FACTORS INFLUENCING WOMEN'S PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS IN ZIMBABWE: A CASE OF ZVISHAVANE WOMEN'S PROJECT IN MIDLANDS PROVINCE

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A Research Project Report Submitted in Partial Fulfillment of the Requirements for The Award of the Degree of Master of Arts in Project Planning and Management of the University of Nairobi

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DECLARATION

This research project is my original work and has not been submitted for any award in any other university.

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This research project has been submitted for examination with approval as university supervisor.

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DEDICATION

I dedicate this study to my family, Mr. Mifungo Magutsa and my three lovely children Tanatswa Magutsa, Nekutenda Magutsa and Nenyasha Magutsa.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO	Community based organization
GAD	Gender and Development
MDG	Millennium Development Goal
NGO	Non-governmental organization
PfA	Platform for Action
SDG	Sustainable Development Goal
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to establish the factors influencing women's involvement in community development programs in Zimbabwe with regard to Zvishavane Women's project in Midlands Province in Zimbabwe. The objective of the study was to establish the factors influencing women participation in community development projects. The adopted a mixed method approach employing a descriptive survey and phenomenological design research design. The population of study comprises of women registered with Zvishavane women's project in Midlands province, Zimbabwe. The total number of women registered is 187, which comprise of 11 officials and 176 non-official members (Water Project in Zvishavane, 2017). The population of study was sampled to 126 respondents. The study targeted 126 respondents out of which 101 target respondents filled in and returned the questionnaire resulting in 80% response rate. The study concludes that educational achievement enhances women participation in community development projects; It also increased desire for betterment and development of the community and effectiveness in their advocacy role; limited financial resources limits women participation in community development projects due to family financial commitment and limited donor and government funding; culture limits women participation in community development projects due to gender stereotyping, conflicts at home, lack moral frameworks that would give women a strong say in community development matters and the fact that men are the main custodians of culture. Capacity building strengthens women participation in community development projects by strengthening institutions that communities need and by increasing the understanding of the project benefits and enhancing community ownership and establishing feedback mechanism. The research recommends that provisions should be created by a government for greater female and minority representation and to ensure such policies have been implemented so as to secure a place for woman in the community; Cultural issues surrounding gender and gender roles should be addressed. Issues of gender discrimination in education and marriage that derail women from acquiring a proper formal education should be addressed through better education policies. The less educated women population tends to care less about the betterment and development of the community. Their understanding on the needs of their communities and the possible solutions to these needs remain unknown to such women. It is therefore important for education reforms to be undertaken.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Progressive development through women has been a critical issue of concern ever since the United Nations arranged the first Women's forum in Mexico in 1975 (Bird, Obura, Gherardi, Wallace & Banos-Smith, 2015). Gender inequality evidenced by the marginalization of women has marked the state of many countries in the world for years. The representation of women participating in the leadership and management of both state and non-state institutions has been poor over the last years. This is an issue that has raised great concern not just among women rights activists but also in regional and international organizations causing pressure for interventions to be put in place in the form of policies and legislations.

Gender differences in employment opportunities as well as patterns of economic investment have continually widened in every sector of the economy and at different development intervention levels. This tendency has resulted into increase in unemployment, poverty, under employment and powerlessness among a number of women (Njenga, 2013). Adequate controls on gender discrimination in the work force do not exist. Several reasons are provided for low involvement of women in community development projects and these consist of lack of equal education and skills training compared with their male counterparts, cultural approaches regarding working by women, or obligations to family (Bird et al., 2015).

Entirely over the world, the power relations that shape social, political, economic and cultural life prevent women from participating fully in all areas of their live, whether it is in the home or in the public arena (ZimStat, 2016). Despite the progress, worries continue pertaining the subject of women participation and employment segregation, the significance of women's work and the unbalanced division of labour. Women remain restricted in their participation in development projects and, in many cases, are forced to make the choice between a successful career and family life. Njenga (2013) says that women's situation is affected by government policies, administrative structures, societal culture and development planning. Formal obligation to parity is

extremely strong in government as well as managerial policies although there are no clear guidelines on how to translate this commitment into substantive outcomes.

Globally, various bodies including the United Nations formed in 1945 are working to eliminate obstacles that hinder the active participation of women in every domain of public and private life by way of equally sharing economic, social, cultural as well as political decision making platforms (Muyomi, 2014). In relation to women participation there are Sustainable Development Goals (SDGs) 2030 constructed by the United Nations (UN), goal number 5 states the need to address and realize gender equality and empower every female gender.

