority (LGA)

Local Government Authority (LGA) is a managerial agency which is minor than a central government closed to the community. The establishment of LGAs in Tanzania can be seen according to the constitution of Tanzania of 1977 as being amended time to time. Article 145 shows the establishment of LGAs and article 146 states its functions that are performed by LGAs. The main aim of LGAs is uniting and giving more autonomy to the community to contribute in preparing and operation of development program inside their own area and the whole country development (URT, 2006).

2.1.2 Participation

Participation has been a popular and global alarm amongst researchers, development allies, UN organizations and consequently most of the least development governments. Some literatures define participation as the communal practice where body of citizens living in a defined geographical area under the one government, shared values, common problems actively pursue ascertainment of their necessities, decisions and create convincing ways to meet these needs (Mwakila, 2008). Oakley (1995) revealed that participation is an openly involvement of the community in

implementation processes of development schemes and programmes so that they can be able to confront and tackle the issues which negatively influence their livings. In Tanzania context, the concept of participation can be drawn back from 1960's and 1970's when the country took on Ujamaa as a way to progress creativities and thus it means, active materially and/or ideological involvement of the society who are living in the same ward in project implementation procedures (Njunwa, 2010). In this study the term participation refers to involving the community specifically women in the decision making by identifying problems, conveying alternatives, planning activities, and allocating resources, during implementation by managing and operating programmes and third in monitoring and evaluation of the community development projects.

2.1.2.1 Levels of community participation

To understand the levels or types of community participation, one should have the knowledge on the principles and core values of participation, since they sound in line with them. According to Pretty *et al* (1995), there are seven types of participation, which they are significant for development processes.

Passive participation: This form of participation is a top down or commands approach, where citizens are told to believe what has happened or what is going to happen in future. The communication of information is done by the top decision makers, it's undemocratic since participant's priorities and views are ready decided by the top decision makers.

Participation in information giving: Form of participation where by individuals evaluates the executed tasks or almost implemented, without any contribution. For example platform to provide feedback upon pertaining information of the policies or project that has been accomplished on behalf of them.

Participation by consultation: Under this approach, participants are asked or consulted for their views on the subject matter in question. This approach of participation leaves a space for officials to make amendments or adjustments of plans in accordance with the members' responses. Nevertheless, it does not entail any decision-making power by the members or participants, and the officials are not obliged to adopt participants' views.

Participation for material incentives: Individuals in a community participate by providing their resources and in anticipation of material rewards. According to Nampila (2005) Participation for material incentives is a characteristic of the rural environment in which farmers provide the fields, but community members or participants are not involved in the learning process. This indicates that participation happens just because of the expectation of material reward or incentive.

Functional participation: in this form of participation, key decisions are made by previous participants, in order to achieve the objectives or goals of planned programme, group setting are made by citizens to achieve those goals.

Interaction strategies: This approach of participation takes place in a group context, in which participants collaborate to make action plans and formation of new local institutions just a way to control over local decisions, and so people have a stake in maintaining structures or practices (Theron & Mchumu, 2014).

Self-mobilisation strategies: This approach makes community to mobilise itself independently from external influence, they determine their resources, and contact external institutions for technical advice and resources they need or wish, where necessary. At this level of participation, the planning partnerships are established between the role players (Theron & Mchumu, 2014).

2.1.3 Development Project cycle

A project is a distinct investment activity with specific starting and ending point proposed to complete creation of a certain products or services. According to UC Davis Organization Excellence (2013), a project must be accomplished within budget, particular time period and in accordance to its specification and should also involves the series of multifaceted, inimitable and committed activities with common goal. There are many development projects implemented in the world to speed up the issues of health, social, cultural, environmental, and economic development. Moreover, project life is divided into number of steps which complete the project cycle which are identification, preparation and formulation, review and appraisal, implementation, and evaluation of project (UNEP, 2013). The stage of project implementation is possibly the most vibrant project step which entails the obtaining of tools and resources, mobilization of workforces and distribution of responsibilities and resources within the project, risk assessment and performance of a plan, idea or policy (Mohammad, 2010).

2.1.4 Women in Development Policy

In 1992, the Tanzania government formulated the policy of women in development. This policy gives a Tanzanian interpretation of the concept of women in development. The policy states that, “women in development are a process of empowering women so as to realize their potential in the society” (URT, 1992). Some of the aspects involved in this policy include integration of women issues into all sectorial development plans as well as to involve women in administrative responsibility and decision making. Also to eradicate thoughts, conduct norms, values, customs and traditions which hinder women from participating in economic, social, cultural and political development. The ministry of community Development , Gender and Children, authorised with promoting gender equality and women development nationally and represent the government regionally and internationally (URT, 1992).

2.2 Theoretical Framework

This sub-section presents the theories that offer the groundwork for the study report. The theories are also likely to give the reader ability to interpret and understand the results of the study and ways used to obtain them. Theory of human diversity (community dynamism), participatory development approach/theory, the expectancy theory and the social capital theory were chosen to explain the problem and the likely results.

2.2.1 Theory of human diversity (community dynamism)

The theory of community dynamism demonstrates how the group of people in a society differs individually in number of categories which are not constant. This means within one community there are people with different characteristics such as level of income and wealth, culture, female and male individuals, youth and old, needs, abilities, skills, capacities, perceptions, ways of seeing the world, ethnic minority and majority, illiterate and literate people, employed and unemployed, and people with different type of employment. The developers of the theory argue that these human differences within a community define people's behavioural characteristics and hence have the most important impact on local people's involvement in communal activities (Hiles, 2006).

Therefore, the application of this theory in this research is valid since the participation of women in the community-based development projects is expected to be highly influenced by these human differences. So the theory will be useful in testing the validity of the factors such as the social cultural factors and individual factors (age of the people, education level and personal attitude) on the level of women participation in the community development projects by the local government authorities.

2.2.2 The expectancy theory

The theory proposes that individuals will perform in a certain way after being motivated to select a specific way over the other ways because of what they expect the results of such conducts will be. The theory was proposed by Victor Vroom in 1964, and centres on believing that when having necessary support, people can make choices based on estimates of how well the expected results of given conducts are going to match up with the desired results. The theory argues that, people have a habit of choosing particular actions deliberately which are greatly grounded upon their views, attitudes and dogmas as a result of their desires to increase satisfaction and avoid dissatisfaction (Parijat&Bagga, 2014).

The theory is very applicable to the study as when women are well informed of the likely outcomes of the community development projects and the benefits of their participation in achievement of those outcomes, they are in a good position to participate well (Matsumoto, 2009). Therefore if there is adequate information access on the implementation of the community projects, the local beneficiaries (women included) may be motivated for a great extent to participate in implementation of these projects over the other actions as long as the expected results are more likely to match up their desired results and avoid pains. Also the theory reveals that the decision or willingness of the individuals to participate or not participating is greatly depended on his or her perceptions and expectations.

2.2.3 Participatory development approach/theory

The theory developed in 1970s puts emphasis on the involvement of the local people (both men and women) the development schemes. The theory has confidence in involving the local people in the development projects. In addition, the theory contribution towards successful management and sustainability of these projects. The advocates of this theory have described that involvement of the local beneficiaries is important in all stages of project especially in the implementation phase where it escalates commitment, applicability and sustainability.

The involvement of local beneficiaries in development schemes is likely to reduce the cost of the intended services, make them feel the project is theirs, increase their efforts for further development programmes and raise awareness of issues to be addressed by the concerned project (Willis, 2005).

Since under this approach, local people are anticipated to be accountable by themselves and should, therefore, be energetically active in public facilities and activities decision-making. Therefore, the participatory development theory included in this study it considers that these local government authorities' community development project developers and implementers have to adopt the bottom-up approach as the way to increase efficiency, applicability, sustainability, commitment and communal sense of owning these schemes (Jennings, 2000). But this intended level of participation can be only attained by studying and taking into consideration the fundamental determining factors that influence the level of women participation in community-based development projects.

2.2.4 The social capital theory

Basically, the theory explains on the three important things which are value of the resources and human resources, the relationship among these resources, and the general impact that this relationship has on each resources. That is, social capital means the capital that yields public goods for a common objective. The theory also reveals that, there are ultimate factors which drive people in public activities including education, employment, civil skills and time while suggesting that women do not participate at comparable levels as men counterparts (Sakata, 2001). Moreover, the theory became popular in the 1990s when Alexis de Tocqueville used it in his study and observed that the local Americans were susceptible to meetings in many assemblies for discussing all conceivable matters of state and economics. He came to conclude that the high rate of transparency caused greater participation from people in development activities (Narayan & Cassidy, 2001).

In relation to the study, the theory lights on the importance of transparency from project implementing agencies and local leaders who could bring sense of awareness and easy access to information as a key factor to stimulate the women participation. On the other side of the coin, it points out education level, employment and gender as the key fundamental factors towards community participation in community-based development activities such as the community development projects and schemes.

2.3 How Social Cultural affects Women Participation in Community Development

Brinkman and Brinkman (2007) assert that social cultural factors are the factors within societies that affect the thoughts, emotions and practices. Such factors incorporate attitudes, religion practices, family structures, customs and taboos. Absolutely are traditions, ways of life, and values that characterise a society or group. These factors can affect individual conduct obtained from the traditions, perceptions and beliefs of a person's way of life and can determine in whether an individual can agree to the changing occasions in. Bello (1992) regards social cultural factor as the major determining factor of women role in the society. These social cultural factors include; gender roles, role of education, attitude and social norms.

Patriarchal ideology is among the social cultural factors which hampers women participation in community related activities (Halim, 1995). Patriarchal ideology is the source of gendered division of labour, gender inequality, and subordination of women (Bograd, 2008). Patriarchal ideology confines women's positions as subordinate to the men that is; in society men tend to hold the positions of power, characterized by social stratification on the basis of sex. This is because traditional gender norms expect men to be the bread winner of household and that women should take care of the family. The social cultural provisions bound women to decision making in different spheres of economic, social and political matters.

Gender Equality and Development in MNA (2013) identified informal institutions (social and cultural norms) that influence women in many dimensions of their lives. Social norms are also among the social culture factors that constrain women active participation in community related activities, due to social norms surrounding women's distress women participation in and around the communities due to some restrictions, social segregation and household care burdens. Ester (1989) and Muller (1979) find that social norms can either deliver inspiration for or set boundaries for women in terms of attending public meetings.

According to Lobber (1994), Gender roles are social structures, which differ according to the specific socio-cultural, economic and historical context. In Africa, gender roles are the most alarming factors affecting women involvement in community related activities. Mustafa (1996) did a cross cultural study and revealed that regardless of mixed results, what appears to be fairly reliable is that there has been a contrast in sex role orientation that can be ascribed to race/ethnicity, gender and social class for the cultural groups. Gender roles describe what roles are acceptable for men and women to do according to their sex.

Social cultural factors such as individual elements do obstruct women's participation to community projects, greatest negative attitude by women to take part in community projects due to lack of self-esteem, self-confidence and distress of criticism. Participation of women in community projects may directly be affected by women special beliefs, attitudes and perceptions (Nagel & Fahad 2005). Lyatonga (2017) asserts that attitude of women toward works has great impact on involvement of women community engagement and women lack confidence to take part in development activities. Women tend to avoid assertiveness and aggressive behaviours which can be qualities of one to be a leader in community works.

Another social cultural factor that affects women's participation in community related activities is religion beliefs. Religion norms restrain women from joining activities outside their home. Rao and Kellehur (2005) found that some religion convictions hinder females from making a great developmental support to the public,

that female are not expected to talk before male, thing that has kept females' undiscovered or even unrealised to all hence hinder majority from community development project involvement.

2.4 Economic Factors and its Effects on Women Participation in Community Development Projects

Women find it difficult to build an independent economic status without sufficient social capital and hence have limited development projects. Onwubike (1990) opinioned that the low socio economic status of women limits their opportunities for broader participation in society. SEWA (1999) asserts that Limited job opportunities in rural areas makes a lot of women live below poverty lines. They often work hard and receive less pay for they are not educated (World Bank 1994). The less, they earn, the less they can spend energy, time and money to participate in community work particularly if the benefits from such participation are low and uncertain.

Additionally, if there is high level of disparity in the dispersion of income in a community, participation of the deprived along with rich individuals would be hard to enroll genuine participation among them (Mishra *et al*, 1984). Poor socio economic situation of the individuals hinders them from meaningful participation (Kakumba&Nsingo 2008).

It is essential for individuals to have access to resources, for women to play active role in the development activities in their locality. Having insufficient resources contrarily impacts on people's ability to effectively impact and develop policy compared to other players in the policy making process. The weak financial position of local communities not just decreases the capacity of communities to take part into development process, but also affect the entire process of rural development (Kakumba and Nsingo, 2008).

Bartels (2008) contends that well-off sections of society and those who are more highly educated take a superior role in public participation. This is because they have greater stakes in the matters of government because they understand and appreciate political and social life better. The author maintains that higher income well-off sections of society are more likely to be interested and engage in public activities.

2.5 Media and Women Participation in Community Development

A standout amongst the best methods of dispersing information to individual is Media. Olifant(1996) asserts that through dissemination of information, perpetuation of social attitudes and empowerment of women in the community mass media plays a vital role in development of attitudes of women. Narayana and Ahamad (2016) view Media as the significant instrument of society in advanced times as it has ability to contact a huge group of people by mass communication and make an effect any place it can reach, which currently has turned out to be far and wide.

The mass media at great has been instrumental however not to the degree desired in supporting the movement for female liberation by specializing in the abandonment and social process of the position of the women in society. Mass media play an important role in communication which is very important for women's development. Growth of women education and their entrance into business as employment has been contributed with the progress of media. If Media are often a robust agent of modification, it can be equal powerful agent of oppression. Media also reinforce stereo typed images women and their roles in the society (Narayana &Ahamad, 2016).

Perception and personality of the society on how to react with different issues their society are shaped by the mass media because the mass media are channels through which people get almost relevant information. Enlightening of people and arising their interest for modification projects in their communities' information is very essential. Essential information to achieve developmental or change goals by the public is furnished by the mass media. Ucheanya (2003) asserts that broad

communications have the capacity and capability to reach, manipulate, sharpen and assemble individuals through information broadcasting. They map a path for the public and form in minds of people issues that should be viewed as priority issues, including development programmes and policies. They map a way for the general public and form of minds of individual's issues that ought to be seen as priority concerns, including development programmes and strategies.

2.6 Literature Review from Earlier Studies

Ndambiri (2018) conducted a study on determinants of women participation in community development projects in Mombasa County, Kenya. The researcher revealed that; women participation in community projects were positively correlated to socio-cultural factors, political factors, education levels and media factors. From the study, it is recommended that the government and private organizations should partner with the community to create more awareness on the need for women to participate in community development activities.

Boateng &Kendie (2015) in their study of factors influencing the participation of women in rural water supply projects in Asante Akim South District. They recognized that male domineering and social standards restrain women to take part adequately in basic leadership in Rural Water Supply Project in the district. The investigation prescribes to protect dynamic participation of women in the district. There is need to improve a sex mindfulness framework where by the various interests and knowledge of men and women are incorporated into the design and management of water supply frameworks. Precisely, there is a need to encourage the association and consideration of all individuals from community in such development projects.

Daniel (2015) on his study of factors influencing low level of women participation in literacy programme in Maiha local Government in Adama state. The study exposed that poverty, gender stereotype, social-cultural beliefs and lack of awareness were the major elements that donated to slight women participation in literacy programme.

It recommends that government should carry out enlightenment campaign of women education in discouraging of gender discrimination.

Mbogori (2014) did an investigation on factors influencing the level of women participation, in community development projects in Narok District, Kenya. The investigation reasoned that social-cultural variables, monetary difficulties, infrastructure and capacity building are key role on interest of females in community participation. The study proposes that the government should cooperate with different associations to sort out more workshops to sharpen the community on significance of enabling female to take interest on community participation. The community infrastructure needs a noteworthy facelift since the world has changed and old methods of transport ought to be replaced with the fast and current.

Vixathep (2011) studied on women cooperation in group advancement; the instance of Khmu Women in Laos. The investigation showed that Khmu women experience obstructions to support in project activities. The obstructions include; social guidelines, medical issues, education, outstanding burden, resettlement, poverty, low certainty, staff and undertaking approach; the managerial structure; less open entryways with progression exercises and restricted formal access and authority over assets.

Kongolo (2009) researched on factors limiting women's association in Development: Experience from Ithuseng, South Africa. The investigation uncovered lack of government incentives and support, absence of resources, information and education, cultural beliefs, victimization against rural women and limited job opportunities to be the most important elements contributing to passive involvement of women in development projects.

In her study, Laboso (2014) reveals things that do not favour women participation in community are social cultural environment, gender disparity, political view and gender suppression. The study recommends that central government, county government and donors should train locals on the necessity to respect women and

give them equal opportunities to serve in different capacities. This observation is also seen by Karim (2006), Bogra(2008) Mead (2010)&Kanter(1997).

Welikhe (2014) carried out the study on “factors influencing women participation in community based microfinance programs: a case of Catholic diocese of Eldoret, savings and internal lending community project”. The aim of the study was to explore the factors that influence women participation in community based microfinance programs. The investigation states that women plays a vital role in the economic development of their families and communities however certain hindrances, for example social variables, joblessness, poverty, low household income and societal segregations for the most part have been an obstruction to effective participation in community based finance programs.

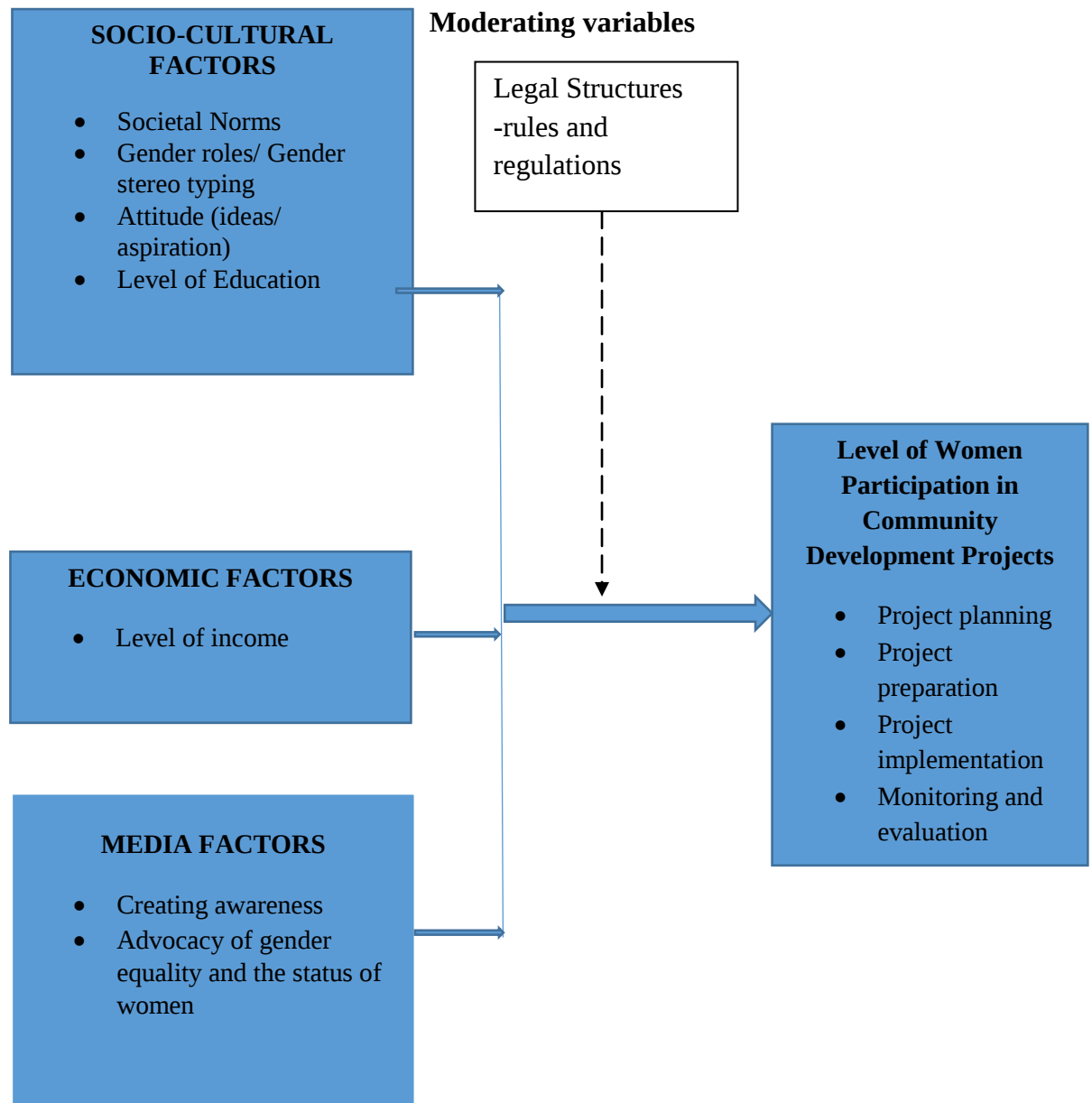
2.7 Synthesis of Literature

Based on empirical review from earlier studies in this study, the findings from other researchers have been reviewed in this section mainly focused on factors that influence women participation in community development projects in various projects regardless, these studies have focused on different settings and in different countries such as Kenya and South Africa (Welikhe, 2014, Kongolo, 2009, Ndambiri, 2018) and others. Little has been done focusing on factors influencing the level of women participation in community development projects basing in Tanzanian context specifically there is no clear documented research on this particular field carried out in Kahama Town Council. Therefore, this study sought to investigate factors influencing the level of women participation in community development projects, using Kahama District Council as a case study.