Worldwide progress in the implementation of the Beijing PFA is reviewed by the Commission on the Status of Women (CSW) every five years. Formed in 1946, the commission aims to prepare recommendations and reports on issues pertaining to women's rights (Hannah, 2004). Furthermore, highlighting the rights to which all humans are entitled to is the Universal Declaration of Human Rights (UDHR) enacted in 1948 by the United Nations General Assembly. In 1979, this assembly also enacted the Convention for the Elimination of all forms of Discrimination against Women (CEDAW). It is termed as women's international bill of rights (Daly, 2005).

More than a decade after the Fourth UN Women Conference at Beijing in 1995, the policy of gender equality has been endorsed by governments though the commitment to its implementation is still very low (Njenga, 2013). Most countries have not fully committed to gender equality. They still face challenges in assessing the successes or weaknesses of gender equality policies and legislations which in turn has limited their ability to draw lessons for the future in various fields such as the fields of education and employment (Nyachieng'a, 2011). A UN survey from 1997 showed that 70% of the 189 countries which participated in the Beijing Conference had drafted a National Action Plan for the enactment of PFA. However, in regard to the actual implementation of policies the picture was more unclear and a wide range of problems and barriers became apparent, as there seemed to be a gap between commitments made and actual policy practices. This has continued to be the trend many years after (Todes & Sithole, 2007).

In Africa, gender equality is being taken into account in the areas of; education, remuneration, representation, employment, opinion and family. The whole society, including governments and other organizations are taking up the responsibility of reducing gender-based discrimination (Wamoto, 2016). Many African countries have therefore made deliberate effort towards the inclusion of women participation in leadership politically and in other institutions both in government and the corporate world. In recent years, gender equality in Africa is going through a process of mobilization through involvement of various state and non-state actors. Through empowerment, people are beginning to realize that for gender equality to be effective, collective action is needed (Walby, 2005). States are trying hard to eliminate cultural factors that hinder gender equality as well as mobilizing human and financial resources to guarantee a reality of achieving gender equality. This is being done with the aim of encouraging and increasing the involvement of women in social, economic as well as political sectors.

In Zimbabwe by 2013, the representation of women in Parliament had multiplied from 17% after the 2008 elections to 35% in the 2013 general election(Wamoto, 2016). The country has now joined the ranks of about 30 countries across the globe that are working towards increasing representation of women in parliament to a minimum of 30% under a special electoral quota system. 30% is considered as the least for the collective action (Zanhi, 2016).

Zimbabwe's new constitution in section 17 states that there must be fully gender balance and full participation of women in all spheres of the Zimbabwean society on the basis of equality and has included this quota that the referendum approved in March and was signed in May 2013 (Wamoto, 2016). It was largely celebrated after 10 years in prolonged battle, which UN Women and UNDP maintained by way of an established entryway gather. The unique measure saves 60 slots for ladies to be chosen through an arrangement of Proportional Representation, in view of the casted votes for political gathering competitors in the National Assembly (Hannah, 2004).

In Zimbabwe, out of 60 saved Senate slots, female and male aspirants are noted down on the other hand, with every rundown having a lady applicant as the head (Zahni, 2016). Thus, women now account for 124 out of the 350 legislatures in the current legislative body of Zimbabwe, slotting in 86 females in the legislature, 60 in the set

aside slots and 26 voted by the electorate specifically to the 210 body electorate seats (Electoral Resource Centre, 2013).

With the promulgation of a new constitution in Zimbabwe, gender equality proved to have been made an issue of great importance. This came at a time when Zimbabwe had been poorly ranked, at 116 out of 148 countries, on the Gender Index. The constitution however named gender balance a national objective. Insistence was made on ensuring that men and women gained 50/50 positions in elective and appointive places in institutions and agencies of government (Legal Resource Foundation, 2014). This has however remained only in writing with little to no improvement. This goes to show that more than legislation, the participation of women involves other factors.

Nevertheless, the gender parity in the Zimbabwean society is still a mirage. There is still limited education, no equal job opportunities, and the representation in politics and decision making is still at a low level and a challenge to the country (Zanhi, 2016). Despite the widely endorsed new constitution being termed as a "victory for women" it does not really address the plight of the Zimbabwean Women. The practicability of the legislations and policies is yet to be seen. In the development sector women continue to take the back seats. Their involvement in community development projects remains limited registering a percentage much lower than that of their male counterparts. It is therefore important to comprehend the factors that affect the participation of women in community development projects so as to address the challenges and actuate legislation on gender equality (Zanhi, 2016).