2.8 Conceptual framework

Independent Variables

Dependent Variable



Source: Researcher, 2019

Figure 2.1: Conceptual framework

Figure 2.1 presents level of women participation in community development projects. Socio-cultural factors, economic factors and media factors are the things that affect the level of women engagement in community development activities.

2.8.1 Operationalisation of Variables

In this study some concepts may be found ambiguous. Therefore, to reduce misunderstanding, such terms have been defined on the basis of the context of the study.

Social cultural Factors

These are strong forces that are linked to culture and society that affect one behavior and way of thinking. In this study, social cultural factors are measured by social norms, where by the rules held in a particular community as one should behave and social sanctions against who do not do so will affect the women in a particular community hence not participating in community related activities. In addition by gender roles, the constructed roles, behavior, activities and attributes that are given in a society considered appropriate for men and women. Women will not take part in community activities by regarding their roles are domestic roles. Attitude and level of education are also the variables of social cultural factors that affect women to participate in community activities.

Economic Factors

Economic factors are social capitals that are needed in project implementation. In this study economic factors affect the level of women participation in community development projects. This is measured by level of income meaning regular money that an individual earn receive from a job or investment monthly. What the women family income earn will determine her contribution in project activities. Also with the occupation an individual engages meaning the kind of activity one does engage to earn a living will determine her time to take part in community related actions.

Mass Media

Mass media in this study refers as means of communication that operates on a large scale, reaching and involving nearly everyone in the society to a greatest degree. In this study mass media is measured by the role of media in creating awareness, mobilization of community and advocacy of gender roles. Media influence personal feeling and acting of individuals in the society towards community development projects in their area. Through lack of communication women will lack information hence their involvement will remain minimal. This entails that useful information from mass media, such as radios, television and newspapers could affect the decision of an individual to engage in development activities.

Level of Women participation in community development projects

Participation of women in the project cycle from the planning, implementation to monitoring and evaluation of community development projects is affected by different factors such as media, social cultural and economic factors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter contains details of research methods that were used for the study. Hence this study chapter contains the research design, area of study, target population, the sampling frame and sample size, sampling procedures, data collection procedures, data processing and analysis techniques, validity and reliability of the research instruments, description and measurement of variables and the ethical considerations.

3.1 Research approach

Craswell (2014) portrays research approach as a plan and procedure that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. Qualitative, Quantitative and mixed approach are the three types of research approach. Qualitative approach is an approach for investigating and understanding the meaning of individuals or group attributes to social or human issues. Quantitative approach is an approach for testing hypotheses by clarifying the connections among variables and these variables can be measured normally on instruments (*Ibid*).

This study adopted both mixed approaches to reach out relevant groups and collate the necessary data from their various sources. The quantitative approach used the structured questionnaire formulated of close ended questions for obtaining first-hand information. Equally important, a qualitative approach was used to review the available literature, a focus group discussion and key informants enabled the researcher to understand what people think on the various themes under study conducted to substantiate research findings and deliberations. The data analysis was used to analyse data in form of frequencies and percentages were determined and the information was presented in form of tables while content analysis was used to

explain relationship between social cultural, economic and media variables in relation to the level of women participation in community development projects.

3.2 Research Design

Research designing facilitates the research operations, thus making the research process efficient, while also minimizing the possible risks and deviations that could derail the research process. According to Dempsey, the research design plans and attempts to find answers to respondent's questions (Dempsey, 2003). Research design is the major foundation within which research is carried along, it conveys a clear picture that is reflected in gathering, measuring and analysing data (Kothari 2004).

This study embraced a case study design which involved an empirical enquiry, that is aimed at investigating a particular phenomenon within its real-life setting (Kothari, 2004). Therefore in line with the nature of the study objectives relate with the case study design, the researcher embraced the case study design. Yin (2009) contends that, the case study enables researcher to investigate people or institutions, simple intervention relationships and communities and that facts are collected through various sources, for example focus group discussion, documentary review, interview and organisation records.

3.3 Area of the study

According to Kothari (2004), area of the study refers to a place where the study was conducted. This study was carried out at Kahama Town Council. Kahama Town Council as one of Local Government Authorities (LGAs) is responsible for the provision of different services in area of its jurisdiction. It implements various development projects within the district including education development projects in Kagongwa ward. The current study was conducted in Kagongwa ward which it is a peri-urban area in Kahama Town Council. The researcher selected Kagongwa ward was one of the wards with low community participation.

Therefore the area could help the researcher to get relevant answers for the low level of women involvement in Education Development Project.

3.4 Study Population

Ngechu (2004) defines targeted population as itemized a set of individuals, group of things, householders, firms, services, element or occasions explored. In any case, because of the big sizes of population, researchers regularly cannot test each person in the population since it is excessively costly and time-consuming (Mugenda & Mugenda, 2003). So the study population of the study was in the three categories which are council level, ward level and Village level. In descriptive studies, a research study definitely targeted a group of people (population) that may have reliable information or data for the particular study (Dempsey, 2003).

At the council level, the respondents were sampled from the community development officers. At the ward level, the study population was composed of Ward Executive Officers (WEOs), ward community development officers and a ward councilor, while at the Village level, the study population was formed of village executive officer, members of Village councils, and women.

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling Procedures

Kombo & Tromp (2006) define a sampling procedure as the act, process or technique of selecting a suitable sample or a representative part of the population for determining permanent characteristics of the whole population. Ngechu (2004) emphasises that there are two principle objectives that sampling procedure can attain. The first is to form representatives of what are being investigated on contrary to reduce bias. The second is to have the option to make deductions from discoveries based on a sample to a greater population from which a sample is drawn. For the purpose of this study the following sampling procedures were used.

3.5.1.1 Purposive Sampling

Purposive sampling is done basing on researchers subjective that particular unit ought to be tested as it guarantees incorporation of the appropriate and resourceful unit of inquiry in the sample (Kombo & Tromp, 2006). Adam and Kamuzora (2008) keep up that the choice concerning which element or item ought to be incorporated should be included or excluded in the sample lays on the researcher's judgment and instinct. Hence the major criterion for incorporating a component in the sample is the possession of expertise or experience about the problem under scrutiny.

The researcher used purposive sampling to select 8 key informants who belonged in all categories; Council, Ward and Village level. At the Council level, 2 community officers were selected, one from the Town council and another from the ward while at the ward level, 2 WEO one from Iponya and another from Kishima Village, and 2 ward councillors were selected (one from Iponya and another one from Kishima). At the Village level 1 VEO from Kishima Village and 1 VEO from Iponya Village were selected. Purposive sampling method was used in this group where respondents were chosen by virtual of their position and thought to be potential and resourceful, to give appropriate information. Respondents were selected basing on their positions.

3.5.1.2 Convenient sampling

Adam and Kamuzora (2008) portray this technique requires respondents to be selected on the basis of their accessibility and readiness to respond. Yin (2009) asserts that under this technique respondents are selected purely on the basis that they are conveniently available. Thus, the researcher selected respondents on basis of availability and willingness of respondent to provide data for realization of this work. In this study, the convenient sampling was employed because it helped the researcher to gather information, avoid biased respondents and save time, money and energy. Thus the questionnaires were being distributed in households, women members easily accessed and willing to respond.

3.5.1.3 Simple random sampling

This sampling technique was used in selecting 6 members of ward committee (3 members from each Village). The researcher used this sampling technique for this group in light of the fact any respondent chosen from the group might give similar information which could be given by another respondent. In this manner choosing any respondent from this group could enable the researcher have appropriate information. This sampling was used to give equal chances of the respondents to be incorporated into the sample.

3.5.2 Sample Size

Kothari (2004) defines sample size to mean the number of items to be selected from the universe (or population) to constitute a sample. Based on literature which says that regardless of the population size a sample or subsample of 30 cases is the bare minimum for studies in which statistical data analysis is to be done (Bailey, 1998). In light of literature it says that regardless of the population size a sample or sub test of 30 cases is the bare minimum for studies in which data analysis is to be done (Bailey 1998). The size of the sample should neither too big nor too small. It should be optimum to fulfill the requirements of efficiency, representativeness, reliability and flexibility. Also Babbie (1990) points out that a sample of at least thirty respondents is satisfactory and can allow statistical analyses to be carried out. So a sample of 100 respondents was selected and included in the sample. These include 8 key informants, 6 ward committee members and 86 women where by 43 women from Kishima and 43 from Iponya Village.

Table 3.1: Sample Size of the Respondents (N=100)

Category	Council	Ward	Village	Village
Council level respondents	2			
Ward leaders		4		
Village/Mtaa Leaders			1	1
Ward Committee Members			3	3
Women			43	43
Total	2	4	47	47

Source Field data, 2019

3.6 Data collection methods

Sapsford *et al.*, (2001) defined data collection method as the technique of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. Primary and secondary data collections were employed. The primary data were collected through interview and questionnaires while the secondary data were collected through documentary review.

3.6.1 Questionnaire survey

Kothari (2004) defines questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms designed to implore information for analysis. Before distributing questionnaires, a pilot study was conducted so as to pre-test them to ensure that there were no ambiguous or unnecessary questions. Krishnaswami (2002) argues that testing the questionnaire is important to see whether the instrument is appropriate and suitable, to test whether the wording of questions is clear and suit understanding of the respondents and to develop appropriate formula for administering the instrument with reference to field conditions or not. This technique gave respondent freedom and enough time to digest/think on questions provided to be useful for required answers. Kiswahili questionnaires were distributed and filled by 86 women respondents at Iponya and Kishima Villages. The set of questions aimed to get factors influencing the level of women participation in community development projects. The respondents were asked to choose, rate and fill the blank spaces in the questionnaires.