Several studies have been done on the participation of women in various development areas for instance; Obiero (2014) studied the gender factor in devolved governance in Rwanda with the aim of drawing lessons for Kenya. The study looked into the various measures undertaken by the government of Rwanda to increase the participation of women in governance. The study noted the deliberate effort in mobilizing, sensitizing and integrating women into the country's development process. Women in governance also helped to positively influence culture and encourage more women involvement in governance. Although this study is informative, it has mainly focused on governance issues on which a few women participate. Community development involves different activities that require women participation at all levels. This study therefore leaves a gap as it does not include participation of women at all stages.

Kisiang'ani (2016) studied factors influencing women participation in project implementation through the case study of gender mainstreaming project in selected government ministries in Nairobi County. The study noted that despite the increased number of women in political leadership in Kenya, there was no influence on the role of gender in decision making and planning of gender-responsive projects. According to the study patriarchal culture established male dominance and gender roles in the ministries and that despite the availability of gender equality laws and policies, their functionality was still low in terms of gender mainstreaming.

Wema (2010) studied women participation in project planning and implementation through a case study of TASAF program in the Rufiji district in Tanzania. The research concentrated on the factors influencing the participation of women in project planning and implementation. The paper found women's participation to be influenced by socio-economic dynamics, power differences and gender social relations. Other factors influencing women participation according to this research were found to be ineffective communication networks and inadequate capacity building.

Kurebwa. (2017) conducted a research on women's access and control over Woodland and Water resources in Rural Zimbabwe. The study identified that social and cultural norms still limit women's participation, political, administrative, and traditional institutions have failed to recognize the role of women in natural resource governance thus creating tension between men and women in the rural society. It recommended the need for women in the rural areas to be more involved in decision making process.

Zvishavane District is in Southern Zimbabwe, a rural area in which women are faced with gender discrimination and lack of participation within both the family and community. It is due to this that the area has witnessed great intervention through projects aimed at empowering the community and more specifically the women. Zvishavane Women Projects include projects such as the Musasa project which aims at eradicating violence against women. The project also seeks the empowerment of women through education and restoration of their dignity. Women projects in Zvishavane also include the high breed seed agriculture, bee farming, chicken feeding, microfinancing, that aims at alleviating poverty and promoting food security

through addressing land degradation. They, nevertheless, women occupy a weak social and economic position in traditional pastoral societies (UNCCD, 2007). However, despite this accumulated knowledge and capabilities they have not been fully participating and recognized in the community development projects. Therefore, there is knowledge gap in the factors influencing women participation in community development projects in Zvishavane women's project in Midlands province.

1.2 Statement of the Problem

Women in Zimbabwe do not actively participate in community development projects; however, a few studies have examined the factor that hinders their participation. Women participation is important in all aspects in the community like child rearing etc. but for effective participation they require finance, education, capacity building, time, if these are missing it may be difficult for women to take an active role in community projects. However, a few studies have been conducted in this area.

Several studies have been done on the participation of women in various development areas for instance; Obiero (2014) studied the gender factor in devolved. Kisiang'ani (2016) studied factors influencing women participation in project implementation. Wema (2010) studied women participation in project planning and implementation through a case study of TASAF program in the Rufiji district in Tanzania. Although this studies are important, they are limited in explaining factors that influence women participation in community development projects in Zimbabwe. Development projects in rural Zimbabwe is currently facing challenges of having more women participate in decision making process, Kurebwa (2017). According to Population Census Natioanl Report (2013) Midlands province has 779,233 males and 843243 females hence making the female population more than the male population.

In addition, this studies were conducted in Eastern Africa which may have different cultural factors from Zimbabwe. Therefore, these studies do not cover the factors influencing women's participation in community development projects in Zimbabwe. This study therefore seeks to fill this research gap through a study of factors affecting women participation in community Projects in the Midlands Province of Zimbabwe.

1.3 Purpose of the study

The purpose of the study was to establish the factors influencing women's involvement in community development programs in Zimbabwe: A study of Zvishavane Women's project in Midlands Province in Zimbabwe.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To determine the influence of educational achievement on women's involvement in community development projects in the Zvishavane Women Project.
ii. To ascertain the influence of finance on women involvement on community development projects in the Zvishavane Women Project.
iii. To establish how culture influences women's participation in the Zvishavane Women Project.
iv. To establish the influence of capacity building on women involvement in community development programs in the Zvishavane Women Project.

1.5 Research Questions

This research was guided by the following research questions:

i. What is the influence of educational achievement on the women's level of participation and understanding of community development projects in the Zvishavane Women Project?
ii. What is the influence of finance factors on women's taking part in community development projects in the Zvishavane Women Project?
iii. How does culture influence women's taking part in community development projects in the Zvishavane Women Project?
iv. What is the influence of capacity building on women's taking part in community development projects in the Zvishavane Women Project?