3.6.2 Interviews

Yin (2009) contends that interview is a conversation with a purpose tailored to the achievement of researcher's objectives. This means interview involves conversation between people with the aim of collecting relevant data or information in order to achieve researcher's objectives. Patton (2007) advocated that it enables participants

to discuss their interpretations of the world in which they live and express how they regard the situation from their own point of view and it is associated with very high response rate. This method or technique of data collection used to obtain information from 8 key informants who included 2 ward councillors, 2 Ward Executive officers and 2 village executive officers from each Village and 2 Councilors from each ward. Also 6 ward committee members where by 3 from Kishima Village and 3 from Iponya Village in Kagongwa ward.

The purpose of using this tool was to supplement qualitative information (to collect in-depth information) that could not be obtained through the questionnaire survey and also to collect information from respondents who could not have time to fill the questionnaire, but they expressed themselves verbally. Moreover, the technique was selected because of its flexibility that it allowed the researcher to probe, to clarify and to create new questions based on what had been heard. The 8 Key informants and 6 ward committee members interviewed helped the researcher to get opinion about respondents on how social cultural, economic factors and media influence the participation of women in community development projects at Kagongwa ward.

3.7 Data analysis methods

Patton (2007) defines data analysis to the process that involves working with data, organising it, breaking into manageable units, synthesizing it and deciding what you should tell others.

3.7.1 Qualitative data analysis

Qualitative data analysis; is a process through which the data collected through interviews and other related methods are subjected to assessment or evaluation. Thus, for the purpose of effectively analysing the qualitative data the researcher had to go through a process called Content Analysis.

Content analysis is a theme technique for making replicable and valid inferences from data to their context. It is based on the premise, there are many words from interviews and observation can be reduced to categories in which words share the same meaning or connotation. Through content analysis, a unit of information (a datum) recorded in medium that may physical (pages), syntactical (words), referential (objects, events, persons, acts and thematic (require deep understanding of source language was analysed.

Under content analysis, the researcher analysed the contents of an interview (data collected) in order to identify the main themes that emerge from the responses given by the respondents.

In this study interview and summaries of content that were noted in the margins transcripts were translated From Swahili to English Language. The researcher assigned codes to the themes, and then counted how many times a theme had occurred in the transcripts of all the interviews and classified the responses under the different themes and identifies the main themes. Classifying the responses under the main themes; for the content analysis to be effective the researcher had to go through the transcripts of all the interviews and classified the responses under the different themes integrating themes and responses into the text of the report; after identifying the responses that fall within different themes, the next step was to integrate into the text of the report.

3.7.2 Quantitative data analysis

Data representing characteristics of respondents and information collected through the questionnaire survey from Iponya and Kishima Villages were coded from text into numerals and entered into MS excel by double entrants and later clean to remove errors in terms of accuracy, consistence, and responses. Each possible answer was assigned number to ease the determination of correctness of data during the whole process of data entry and cleaning.

Lastly, the data for the respondents were entered into a computer and checked for errors before being analysed using the Statistical Package for the Social Sciences (SPSS) computer programme. Descriptive statistics such as frequencies and percentages were determined and the information was presented in form of tables.

3.8 Validity and Reliability of Data

3.8.1 Validity of data

Punch (2000) asserts that Validity as the instrument's ability to measure what is supposed to measure accurately, effectively, and efficiently. Mixed –methods approach was adopted in this study to enhance validity. The mixed-methods approach leads to triangulation. Triangulation is allied with construct validity. A variable is measured with a particular instrument (Cooper and Schindler (2003). Krishnaswami(2002) add that, triangulation ensures interpretive validity and establishes data trustworthiness. When multiple techniques are applied, the validity of the investigation is heightened (Mason and Bramble, 1997).

3.8.2 Reliability of Data

Babbie (1990) defined reliability as a condition in which similar results are produced whenever the same techniques are repeated to do the same in the study. Reliability was ensured by matching the findings from the research instrument with previous similar study. To ensure reliability, the research tools were pre – tested two times through pilot study and the feedback of each trial was compared to approve if the results from the trials are reliable as Punch (2000) opine that pre-testing assess whether the questions are clear, specific, answerable, interconnected and substantially relevant. According to Demsey (2003), pre-testing the questionnaire proves practicability of the planned procedure for coding data. It as well shows if there exist any flows and/or ambiguities in the instrument of data collection.

3.9 Ethical Considerations

Cooper and Schindler (2003) express that the objective of ethics in research is to guarantee that nobody is hurt or experiences unfavorable effects from research activities. In conducting this study, the researcher kept into account that ethical consideration such as guarding the rights of respondents was observed, there was no direct or indirectly physical harm to respondents. The researcher had no biasness, protected anonymity and the researcher definitely reported what was observed during the study. The researcher notified the respondents that the research was for the study purposes only.

Mason and Bramble (1997) noted that the consideration of ethics and values in research reminds the researchers duty regarding acknowledging, keeping the public informed and protecting the privacy and welfare of human subjects.

3.10 Variables and Measurement.

3.10.1 Dependent variable.

Level of women participation in community development project.

This was measured by the number of women who participated in the various stages of the project cycle as this was measured by the number of women who participated in the various stages of the project cycle levels as a percentage of the total number of women under study. To further study the level of participation by the respondent, the total number of YES response to the various stages of project cycle above was calculated as the score for example thirteen(13) stages of project cycle were identified as indicated above, where a respondent participated in seven (7) out of the thirteen, was used as the score. The Level of participation was categorised into Low, Medium and High (See Table 4.3).

3.10.2 Independent Variables

Social cultural factors, Economic factors and Media influence on women participation.

This was measured by using a four interval liker scale and interviews by key informants.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents analysis and presentation of research findings. The data were analysed and processed in accordance with research objectives and research questions. The presentations and discussion in this chapter try to answer the research questions: what is the participation level of women in the development projects at Kagongwa ward? How social cultural factors influence the level of women participation in community development projects? How economic factors influence the level of women participation in community development projects? And what is the role of media in influencing women participation in community development project?

The Findings that are presented in this chapter were obtained through the interviews and the questionnaire survey which were administered in Iponya and Kishima Villages in Kagongwa ward. The findings are therefore presented and analysed according to variables intended to be measured from the research questions.

4.1 Background information of Respondents

The consideration basing on background information of respondents based on; gender, marital status, age, educational level and no of years stayed in the locality. These characteristics are important because they show the features of respondents and possible reasons of the replies given by them as shown in the Table 4.1.

Table 4.1: Background information of Respondents (N=86)

Category	Total number of the respondents	Percentage%
Age/Years		
24-33	12	14
34-43	20	23
44-53	49	57
54-63	5	6
Marital status		
Married	45	52
Non-Married	41	48
Education Level		
Primary Education	27	31
Secondary Education	35	41
Diploma/Certificate	15	17
Higher Education	6	7
Not Studied	3	4
No of Years stayed in the locality		
Less than a year	21	24.4
More than a year	65	75.6

Source: Field Data, 2019

4.1.1 Marital Status

The findings from Table 4.1 show that 52% of the respondents were married while 48% were not-married. There was need to know the marital status of respondents so as to understand the social cultural factors influencing women participation in community development projects. The findings demonstrate that those who are married are many compared to not-married.

4.1.2 Age

The findings from Table 4.1 show the age categories of the respondents that 14 %(12) were within 24-33 years while 23% (20) were within 33-43years, 57 %(49) were within 44-53years and 6 %(5) of the respondents are aged between 53- 60 years. This means that majority of the respondents were in the category of 44-53 years.

4.1.3 Educational Level

As reflected in Table 4.1 that 27(31%) respondents had accomplished primary education, while 35(41%) had attained secondary education, 15(17%) had diploma/certificate, 3(4%) attained higher education and 3(4%) had no formal education. This means that most of the respondents had primary education. Besides this aspect, was simply to find out influence of education level towards women decision to participate or not to participate in community matters.

4.1.4 Number of years stayed in the locality

As revealed in Table 4.1, 21 (24.4%) respondents had stayed in the locality less than a year and who stayed more than a year were 65(75.6%).It was important to look for number of years as to find out the individuals' experience on where they get information on community development projects to be initiated in their locality.

4.2 The Level of Women Participation in Community Development Projects

In relation to the study objectives, the researcher intended to know the level of women participation in community development projects especially in education projects in order to understand how social cultural, economic and role of mass media influenced the participation of women in community development projects specific Educational Development Projects at Kagongwa ward. The researcher set two parts for information on how many of the respondents participated and how many did not participate and the second part on the participation of women in project life cycle to understand the level of women participation in community development projects.

4.2.1 Participation of women in Education development project

The researcher modeled the question to participants asking them if they participated in community development projects initiation or implementation as shown on Table 4.2.

Table 4.2: Participation of women in Education Development projects undertaken (N=86)

Category	No of Responses	Percentage%
YES	70	81
NO	16	19

Source: Researcher, 2019

As illustrated in Table 4.2, the respondents were asked if they participated in community developments projects undertaken in their locality, 81 percent of the respondents said “Yes” while 19 percent said “No”, the researcher further wanted to know which projects did they participate, the respondents answered that they participated in building of school Laboratory and Kishima C primary school toilets. For those who did not participate which consisted of 19 percent said time was limited, they did not get timely information for them to assemble and unfulfilled promises from the government leaders.

On the interview with a woman committee member quoted:

....we understand the need of all community members to be involved in development projects and in our ward, all development projects, especially primary education development projects in specific are achieved through involving all community members, with the aim of giving them a room to decide on their projects as a means of allowing them to work with each other's to make decisions over development initiatives that affect them that's why I do participate in community development.

(Interview with respondent A, at Kishima Village on April, 2019).

4.2.2 Participation of women in the stages of project cycle

Kasiaka (2004) contends that there are different levels of which an individual can claim to have participated in project activities whereby attending meeting and yet the person cannot give any idea Secondly, one may be involved in supplying local materials or offer free labour force, Thirdly, a person can take part in the first two stages as well as monitoring the project course. Though to understand the level of this person have to participate in all phases of project management.

Respondents were asked to tick the activities of project cycle phases as shown in Table 4.3 for those who claimed to participate, 37.3% did involve in project planning phase while 5.2 % did involve in preparation phase, 40.2 % did involve in the project implementation phase and 17.3 % did involve in monitoring and evaluation phase.