1.6 Significance of the Study

This research may be beneficial to the development sector since it may provide insight on the factors that influence women's involvement in community development projects in Zimbabwe. This information can be used to ensure that more women

participate in such projects through alleviating impediments and promoting those factors that enable their participation.

This study may similarly be valuable to policy makers in Zimbabwe in identifying gaps in policy formulation as far as participation of women in development projects is concerned and therefore design relevant policies and mechanisms that may even ensure practicability of the already existing legislations and policies on gender equality.

This study may also help fill research gaps on the area of women's taking part in the development sector at community level. To scholars and academicians this study may be useful as a literature source as well as forming a basis from which future studies may be conducted in the area of women participation in community development. Areas for further research may also be identified from this study.

1.7 Limitations of the Study

Since it was a survey study involving a large sample size and collection data was extremely tedious and time consuming. The duration that the study was to be conducted was limited hence exhaustive and extremely comprehensive research could not be carried out. The study, however, minimized these by conducting in-depth analysis that significantly covers the shortcomings of the study. Further, the data was tedious to collect and compute as it was in very raw form.

The limitation of this study was time constraints, limited financial resources and geographic distance Kenya and Zimbabwe. In addition, the researcher did not overlook the major limitation of descriptive research design which is that the design makes it difficult to explain phenomena that occur over time, hence the study's findings are only applicable to the study's time frame. This makes it difficult to explain phenomena that occur over time, hence the study's findings are only applicable to the study's time frame.

1.8 Delimitation of the Study

This research focused on the factors influencing women involvement in community development initiatives in Zimbabwe: Using a case of Zvishavane Women Project. Specifically, the study concentrated on women's participation; education, financial issues, culture and capacity building as independent study variables and women

involvement in community development initiatives in Zvishavane Women Project as the dependent variable.

1.9 Assumptions of the Study

The assumptions include: the data collection instrument has validity and is measuring the desired constructs; the respondents will answer questions correctly and truthfully; the respondents are knowledgeable on factors influencing the women participation in community projects.

1.10 Definition of Significant Terms

Capacity building: is a process of enhancing and strengthening the skills, instincts, potentials, processes and resources required by communities.

Community development: According to the United Nations it as a process where members of the community come together and collectively act and create solutions to communal problem.

Culture: Is defined as the collective programming of the perception of an individual that distinguishes how one group is distinct from the others.

Finance: is the monetary and non-monetary aspect needed in a project for its implementation as well as sustainability.

Women participation: the process where women actively and genuinely take part in defining the issues of concern to them.

1.11 Organization of the Study

This research was structured into five parts that are highlighted as Chapter one to five, and preliminary pages consisting of the declaration, dedication, acknowledgements, table of contents, list of tables, acronyms and abbreviations and the abstract. The list of appendices is indicated at the end of the document and include appropriate authorities given for the study to be conducted and questionnaires used for the study.

Chapter one was the introduction to the study. It exhibited the study background, statement of the problem, purpose of the study, the study objectives, research questions, significance of the study, basic assumptions, and limitations and delimitations of the study.

Chapter Two presented the review of literature which looked at factors affecting involvement of women in development initiatives. This chapter similarly provided the study's theoretical as well as conceptual frameworks.

Chapter Three summarized the study design, the target population, data collection techniques, validity and reliability of the research instruments and procedures of data collection. The chapter also included the ethical considerations of the study, data analysis and presentation, as well as the operationalization of the variables.

Chapter Four contained the response rate, knowledge on participation of women in projects, economic and socio-cultural factors influencing women's involvement in initiatives as well as the extent of impact capacity building has on participation of women in projects. Chapter Five gave a summary of the findings and discussion of the findings, conclusions and recommendations.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter puts forward a review on literature on the involvement of women in community development programs, the influence of education, finance, cultures and capacity building on women's involvement in community development projects and gives theoretical and conceptual frameworks. A summary of the literature review is given at the end bringing out the existing research gap.

2.2 Women Participation in Community Development Projects

Women and development matters have existed in the global agenda from the time when the United Nations organized the first forum for women in Mexico in 1975. From reports, females are by and large incapable of full involvement in development processes. Majority of women are poor, illiterate, lack proper healthcare, violence victims for instance rape, abuse and neglect, basic rights denial, singled out and undergo other inequality issues as if they are of lower status than men. Generally, the place of women is greatly unpleasant compared to that of men. There is certainly an evident disparity between males and females in the matters of education, employment, health, legal issues, leadership, acquiring power as well as resources ownership. Women who have acquired any form of influence or power show their determination as well as innovation (Mutopo, 2011). They similarly reveal that structural issues that bring about marginalization of women are yet to be dealt with.

Conventional power domains in African cultures have led to formal segregation of men and women. It appears that earlier there were frequently complementary organizations, that at present only those owned by males is likely to survive. Even though majority of females have informal consent with regards to their husbands' actions and decisions, this does not constitute an institutionalized place for females (Mbogori, 2014). Even among many projects in rural Africa established through NGOs intervention, women's presence is still low and the presence and involvement of one female can be regarded as notable achievement. Even though government has created provisions so that a greater female and minority representation can be realized, there is still not much change as other dimensions or factors leading to the low participation of women remain unaddressed.

While a lot of policies have been put in place to ensure the securing of the place of the woman, many laws remain on paper as the means to ensure practicability have not been thought out. Cultural issues surrounding gender and gender roles have for instance not been addressed. Women therefore continue to be socialized in ways that make them secondary to the men. Issues of gender discrimination in education and marriage have continued to derail women from acquiring a proper forma education. In Zvishavane District, the girls continue to drop out of school to be married off while many others face violence, rape and end up in prostitution (Todes & Sithole, 2007). These factors have reduced the number of women taking part in decision making roles at both the community levels and nationwide. Generally, the involvement of females in development projects remains low despite many efforts to ensure otherwise through affirmative action and policies aimed at achieving gender equality.

Rao (2014) conducted a study on women's workforce participation in the community through household surveys and in-depth interviews in rural Tamil Nadu. The study findings affirmed that the nature and social valuation of women work influences development. The other factors considered in the study included age, stage of life (marital status of respondents and their children), reproductive success (number of boys born) and economic status. Although the study was not conducted in the context of women participation in community development, it provides a basis for valuation of women critical role in the community.

A study by Masimba (2015) on an assessment of women participation in agricultural production in Marange irrigation Scheme in Zimbabwe. The respondents were 48 and data was collected using questionnaires. The findings revealed that of the 48 respondents, 4.17% had no formal education while 47.92% and 39.85% had some primary and secondary education respectively. This was a clear indication that majority of the Zimbabwe females have low education levels since traditionally, parents with low incomes opt to educate the men only. Most of the women depend on their husband's remittances. Women play a key role in agricultural production of the society and Zimbabwe at large (Ahmed et al., 2012) by participating in planting, weeding and harvesting. This study has helped in shedding light on the main are of women participation in Zimbabwe. However, there is no research on the factors determining women participation in community development, making it a critical area for this study.

2.3 Education and Women's Participation in Community Development Projects

Education is a basic human right essential in allowing maximum utilization of every political, economic, social, as well as cultural rights. The Beijing Proposal and the Millennium Development Goals (MDGs) (2000), lay emphasis on the education's value in supporting the overall women's progression as well as gender parity. Mbogori (2014) asserts that education is the main contributor to effective leadership development in the lives of people. With no structural investments for instance health systems as well as education amenities that also provide for the underprivileged, women's exploitation will only rise in spite of development initiatives that have been effected for them. There is sufficient indication supportive of the influence of education and training in promoting involvement of women in development projects (Mbogori, 2014).

Nyachien'ga (2011) establish that females by and large have lower educational qualifications than men, attributing factor to low women representation in administration. This leads to males meeting the requirements for more promotions than their female counterparts where merit forms the basis of promotion. Several females have limited access to education that would enable them take part in higher administrative levels. The Zimbabwean administration has constantly engaged in policies intended for intensifying and improving basic education plans from the time of independence (Todes & Sithole, 2007). Due to the various historical circumstances and situations facing Zimbabwean females, steps ought to be undertaken to realize gender equality in the access of education and training at the community level. This will ensure an upgrade in skills and know-how and encourage successful involvement in planning and execution of community projects. Lack of education is a contributing factor deterring several women from involvement in community development projects. The less educated women population tends to care less about the betterment and development of the community (Todes & Sithole, 2007). Their understanding on the needs of their communities and the possible solutions to these needs remain unknown to such women. It is therefore no wonder that their participation in community development projects was dimmed.

Education remains key to ensure effective women representation in all spheres of growth and development; social, economic and political. Educated women are more

likely to take up positions that give them influence and enable them participate in decision making (Wamoto, 2016). It is through the empowerment of women via education that their scope of knowledge can be expanded thereby increasing their participation in community development projects. The women of Zvishavane have for years been discriminated against and forced into early marriages denying them a chance to acquire a proper education (Todes & Sithole, 2007). This has consequently forced them to take a back seat in the decisions of their community and reduced their involvement in community development programs.