Table 4.3: Participation of women in the stages of the Project cycle

Project Phases	No of responses	Percentages on number of responses	Percentages on number of respondents	No of respondents
Project planning				
Local Community Need Assessment	75	87.2	14.3	12
Local community project identification	70	58.1	9.6	8
Project Selection	50	81.4	13.4	12
Project Preparation				
Consultation with technical/Professional	7	8.1	1.3	1
Project Packaging	5	5.8	1.0	1
Decision of the time of project to take place	15	17.4	2.9	2
Project implementation				
Decision making	47	54.7	9.0	8
Attendance in site meetings on going project	81	94.2	15.5	13
Contribution inform of money/Labour/Technical support	82	95.3	15.7	14
Monitoring and Evaluation				
Periodic monitoring	9	10.5	1.7	1
Reporting/ Consultation	18	20.9	3.4	3
Corrective intervention	29	33.7	5.5	5
Problem solving	35	90.7	6.7	6
Total	523	608	100	86

Source: Field Data, 2019

Project Planning phase

The study shows that involvement of the respondents in project planning was good, as shown in Table 4.3. Local Community Need Assessment scored 14.3%, while local community project identification scored 9.6% and Project Selection accounted for 13.4%. This was also shown during the interview with key informants confirmed that they used PRA exercises to understand what people want and the exercises needed both genders to be involved. This was revealed in interview session;

.....education development projects were initiated by the community themselves through village meetings, ward meetings and Ward development committees, always the government emphasizes the decentralization of the power to the community where we are directed to come up with our own priorities and we are using that forum to initiate the development projects such as building classrooms, teacher's offices and some time we have to provide toilets and provide some money to the schools and ask communities to support those projects.....

(Interview with respondent B, at Kishima Village on April, 2019).

Furthermore another respondent in useful interview elaborated that:

.....Sometimes, our community receive directions from the government for community development initiations but for our case, most of the time primary education projects are not initiated by the government but initiated by the community themselves. The community themselves discuss the problem and come with the solution without government initiatives. A good example, the community at ward realized the need of primary schools infrastructures and our leaders organized general meeting where the community members attended and come up with various ideas of constructions of the education infrastructures and implement them.....

(Interview with respondent C, at Kishima Village on April, 2019)

Project Preparation phase

The study shows that in Table 4.3 the participation of the respondents in project preparation was low which scored 5.2%. About 1.3% was the score of Consultation with technical/Professional while the Project Packaging scored 1.0% and Decision of the time of project to take place scored 2.9%. Responses during the interview revealed that during preparation phase there was more participation of Education Development Project committee members who were the one responsible for consulting technical persons, the community was just given feedback. Meaning the respondents who argued have participated in this stage were members of Education

Development Project ward committee where by the committee had to involve both males and females.

Project Implementation phase

The study in Table 4.3 reveals that there was high participation of respondents in the implementation phase. Decision making scored 9.0%, while attendance in site meetings ongoing project scored 15.5% and contribution inform of money/Labour/Technical support scored 15.7%. During the interview sessions, it was revealed that women did take active part in the implementation stage by doing different activities such as cooking, fetching water to the project sites and by household payment fees for education development project initiated. During the interview session with a member of ward committee had this to say:

....during the community meeting our leaders told us that we were needed to contribute some money for the project implementations and we paid the little we could afford. And we told our leaders to take the issue of the primary schools infrastructure construction seriously and we make sure we gave them all the support we could since our children's experiencing infrastructures shortage, that is why, we were not ready to provide money to speed up implementations.....

(Interview with respondent D, at Iponya Village on April, 2019)

In addition to that, in another interview with other ward committee members it was confirmed that women were providing various forms of contribution including money, labour and technical supports as in summary they elaborated that:

.....We did not do so much, but for those who had the means they contributed some amount of money, while others helped in the construction by offering labour during implementation of the projects and some of the women provide technical support. Generally, we are always playing our part in collaboration with our men to do all we can, to make sure we community development projects are timely and well implemented, this feels us like we owning the projects.....

(Interview with respondent E, at Iponya Village on April, 2019)

Project monitoring and evaluation

The study also reveals in Table 4.3 that there was low participation of women in monitoring and evaluation of community projects undertaken in their locality. Where by Periodic monitoring scored 1.7%, while Reporting/Consultation scored 3.4%, Corrective intervention scored 5.5% and Problem solving scored 6.7%. During the interview with the key informants, it was revealed that the community did take time in monitoring the implemented projects.

In the context of this study, the level of women participation in community development projects at Kagongwa ward falls into three categories; Low, Medium and High Table 4.4 shows that 22% (19) of the respondents had low participation, while 62%(53) had medium and 16% (14) had high participation. The average level of participation of the 86 respondents was 7 and was used to classify the level of participation into low, high medium and high. The level of participation ranged between 0 and 13. Where those who were below the average of 7 had low participation, those between the average levels of 7 to 13 had medium participation and above 13 had high participation. This implies some women participated in all stages of former development projects.

Table 4.4: Level of women participation into the EDP (N=86)

Level of participation	No of Respondents	Percentage%
Below 7 (Low)	19	22
Between 7 to 13(Medium)	53	62
Above 13 (High)	14	16

Source: Field data, 2019

During the interview with key informants in the study area, on the their views on women involvement in community development projects, the study found that, majority of participants agreed that participation of women in community development projects were not satisfactory and can be characterised on medium and low level of participation.

In elaborating this some of the key informants quoted by saying:

“In our community, women are given a chance to participate in the community development projects, even though the number of women who are participating in projects implementation is not satisfactory due to inconsistency, sometimes, it is low, sometime, it is medium, but it is difficult to see in our community that the number of women participating is over than expected, in most case men are greater in number than women.”

(Interview with respondent E, at Iponya Village on April, 2019)

In addition to that, the interview response from other informants add that:

.....Frankly speaking the level of participation of women in community development projects is not good, in most of African culture women are assembled by men and they believe that they must not be there because their husbands are there too. Therefore, more sensitization is needed to explain to the community and the women that, they must be participating to the community development projects since the projects are undertaken to their community and they have right to know how the projects money will be spent, and monitoring its implementations.....

(Interview with respondent F, at Iponya Village on April, 2019)

Moreover, another respondent from ward committee stated that:

.....Sometime, our attendance to project development is not good not because that women don't want to go, but we can't go unless we are called. We are ready to participate in community development projects, but sometime we are not getting information on time due to being busy with daily family activities, if we are not being involved in prior or during night with our husbands, it could be difficult to show our appearance in CDP.....

(Interview with respondent G, at Iponya Village on April, 2019)

4.3 Social Cultural Factors Influence on Women Participation in Community Development Projects.

In order to explore the information regarding to how social cultural factors influence women participation in community development projects, four variables were used to explore the information so as to answer the question. A set of four statements were used to present the variables (Gender roles, Social norms, Attitude and Education) so as to extract the data from the respondents. These statements were provided to be answered in a Likert scale form, that is, in a set of strongly agree, agree, disagree and strongly disagree scores. Finally, the results were coded and analysed in the Statistical Package for Social Science (SPSS) how social cultural factors influenced participation of women in community development projects. And the results obtained through questionnaire survey (Table 4.5) and interviews show that gender roles, social norms and values, and attitude are the case point.

Table 4.5: Social cultural factors influence on women participation in community development projects (N=86)

Statements	Strongly agree	Agree	Disagree	Strongly Disagree
Gender roles perpetuated through social culture limit women participation in community matters.	46(53%)	29(34%)	11(13%)	0.00
Social cultural norms perpetuated in the society influence negatively participation of women in community matters.	21(24%)	47(55%)	18(21%)	0.00
Attitude (lack of confidence and willingness of women themselves and negative attitude of men towards women hinder women to participate in community based developments projects.	45(52.3)	36(41.9%)	5(5.8%)	0.00
Low level of education is one of the factors that hinder women to participate in community based projects.	45(52.3%)	33(38.3%)	8(9.3%)	0.00

Source, Field Data, 2019

4.3.1 Gender Roles and stereotyping

The findings in Table 4.5 indicate that gender roles and stereotyping influence negatively the participation of women in community development projects as shown by statement number one; Gender roles perpetuated through social culture limit women participation in community matter 46(53%) strongly agreed, 29(34%) agreed while 11(13%) disagreed with the statement.

Women domestic works do deny them to take active time to participate in community works. Women in Sukuma land are considered as their role to take care of the family works such as cooking for the family, fetching water, washing utensils and their children's clothes. Family activities done by women in their homes take much of their time hence hindering them to take part in the community based development projects because their domestic responsibilities require them to be near their home. Women are usually over burden with different tasks they perform, during the observation, the researcher observed women from Kishima Village coming from a distance place to fetch water in the case women having overburden with many works could make them to have the interest to take part in community weaken. This was emphasized during the interview as one of the key informants was quoted saying; "...*The socio-cultural convections general expect that ladies public roles are just extra exercises that ladies public roles are to their essential household works.*"

(Interview with respondent I, at Iponya Village on April, 2019).

Another respondent noted saying.....

For married women, societal expectations around their households important part for them, it's difficult for women to participate fully in community development projects while other responsibilities at their home have not been fulfilled such as caring of children, cooking for their husbands and many other household responsibilities. On top of that the time of doing community assemblies may not be a favour for the women going back to their home and finish all activities, as they spend more time walking back

home and this may cause family conflicts as their husbands may say they are coming home late.

(Interview with respondent J, at Kishima Village on April, 2019).

The level of participation in community initiatives at Kagongwa ward women is affected by gender roles whereby as shown on table 4.1 on background information of Respondents, majority of the respondents above 52% are married so it's likely why there is medium level of women participation in community projects due to their marital status.

4.3.2 Social norms and values

Social norms and values have an influence on the level of women participation in community development projects, as presented in Table 4.5 by the statement that social cultural norms influence negatively participation of women in community matters, 21(24%) respondents strongly agreed, while 47(55%) agreed, 18(21%) disagreed and none strongly disagreed.

Sukuma culture expects women to respect what their culture expect them to do for the community hence this affects women participation in different activities required to be done by educational development projects in their locality. During data collection the researcher observed that respondents in Kagongwa ward still valued their language as mostly of the villagers greeting was through Sukuma language and during the village assembly meeting, villagers mixed both Kiswahili and Sukuma language. Other tradition norm observed was obedience of the Sukuma women to their husbands. During the interview with key informants;

Tradition norms like the woman supposed to go back home before sunset constraint women to participate in public activities, because the man does not want to come home before her wife, the wife enters her home the sun has set while the husband is already home, it's interpreted to be an insult to her husband. This is can be caused by the village assemblies in our locality usually take place during the evenings

(Interview with respondent K, at Kishima Village on April, 2019).

This practice of social norms such as women are supposed to go home before the sun set influenced negatively the level of women participation in development projects at Kagongwa ward. In addition, the use of Kiswahili language made some women keep quiet during discussions.

The age groups of the respondents at Kagongwa ward as shown on Table 4.1, 57% of the respondents aged are between 44 and 53 years. This shows that those who were participating in community initiatives were older, that's why, and they still valued their society norms.