Obiero (2014) studied the education and gender factor in devolved governance in Rwanda with the aim of drawing lessons for Kenya. The study looked into the various measures undertaken by the government of Rwanda to rise in women involvement in governance. The study noted the deliberate effort in mobilizing, sensitizing and integrating women into the country's development process. Women in governance also helped to positively influence culture and encourage more women involvement in governance.

Abu & Klassen (2004) explains that education gives women the opportunity to participate and contribute to the National Development. They further noted that girls' education increases economic growth of a country. This is evidenced in Nigeria where educated women have become politicians, professionals, leaders of different organizations and bread winners. Women such as Professor Alele, former Chancellor of University of Benin, Dr (Mrs.) Ngozi Okonjo, former Minister of Foreign Affairs and Mrs. Deziani Minister of education among others have contributed immensely to the economic development of Nigeria. Others include the first African President of Liberia Dr Mrs. Ellen Johnson and Mrs. Alizo Zomokunda who served as the Vice President of Burundi, (Igwesi 2012), just to mention a few.

A global study by Joycelyn (2011) on the effect of culture on female labour force participation targeting females between the ages of 18-64 years old with a sample size of 15494. She utilized secondary data from International Social Survey Program (ISSP) on family and gender roles. The findings showed that females with college degrees have a higher probability to participate in workforce than females who dropped out of high school. Further, she concluded that college or tertiary education was the strongest predictor of female workforce participation. The control variables

used due to variability of countries studied included, Gross Domestic Product (GDP), human development index and trade unions. This study gave the general observation for the European countries but failed to focus African countries.

2.4 Finance and Women Participation in Community Development Projects

There exists disparity in availability of resources to men and women. Men often own more whether from inheritance or their earnings. In many societies across the world men inherit property while women do not. When it comes to employment, women earn less than men. This is as a result of education and the work environments that women seek. Women seek employment in environments that are safe and do only the safe jobs while the men do the highly dangerous ones (Parcheta, Kaifi, & Khanfar, 2013). Women also take up careers in art and social sciences other than careers in science and engineering. They tend to earn less in these careers. Huma n as well as material resources constitute an integral part of gender equality implementation. Scarcity and lack of proper distribution of resources has an undesirable effect because ultimately, outcomes will not signify the actual condition on the ground (Nyachieng'a, 2011). The assumption is that if given access to resources for instance skills training, credits, small-scale undertakings that generate income as well as home economics, will make better women's condition as well as having full economic partnership with men. This was characterized by income-generating projects for women with the aim of addressing the systemic causes of gender inequality (Muyomi, 2014).

Resources access comprises decision-making, services available and advantages. Power relations are formed by the importance of work as well as the inequality in resources access. Establishments such as families, churches and schools extend the gender responsibilities, which are the reasons why through the social structure, various power relations and position between males and females are faced. This has led to gender inequality in a number of societies (Muyomi, 2014). The different value of work on the basis of gender creates different extents of access as well as management of resources and various benefits by males and females. In a number of rural areas, females are not yet acknowledged as an element in the nation's socio-economic, political as well as environmental development. They have been utilized by their culture, of which males are the major overseers.

In a study for a 1000 Fortune companies sample holding other factors such as board size, Carter et al (2003) concluded that presence of women in company boards positively influenced the return on equity. This was further confirmed by Luckerath-Rover (2011) in a study which consisted of Netherlands firms. Another study by Levi et al. (2013) revealed that female CEOs set realistic goals and objectives for the companies making them more successful hence they are likely to predict accurately positive effects of mergers and acquisitions. Females who are in banking industry are show a higher extent of risk taking as compared to men in financing sector. However, a number of studies from Ahmed and Dittmar (2010) found a week relationship between the financial performances of companies in banking industries led by women as opposed to those led by men which showed a positive relationship.

The inconsistent results of these studies can be significantly explained by use of different study designs by different researchers and the type of data used in the study such as different economies, organizational culture, political stabilities of different counties among other factors. This creates a room for a study with a great consideration on likely effects from external factors such as reverse causality, accounting principles and market measures of performance. Female are significantly fewer than men in executive directors of companies for instance, Adams and Kirchir (2012) analysed the composition of board members in companies with branches in 21 OECD nations together with India and the results showed averagely women were represented 11% in non-executive directors while in executive directors they were represented only 5%.