4.3.3 Attitude

Low self-esteem of women constraints those from taking active part in the education development projects in their locality for fearing of doing mistakes. Results in Table 4.5 on the fourth statement which is lack of confidence and willingness of women themselves and negative attitude of men towards women hinder women to participate in community based developments projects 45(52.3) respondents strongly agreed, while 36(41.9%) agreed 5(5.8%) disagreed and none disagreed. This shows that attitude had negative influence on the level of women participation in community development initiatives. During the interview with key informants one was quoted saying: *“Women in our locality lack self-esteem, during planning of development projects, every one denies to be a leader when one is chosen to do so, so many complains but all those are just lack of confidence.....”*

(Interview with respondent L, at Iponya Village on April, 2019).

4.4 Level of Education

The relatively low participation of women's in development initiatives is strongly associated by their level of education. UNESCO (2012) argues that knowledge, attitude and skills for individuals needed for economic sufficiency, poverty reduction and sustainable development are armed by literacy education.

Level of education had a significant relationship to the level of women participation in community development at Kagongwa ward as indicated in Table 4.5 that many respondents strongly agreed 52.3%, while 33(38.3%)agreed and 8(9.3%)disagreed with the statement that low level of education is one of the factors that hinders women to participate in community based projects. During interview with ward committee members. They had this to say:

Education is very important when working with individuals especially uneducated ones to understand their part of their development. It is real a hard task, especially in this Sukuma community were they don't value girls' education, so many of the women in the community are uneducated.

(Interview with respondent M, at Kishima Village on April, 2019).

As shown in Table 4.1 on background information of respondents, about 41% of the respondents at Kagongwa had secondary education, that's why, the medium level of women participation in Community projects was influenced by education of the respondents had.

4.5 Influence of Economic Factors on Women Participation in Community Development Projects

The researcher sought to find the effect of economic factors on women participation in Education Development Project at Kahama Town. To administer this objective, a set of three (3) levels of income; low income, middle income and high income levels were used so as to extract the data from the respondents as shown in table 4.6.

Table 4.6: Level of income and participation in CDP N=86

Statements	Frequency	Percentage
Low income (0-250,000Tshs)	56	65
Middle income (250,000 - 500,000Tshs)	20	23
High income (500,000Tshs and above)	10	12

Source: Field Data, 2019

With regards to Table 4.6, the level of income of women in relation to participation in community development projects, the findings of the study shows that 56 (65%)

respondents who were from low income level participated in Education development Project, while 23% of respondents commented that middle income level (250,000 – 500,000 Tshs) participated in Education Development Project, and only 10 (12%) of respondents said the high income level of 500,000 Tshs and above participated in Education Development Projects.

Again, during the interview, one of the key informants noted:

Financial income levels of individuals such as low, medium and high income of household deny some families to take part in community programs in this area, because some women say their family household size are different from others so it is not fair for them to contribute the same amount like others. Reaching to the meeting place does not need to pay transport fare but reaching to the projects, it requires to pay transport fare.

(Interview with respondent N, at Kishima Village on April, 2019).

Another respondent said that:

Some women in our communities engage in different activities in order to run their families; some women cannot quit the activities which make them to eat and go for something that has no return, so they see as it is waste of time to make money. This makes them not to participate in community development projects.

(Interview with respondent F, At Iponya Village on April, 2019)

4.6 Role of Media in Influencing Women Participation in Community Development Project

Before looking at the influence of mass media on women participation, the researcher wanted to know where the community members got information related to development projects in their ward. The question to be asked was: Where do women get information about community development projects in your council? The researcher listed several means of getting information by asking the respondents to tick among the mentioned items from the set list and also, respondents in the questionnaire were required to point more of the means outside the list provided to them.

Both questionnaire and interview data collection methods were applied. In case of questionnaire, a total of 86 respondents were given questionnaire to respond to this question. Findings indicated that; 67(78%) respondents pointed out from village heads and only 19(22%) mentioned from the radio. The researcher wanted to know other areas apart from the suggested few respondents answered through vicoba members.

From the study area, the researcher observed Divine FM in Kahama town there through an advertisement for the community to build the school. Other radio, out of Kahama town promoted community participation was Radio Sauti ya Injili from Moshi Tanzania which had a schedule on community participation which was being aired on Thursday night at 3pm, but unfortunately, its frequencies were unavailable in Kahama District.

4.6.1 Role of Media in Influencing Women Participation in Community Development Projects

In order to explore the information regarding the role of media in influencing women participation in community development projects referencing education development project at Kagongwa ward was obtained. A set of 2 statements were used to represent variables (Creating awareness and Advocacy of gender equality and the status of women). These statements were provided to be answered in a Likert scale form that is in a set of strongly agree, agree, disagree and strongly disagree. Table 4.7 shows the results.

Table 4.7: Role of media in influencing women participation in CDP (N=86)

Statements	Strongly agree	agree	disagree	Strongly disagree
Mass media help to create awareness to the community about women roles and importance to community development	49(57%)	35(41%)	2(2%)	0.00
Mass media is advocacy of gender equality and the status of women in the community	54(62.8%)	24(27.9%)	8(9.3%)	0.00

Source: Field Data, 2019

4.6.2 Creating awareness

As shown on the initial statement in Table 4.7 49(57%) respondents strongly agreed, while 35(41%) agreed and 2(2%) disagreed with the statement that Mass media helped to create awareness to the community about women roles and importance to community development projects.

Mass media have an impact on participation of women in community related activities. The mass media are actually influential agent of socialisation. Mass media can be used to communicate information quickly about where community assemblies can take place and reach large audience. During data collection, the researcher observed that there was an advertisement of community participation in educational projects, in a radio Divine FM at Kahama Town, which said build your school. Using such advertisement could have waken up women at Kagongwa ward to engage in community participatory development and hence long term advantage to the whole community. The researcher observed also that other radios which encouraged participatory development for the whole community was the radio Sauti ya Injili from Moshi but the radio station frequencies were unfortunately unavailable in Kahama District, unless one listens through internet connection. During the interview with one of the official respondents asserted that:

We sometimes, use media to advertise in order to mobilise the community to take part in their own community, but it's not always the case due to high radio charges, we cannot use it to communicate with the people, each time we want to mobilise them, so we use local public announcements.

(Interview with respondent L, at Iponya Village on April, 2019).

Another one noted saying.....

.....In these days of globalization, even the remotest of villages in this ward, people depend much on mass media, especially radio and television to get various development issues, news and we do believe that media are of the most powerful instruments of communication. They help us to get the right information at right time specifically on information relating to community participation for ward

development projects and through that it influences much of the community members especially women's to understand the importance of them to participate and to be part and parcel of the ongoing community projects and the new ones.....

(Interview with respondent F, at Iponya Village on April, 2019)

Use of Mass media to mobilise the community is one of the things that influence the medium level of women participation in community development at Kagongwa ward. The dissemination of information through Village leaders could be not enough because the Village leaders cannot walk in all households in scattered houses at Kagongwa ward. The researcher observed the problem of network problem in some areas of the ward, therefore, some community members did not get information through the radio due to the lack of access to network of radios.

4.6.3 Advocacy of gender equality and the status of women

Moulding public opinion and people's perception of social reality, mass media play a great role. This includes the elimination of stereotyping and negative images of women which have been set in the community and therefore undermine women confidence in the society.

As shown in Table 4.7 the respondents agreed with the statement that mass media was an advocacy of gender equality and the status of women in the community where by 54(62.8%) respondents strongly agreed, while 24(27.9%) agreed, 8(9.3%) disagreed and none disagreed. During the interview with key informants they agreed that mass media had a vital role on shaping the attitudes of individuals in their society so it had influence on women participation in community activities. Different programmes and advertisements of information through Divine FM media in Kahama Town which influence the medium participation of women in education development projects.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter discusses the findings in according to research objectives. Items to be discussed include; The level of women participation in community development projects, how socio-cultural factors influence the participation of women in community development projects, how economic factors influence women participation in community development projects and the role of media in influencing women participation in community development projects.

5.1 Level of Women Participation into the Community Development Projects undertaken in Kagongwa ward

The study wanted to know the level of women participation in community development projects at Kagongwa ward. Involvement of women in the project cycle was mainly in project implementation accounting for 40.2%, followed by 37.3% who did involve in project planning phase, 17.3% who involved in monitoring and evaluation while 5.2% involved in preparation phase,

In the context of this study, level of participation of the rural women in community development projects in Kagongwa ward fall into three categories, which are; low, medium and high. The findings from the study revealed that 22% of the rural women at Kagongwa ward participated in community development projects that had low participation. Majority of the women (62%) had medium participation while 16% had high participation. This is in line with the findings by Bonjoru *et al* (2010) that women participation in Fadama II in Taraba State in Nigeria on the level of women participation revealed that women in high level category, they were of fewer percentage of participation in rural development projects in the study area while majority of the women respondents had high number of percent in medium participation.

Furthermore, from the findings as presented in chapter four showed that majority of the respondents about 62% falls within the category of medium level participation. This agrees with the typology of participation by Pretty and Vodouhe (1997) whereby, the respondents have gone beyond passive to functional participation, but have not gone beyond this level. It is noticeable from the investigation from the study area that women in Kagongwa ward were permissible to play a part in the community development projects. This aims to ensure communities to meet the programmed goals related to the projects and also as a means of meeting devolution policy established by the government to ensure effective community participation in development projects and reflects a grassroots or bottom- up approach to problem solving.

5.2 Social Cultural Factors Influencing on Women Participation in Community Development Projects

Culture provides the framework, of which shapes the social life of individuals in the society, through the standards to which they explain values and ideology. It was in the interest of this study to investigate the influence of social cultural factors on women participation in community based development projects. Under this part, respondents were asked to respond on four variables representing social cultural factors that are; social norms, gender roles, education and attitude on women participation in community development projects. The findings are presented below:

5.2.1 Level of education

It has been stated that purpose of education in human life is a long term and for continued existence of society sustainably and for transformation purposes. Rad *et al* (2010) agree that education is one of the important factors that help development to be realized. The objective of the study was to assess the extent to which level of education of women influences women participation in community development projects in Kagongwa ward. The researcher found out that the level of education influenced women positively to participate in community development projects as

majority of the respondents 53% strongly agreed and 34% were agreed. The findings imply that education that women get will would enable them to access information as well as it helps them in increasing knowledge and insight towards various community projects undertaken in the ward. Education will help them to improve their ability to critically reason and understand the developmental issues implemented in their ward. As a result, participating in various community projects the study deduced that accessibility to information as well as women's knowledge and insight influenced women participation in Community development projects. This findings are similar with Aselm (2010) who said that education plays a significant role in positively influencing the status of women in firm decision making and participating in development projects.

5.2.2 Attitude and Perception

Luthans (2005) defines attitude as aa particular behaviour due to a persistent tendency to feel. Attitudes are evaluative articulations either favourable or unaffordable concerning objects. Respondents were asked on influence of attitudes towards women participation in community projects in Kagongwa ward.

From the findings the researcher revealed that the attitude and perception influenced negatively on the women participation in community projects: When requested to demonstrate the degree to which they agreed with the statements Attitude (lack of confidence and willingness of women themselves hinder women to participate in community based developments projects, 41.9% respondents strongly agreed, while 52.3% of the respondents agreed that attitude influence women participate in community development projects. The findings imply that the attitude of women themselves leads to the medium level of women engagement in community projects because of unwilling and low confidence. The findings are in line with Lyatonga (2017) that, women's lack of willingness and lack of confidence influence negatively involvement of women in project activities.

Respondents agreed the inferiority complex among women was the reason as to why they did not engage in community development projects. Respondents perceive community development projects are for a certain group of people and not another group. The attitude of the community that certain manners are expected women to be discouraged in participating in community development projects leading women staying clustered in one place during community meetings and not contributing their ideas during project discussions.

Manners created by the society have created in the minds of individuals that ones to be in community development projects are family heads. Traditionally men are heads of the families. Thus they were taken to be less capable of any other roles both mentally and physically. Women have seen leadership roles are for men, for them they just need guidance to follow behind.

Individual attitudes of women expecting something in return also found to negatively influencing women participation in community development projects as one of the interview respondents explained; *“women in Kagongwa ward can’t quite something that they benefits them and go for volunteering works.”*

5.2.3 Social Norms

Social Norms have influence on women participation in community development projects at Kagongwa ward. In the Sukuma land women are submissive to their husbands and do what their elders and husbands want them to do. Their norms expect the wives to come home early before the sun sets; the women should be home before her husband. In relation to social norms and values and community engagement was also supported by Elster (1989) and Muller, (1979) who find that individuals participation in decision making of certain group have their views to be valued by the social norms. Social norms such as use of language affects the respondents not to participate in community development projects, such as use of Kiswahili while majority use Sukuma language. The comparative study of dynamic of pastoral women’s participation in decentralized governance, Misafi (2014) revealed that Kiswahili language as a determinant of women participation in local governance.

4.2.4 Gender roles

Gender role social constructions based on sex. Gender roles influence negatively women participation in community development projects as confirmed by respondents at Kagongwa ward, 53% strongly agree and 34% disagreed gender roles perpetuated through social culture limit women participation in community matters. Also during the interview with key informants they agreed that women in public roles are seen as extra duties. Blaai (2009) said that married women in African culture and tradition are over burden with multiple household tasks, reproductive and productive roles that decreases time to engage in community projects. Also during interview the respondents argue that a married women to make any decision becomes under the influence of his/ her husband. This is supported by Elisia *et al* (2010) argue participation of women in political, economic and social activities in decision making is associated by Marital status.

5.3 Economic factors influence women participation in community development project

The level of income of individuals has got something to do with the participation in EDP in the community. The findings of the study revealed that the decisions and participation of the women in community development projects relates with their level of income. For example, the findings of the study from the questionnaires revealed that the low income level earners women are much participative in EPD with 56 (65%) compared to middle income level earners with 20 (23%) and high income level earners with 10 (12%). This means the local individuals at the bottom level of income (low income earners) are responsive in building their nation compared to other levels. Those who have little are contributing much for the nation in terms of fund and labour.

Contrary, to the findings of the study from the questionnaire survey and interviews, revealed that the middle and high income level earners do participate in education development project in high rate compared to the low income earners with the reason that they fail to manage the transport costs to the projects and even food as no allowance is offered for attendance. They also argue that they have too many contributions in society in such a way that they cannot afford to contribute for each development project initiated in their locality. This is to say where the participation does incur costs in term of money when the low income earners cannot manage to participate, but the middle and high level income earners can. It can be related to expectancy theory that argues; people have a habit of choosing particular actions deliberately which are greatly grounded upon their views, attitudes and dogmas as a result of their desires to increase satisfaction and avoid dissatisfaction (Parijat & Bagga, 2014). Moreover, the findings are in line to Adegboye et al (2009) who identified financial difficult as a major constraint to participation in self –help projects in Plateau State.

This entails that, the low income level earners are committed to the projects in the study area compared to others, but they do fail sometimes because of shortage of fund as a means of the transport to the projects. This situation suggests that there is great possibility that the decisions over the projects on implementation sometimes are not participative; it becomes a decision by the few; not very much inclusive of all levels of income levels earners. Being so, it does not reflect the ideas or wills of people rather of the few.

5.4 Role of Media in Influencing Women Participation in Community Development Project

The third objective aimed at finding out the influence of media on women participation in community development. Access to information may enhance or limit participation in community development. The item involved creation of awareness and advocacy of gender equality and status of women.

5.4.1 Creating awareness

The findings revealed that media influenced women participation in community development projects through creating awareness and education to the society. The research revealed that 57% of the respondents strongly agreed that Mass media influenced women participation in development projects through creating awareness to the community about women roles and their importance to community development while 41% of the respondents agreed on the statement.

Mass media is one of the best tools to disseminate information to large masses. The information through media does spread fast to reach a large audience in a very short time. Mass media in Kahama District show have a significant role in the society of informing the audience on the government development projects and programmes to the society through different advertisements such as building you school advertisement in the radio Divine at Kahama District. Mass media such as radios, televisions and newspapers have a powerful influence to change the mind-set of the public, which it can provide information and education at large audience and hence many can acquire information for mobilising people towards the change of their community.

It can be also related by study of Alam (2015) that; media plays a role of shaping the public as an facilitator, instructor and informer for social change of attitudes of individuals. Dwivedi and Pandley (2013) say media are playing an outstanding role in strengthening the society. Although mass media have a great role to inform, educate and entertain leading to strong social and cultural effecting upon society, the use of Mass media in mobilising the community at Kagongwa ward is at few times again the problem of network problems can reach the radios leading to minimal participation of women community initiatives.

5.4.2 Advocacy of gender equality and the status of women

In this part, the researcher aimed at finding out role of media specifically on advocacy of gender equality and status of women participation in community development in Kagongwa ward. The findings revealed that 62.8% of the respondents strongly agreed and 27.9% of the respondents were agreed that mass media influenced positively women in participation in the community development projects through advocacy of gender equality and status of women.

From the study in relation to above findings, the researcher revealed that mass Media to the society make a strong contribution, with the implementation of media campaigns on dissemination of the concept of gender equality. The media help to overcome differences between men and women in everyday life. Moreover; Media have always unconsciously affected and influenced the thinking and behavior of society especially on seeing the role of women in development projects. Media playing the role of important agent of socialization shaping of gender roles, its mechanisms for checks and balances with respect to gender need to be strengthened. Mass media in community helping in portraying women in a decent and dignified way and promote respect and dignity to women avoiding negative portrayal of women.

Furthermore; the findings imply that Media influence women to participate in community development projects in Kagongwa ward since it promotes the equal sharing of family responsibilities through media campaigns which has been announcing through radios, televisions and other social media that emphasise gender equality and non-stereotyped gender roles of women and men within the family and that disseminate information aimed at eliminating about gender equality, and preaching the need of valuing women and all forms of violence against women, including domestic violence.

Social media should disseminate information to the community not to take women as inferior beings and exploiting them as sexual objects and commodities, rather than presenting them as creative human beings, key actors and contributors to and

beneficiaries of the process of development. The findings concurs with Alam (2015) that; Media has been fruitful up to some extent in supporting the efforts and movements for women's emancipation and truly highlighting the status of women in society. It has the power of reinforcing the stereotyped images of women and their roles in society.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter comprised of a summary of the findings made as a result of the data analysed. Furthermore, the chapter has made some conclusions based on the study and on the findings. Suggestions for areas of further research have also been outlined. Finally, the chapter draws certain recommendations on the overall scenario of the level of participation of the women and the community development projects within the local government authorities as a whole.

6.1 Summary

This study aimed at investigating factors influencing the level of women participation in community development projects at Kagongwa ward referencing education development projects. The study was guided by four specific objectives; to find out how socio cultural factors influence the participation of women in community development projects, to find out how economic factors influence participation of women in community development projects and to establish the role of media in influencing women participation in community development project.

The findings indicated that participation of women in community development projects specific in education development project is medium; women at Kagongwa ward have been participating in implementation stage which scored 40.2% than any participatory project phase.

The study also reveals that different factors such as social cultural factors like social norms and values like entering in their homes before sun sets constrain negative involvement, level of education, and attitude like lack of confidence and gender roles such as domestic activities are the factors that influenced medium level of women participation in community development projects.

Regarding the second objective, the researcher finds that family income level has a significant relationship on women participation in community. Low income earners are the one who participate more by providing labour and their time than medium level income earners.

The findings also reveal that mass media have an important role on women participation in community initiatives because the more the individuals are aware of the importance of development projects they likely participate in community development. The researcher observed that Kahama Town council used media such radio on mobilizing the community but not always due to high cost of charges.

6.2 Conclusion

The main objective of the study was to find out the factors influencing the level of women participation in community development projects. The study finds medium participation of women at Kagongwa ward Education Development projects.

The findings of the study suggest that social cultural factors such as social norms, attitude and gender roles negatively influence involvement of women in community projects and education positively influences women participation in community development projects. The findings also reveals that income level of individual is one of the factors influence negative involvement of women in community development projects.

The study also shows that media have important role in influencing positive involvement of women in community development projects through creating awareness and advocacy of gender equality in the community.

6.3 Recommendations

Gender awareness for men and women

Social cultural factors such as Social norms were found to be constraining women participation. So Gender awareness in initiation of community development projects need to be realized. The government should partner with other organizations to organize more workshops to sensitize the community on the importance of both genders participating in development of the community. Creating gender awareness is the first step for men and women to appreciate each other's values and to realize that various project activities may work out differently for both sex; men and women need to be aware of their different positions and functions at all levels in the community, regarding community development projects.

Capacity Building of women

Low level of income was found to be one of the factors which influencing the medium participation of women in community development projects, so capacity building such as more loans for rural people should be encouraged in order for them to build self-economic status and not depending on husband's finances.

Training for men and women

A gender sensitive approach to projects requires a different attitude and improved support from male project planners and local authorities. These groups need to be targeted for receiving practical training that will raise their awareness and change their attitudes and ways of thinking regarding gender issues.