2.5 Culture and its Effect on Women's Participation in Community Development Projects

Culture is defined as the social norms and behavior of a religious, social or ethnic group (Inglehart & Baker, 2000).Culture comprises of societal powers influencing the values, beliefs, and actions of a different group of individuals. Cultural diversity is indeed present between countries, however significant cultural differences present in nations as well. In Zimbabwe, studies, by Mugweni et al (2011) revealed that women leadership is affected by cultural practices and stereotypes. Society accords males leadership roles and women are viewed as followers. The two genders learn when young from the household and general values they are brought up in what constitutes

proper conduct and way of behaving. This implies that socialization improves the non-physical gender disparities. As stated by the gender socialization theory, the division of labor propels sex-differentiated conduct between males and females in the general public. Gender responsibilities resulting from division of labor result into gendered social conduct Division of labor, social responsibility theorists state that, is not carefully termed as the disparity between household undertakings and salaried occupation. Being a theory, it comprises all undertakings conducted in the general public that are required for its being as well as sustainability. This comprises leadership as well as decision-making.

The features of undertakings by the various genders become the belief and perception of the community of the dispositional qualities of males or females themselves. As stated by Muyomi (2014), division of labor resulted into culture. Males and Females in particular positions are required to conduct themselves as per certain traits. The gender responsibility are regarded hierarchical, with a gender hierarchy that is men-advantaged (Njenga, 2013). The effect of these collective socially narrow and expressive customs of stereotypes and gender responsibilities is gender-typed social conduct. Gender responsibilities are steers to normative conducts that are expected to be successful for every gender in particular social contexts.

These gender responsibilities similarly direct on best and hence appropriate conducts for both genders in particular social backgrounds or actions. In other words, people, being social beings, look for endorsement from their colleagues and a feeling of belonging to people by following the cultural as well as the social customs in their society. Society culture is what gives the outline of member's operations and the benchmark to which they ought to describe values as well as beliefs that greatly constitute content within which the course of socialization nature occupational as well as social life. Depending on their social class, race and gender, certain type of the work are supported, accepted or forbidden. Being in conformity to social customs bring about shaping of the form and preservation of the existence of gender-typed social conduct (Muyomi, 2014).

Kisiang'ani (2016) studied factors affecting women's taking part in project implementation through the case study of gender mainstreaming project in selected government ministries in Nairobi County. The study noted that in spite of the

enhanced number of females in Kenyan political leadership, there was no influence on the gender role in decision making and planning of gender-responsive projects. According to the study patriarchal culture established male dominance and gender roles in the ministries and that despite the availability of gender equality laws and policies, their functionality was still low in terms of gender mainstreaming.

It is due to these learnt beliefs that women tend to take up fewer and less important roles in community projects. The women will tend to shy away from positions of power and influence and instead offer minimal contributions. Culture adversely affects the involvement of female in community development programs. This is the case in Zvishavane where like any other African community women are socialized to take a back seat and be less assertive. The According to UNESCO report (2000) it is at present generally established that Africa`s future was subject to the formation of a new relationship between genders in the general political and economic process therefore the idea of cultural adjustment. Cultural adjustment ought to apply to every socio-cultural value that oversee the concepts of relationships between male and female in the general public.

Cakir (2008) in his study in Lund University observed that there is a negative effect of marriage on female labor participation. In his study in Turkey 2006, labor force participation rate for married female was 23.1 percent; and 78.2 percent for married men. After widowed females, married females have the lowest labor force participation rate for this group. It was noted that married females devoted themselves as a responsible for household activities, and; they were less likely to be in labor force. This study further indicated that unlike the married females, single females have the highest labor force participation rates after divorced females. It was 47.8 percent in 1988 and 34.3 percent in 2006.

Study on culture effect on women participation by Joycelyn (2011) findings showed that gender egalitarian societies don't practice traditional gender roles. This is in line with Hofstede's masculine and feminine argument. Countries with high gender egalitarian scores like Hungary and Russia recorded a higher women literacy rates, a significant percentage of women working and lower level of sex occupation segregation. Spain and Switzerland showed low levels of gender egalitarian and lower female workforce and low literacy rates. The research study does not indicate the

impact of culture on women's participation in African countries such as Zimbabwe allowing for a more comprehensive study on the impact of culture on women participation.

2.6 Capacity Building and Women's Participation in Community Development Projects

Capacity building is the task of creating and enhancing the skills, instincts, capacities, processes and resources required by communities. It involves the development of both human and institutional capacities. More than finance, capacity is an essential part of development. A weakness in capability in a multi-stakeholder's initiative can easily criticize the entire initiative to letdown. Therefore capacity building is an important part of development yet remains the most challenging functions of development (Mbogori, 2014). Capacity building is relevant to the highest government level as well as to the most underprivileged village. Its tools of trade vary from leadership courses of females to explanation of diagrams maintenance of water pump. Individual establishments for instance local community groups are important suppliers of capacity building programs although themselves usually not having the capacity for sustenance of their mission (Todes & Sithole, 2007).