Training is a process which will help men and women to understand and appreciate the forces that influence their community so that they can identify, plan and take action as a community to meet their needs as men and women respectively. Appropriate training is invaluable and women should be actively included in technical training as well as in monitoring and evaluation. This will increase the level of confidence of both men and women in the communities that women are capable of operating successfully outside their traditional roles.

Disseminating of information

Local government authorities should make more use of media as a source of information for mobilising the community to take part in development initiatives. Medias should also make sure that their frequencies are more available even in local areas. Mass media should play the role of proving information to the community, adequate information will help individuals especially women on how they can contribute to their own development.

6.4 Suggestions for Further Research

The study assessed the factors that influence the level of women participation in the community development projects by the local government authorities, a case study of educational projects in Kahama Town council. Thus similar studies should focus in the following concerns.

The study recommends similar type of studies on different geographical locations since different case studies would yield different results and outcomes of the study. Furthermore, the study does recommend an analysis on the contribution of women participation in community development projects by local government authorities.

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APPENDICES

APPENDIX I

A QUESTIONNAIRE FOR THE RESPONDENTS IN KAHAMA TOWN COUNCIL

Dear respondent,

My name is Vailet .N. Lugendo; I am a student from Mzumbe University Pursuing Master of Masters of Public Administration (MPA) in the 2017/2019 academic year. This questionnaire intends to collect information concerning about: Factors that influence level of women participation in community development projects: A case study of the Kahama Town Council, through your esteemed information, the researcher will be able to analyses critically the subject in case. Your information will be treated for academic grounds only.

A. DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT

Fill the answer in Blackets and fill the unfilled places.

1. Age group
a) 18-29 b) 30-49 c) 50-59 d) 60 and above. []
2. Marital status
a) Married b) Non Married []
3. Education level
a) Primary Education b) Secondary Education c) Diploma/ certificate d/ Higher Education e) Not studied []
4. What is your occupation
a) Peasants Farmer b) Entrepreneurs c) Salaried Employee d) Other []

B. LEVEL OF PARTICIPATION OF WOMEN IN COMMUNITY INITIATIVES

5. Did, you participate in implementation of any education development project undertaken in your locality?
- a) YES b) NO []
6. If you Yes, why mention projects you participated and if No, what why didn't you participate.
-
-
7. Please, fill the table below to indicate which stage of the project cycle you participated in(please tick):

Project Cycle Activities	Participation	
	YES	NO
Project planning - Local Community Need Assessment - Project Selection identification, - Project selection		
Project Preparation - Consultation with technical/Professional - Project Packaging - Decision of the time of project to take place.		
Project Implementation - Decision making - Attendance in site meetings ongoing project - Contribution inform of money/Labour/Technical support		
Monitoring and Evaluation - Periodic monitoring - Reporting/ Consultation - Corrective intervention - Problem solving		

C. SOCIAL CULTURAL INFLUENCE TO WOMEN PARTICIPATION

8. To what extent do you agree with the following statements of socio-cultural and as factors influencing women participation in community development projects in your council? Where 5 means strongly agree, 4 Agree, 3, disagree, 2, strongly disagree and 1 neutral.

9.

Statements	Strongly agree	Agree	Disagree	Strongly Disagree
Gender roles perpetuated through social culture limit women participation in community matters.				
Social cultural norms influence negatively participation of women.				
Attitude (lack of confidence and willingness of women themselves and negative attitude of men towards women hinder women to participate in community based developments projects.				
Low level of education is one of the factors that hinder women to participate in community based projects.				

D. INFLUENCE OF ECONOMIC FACTORS ON WOMEN PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS.

10. Which level of income earners do participate much in community development projects?

(a) Low income (0-250,000Tshs)

(b) Middle income (250,000 - 500,000Tshs)

[]

(c) High income (500,000Tshs and above)

E: MEDIA AS A FACTOR INFLUENCING WOMEN PARTICIPATION

10. Where does women get information about community development projects in your council?

- i. Village heads
- ii. Radios []
- iii. Television
- iv. News bulleting and news letter
- v. Church and mosque
- vi. Other please specify.....

11. To what extent do you agree with the following statements of mass media as factors influencing women participation in community based development projects in your council, **Where 5 means strongly agree, 4 Agree, 3, disagree, 2, strongly disagree and 1 neutral**

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Neutral
Mass media help to create awareness to the community about women roles and importance to community development					
Mass media is advocacy of gender equality and the status of women in the community					

APPENDIX II

DODOSO LA WANANCHI

Mimi ni mwanafunzi wa shahada ya pili ya Utawala wa Umma katika Chuo Kikuu Mzumbe. Nafanya utafiti wa tathimini ya sababu zinazochangia kiwango cha ushiriki wa wanawake katika miradi ya maendeleo ya jamii inayotekelezwa na serikali za mitaa (halmashauri).

Hivyo ili kufanikisha zoezi hili unaombwa kujibu maswali yafuatayo kwa usahihi, kwa kuweka alama ya vema kwenye kiboma cha jibu sahihi na kujaza nafasi zilizoachwa wazi. Napenda kukufahamisha kuwa taarifa utakayotoa itakuwa ni siri na itatumika kwa lengo kusudiwa la masomo na si vinginevyo.

TAARIFA ZA JUMLA.

Weka tiki ya uchaguzi wa jibu kwenye mabano na maelezo kwenye nafasi wazi

Mahali unapoishi kwa sasa.....

1. Umri wako

18-29 () 30- 49 () 50-59 () 60 na kuendelea ()

2. Hali ya ndoa

Umeolewa () Haupo kwenye Ndoa ()

3. Kiwango cha Elimu

Elimu ya msingi [] Elimu ya sekondari [] Elimu ya Juu []
Sijasoma []

4. Una miaka mingapi toka uanze kuishi kwenye kata yako?

Miaka miwili () Miwili na Zaidi ()

5. Je, huwa unashiriki katika miradi ya Elimu inayohusisha jamii iliyokwishaanyika au inayoendelea kutekelezwa katika jamii yako?

Ndio () Hapana ()

6. Kama jibu ni ndio taja miradi uliyoshiriki na kama hapana kwanini huwa haushiriki? Eleza

.....

.....

.....

7. Onesha Ni katika hatua zipi za utekelezaji miradi ambazo ulishiriki katika kutekeleza miradi ya maendeleo iliyokwisha fanyika katika kata yako. **Kwa kutiki ndio au Hapana**

	Unashiriki	
	NDIO	HAPANA
Utambuzi wa Vipaumbele • Utambuzi wa vipaumbele vya jamii • Uchanguzi wa vipaumbele vya jamii • Uchaguzi wa mradi upi utekelezwe		
Kupanga Mradi • Kushirikisha wataalamu • Kupanga Fedha za mradi • Muda gani mradi uchukue.		
Utekelezaji wa mradi • Kwenye maamuzi • Kushiriki katika majadiliano ya mradi unaotekelezwa. • Kushiriki kwenye vikao vya mradi unaotekelezwa kwa kuchangia Fedha au kazi		
Ufuatiliaji na Tathmini • Ufuatiliaji wa muda • Kuandaa repoti • Tathmini mkusanyiko • Kuondoa Tatizo		

8. Kwa kiasi gani unakubaliana na sentensi zifuatazo kama sababu ya jamii na utamaduni zinazochangia ushiriki au kutoshiriki kwa wanawake katika miradi ya maendeleo katika jamii yako inayokuzunguka. **Ambapo 5 inamaana ya unakubali sana, 4 unakubali, 3, unakataa, 2, unakataa sana na 1 huna uchaguzi.**

Sentensi	unakubali sana	Unakubali	Unakataa	Unakataa sana
Majukumu mengi ya familia ndio kikwazo cha wanawake kushiriki katika miradi ya maendeleo katika jamii				
Kuchanganya wanawake na wanaume mahali pamoja ni kinyume cha tamaduni zetu katika utekelezaji wa miradi ya maendeleo.				
Mtazamo wa kukosa kujiamini na utayari wa wanawake wenyewe na mtazamo hasi wa wanaume kwa wanawake katika ushiriki wa miradi ya maendeleo ndio kikwazo cha ushiriki wa wanawake katika utekelezaji wa miradi ya maendeleo				
Elimu duni kwa wanawake ndio kikwazo cha wanawake kushiriki katika miradi ya maendeleo.				

9. Ni daraja gani kati ya haya yafuatayo wanashiriki zaidi katika maendeleo ya jamii?
- Kipato cha chini (0-250,000 shilingi ya kitanzania.
 - Kipato cha kati (250,000-500,000 shilingi ya kitanzania []
 - Kipato cha juu (500,000 shilingi ya kitanzania
10. Ni njia gani inayotumiwa na wanawake kupata taarifa kuhusu miradi ya maendeleo inayotekelezwa katika jamii yako? (weka jibu kwenye mabano)
- Kupitia viongozi wa kijiji
 - Redio
 - Television

- iv. Taarifa ya habari na magazeti []
- v. Misikiti na makanisa
- vi. Kama kuna nyingine elezea.....

11. Kwa kiasi gani unakubaliana na sentensi zifuatazo za jitihada za vyombo vya habari katika ushiriki wa wanawake katika miradi ya maendeleo katika jamii yako inayokuzunguka. **Ambapo 5 ina maana ya unakubali sana, 4 unakubali, 3, unakataa, 2, unakataa sana na 1 huna uchaguzi**

Sentensi	Nakubali sana	Nakubali	Nakataa	Sina uchaguzi
Vyombo vya habari husaidia kujenga uelewa kwa jamii kuhusu majukumu na umuhimu wa mwanamke kushiriki katika miradi mbalimbali ya maendeleo katika jamii.				
Vyombo vya habari husaidia kuondoa imani potofu juu ya wanawake katika jamii ushiriki wa shughuli za maendeleo.				

AHSANTE SANA KWA USHIRIKIANO WENU

APPENDIX III:

MUONGOZO WA MAHOJIANO NA VIONGOZI MBALIMBALI

UTANGULIZI: Utambulisho wa mtafiti

- i. Je unafahamu nini kuhusu ushirikishwaji wa wananchi katika miradi ya maendeleo?
- ii. Eleza ni miradi gani ya maendeleo inayotekelezwa katika kata yako
- iii. Eleza ni kwa namna gani Wanawake hushiriki katika miradi ya maendeleo katika jamii.
- iv. Je ni kwa jinsi gani jamii na tamaduni zilizopo ni kikwazo kwa wanawake kushiriki katika miradi ya maendeleo?
- v. Ni kwa namna gani uchumi ni kikwazo kwa wanawake kushiriki katika miradi ya maendeleo?
- vi. Kwa maoni yako vyombo vya habari vinasaidiaje katika kuongeza ushiriki wa wanawake katika miradi mbalimbali ya maendeleo?