For many international donors that fund projects, lack of capacity among many recipient governments is the major problem facing the successful implementation of the said projects (Todes & Sithole, 2007). Similar capacity problems are even more applicable at local government levels, which are particularly bureaucratic and unsuccessful in developing nations. Because decentralization has gone to the mainstream of models of development in the past few years, there is continuous demand for effective templates of capacity building, which can be simulated over a number of settings (Mbogori, 2014). Restrictions of local government entities create the place often dominated by community-based organizations (CBOS) which may be encouraged by local or countrywide or international non-governmental establishments. The CBOS usually has professional insight of the local people's needs and are best put to offer the feeling of community ownership and a mechanism of feedback so essential to development initiatives.

These CBOs are unluckily not immune to the lack of capacity themselves. They are highly reliant on external funding and wind up when projects come to an end. Sustainability of capacity building therefore becomes a challenge. For women in local communities the acquisition of the capacity to participate in community development projects could be the turn around. This was enable women understand and articulate better the needs of their communities and therefore greatly participate in efforts of community development (Todes & Sithole, 2007).

A few studies have focused on women perception ad understanding of the capacity building. Another study conducted in Tamil Nadu by Guerin et al. (2013) showed that women are not only looking liberation from the men oppression and dominion in leadership but also looking for acceptable respect and recognition in the society. The study also highlighted that most of the women initially did not understand d the meaning of capacity building and upon further explanation they understood it as managing suffering or solving problems efficiently (Guerin et al, 2013). Women view their empowerment in relation to other women, husbands, families and communities rather than liberation from male domination in the society.

Wema (2010) studied the participation of women in program planning as well as enactment by a case study of TASAF initiative in the Rufiji district in Tanzania. The research concentrated on the factors influencing the involvement of women in planning as well as implementation of initiatives. The paper found women's participation to be influenced by socio-economic dynamics, power differences and gender social relations. Other factors influencing women participation according to this research were found to be ineffective communication networks and inadequate capacity building. These studies do not however cover the factors influencing women's involvement in community development initiatives in Zimbabwe. This study attempts to fill this research gap through a case study of Zvishavane Women Projects in the Midlands Province.

2.7 Theoretical Framework

There are various theories related to gender parity and the role of sexual category in influencing the political, social as well as economic status of individuals. This study was guided by the gender and development approach, gender socialization theory, hierarchical theory and the gender relations theory theories.

2.7.1 Gender and Development Approach

The gender and development methodology begun in the 1980s as a substitute to the previous Women in Development (WID) methodology which lay emphasis on women in isolation. It originates from socialist feminism and has linked the gap put down by the theorists of modernization, associating the relations of production to those of reproduction and considering every feature of lives of women(Nyachieng'a, 2011). The approach by GAD asserts that focusing on women separately is to disregard the actual problem, which continues being their subordinate position to male. In asserting that females cannot be separately regarded, it lays emphasizes on gender relations, when creating measures to "aid" female in the development process (Jaquette, 1982).

According to Young (1987) this approach considers "the entirety of social organization, economic as well as political life so as to know the shaping of certain aspects of Society". This goes to say that it does not just deal with women but more on social building of gender, the delegation of certain roles, tasks and hopes to female and male and the basic assumptions resulting to these constructs. It embraces the involvement of male who hold concern for equity and social justice in dealing with gender inequality.

The GAD approach does not emphasize especially on productive or reproductive features of female's (and male's) lives to the segregation of one another. It explores the kind of contribution of females in perspective of work performed both outside and inside the family, as well as non-commodity production, and decline the public/private separation which usually has been utilized as an instrument to devalue family maintenance tasks carried out by females. The GAD approach provides exceptional consideration to the women oppression in the household and goes into the purported "private sphere" to evaluate the assumptions as a result of which conjugal relationships are grounded(Nyachieng'a, 2011). GAD similarly emphasizes on the

involvement of the government in encouraging setting free of women, regarding it as government's duty to offer some of the social amenities which females in several states have given on a basis of private and personal. This methodology regards female not as inactive beneficiaries of development, but as agents of change.

This approach is therefore important in this study as it explains the important link that exists between production and reproduction roles of both genders. It sheds light on the role of social, political as well as economic arrangements in defining the place of both men and women. This approach also looks at the emancipation of women, who have been accorded subordinate status to men, as a responsibility of the whole society including the state, men and even the women themselves. This approach is therefore important in understanding the factors that influence gender equality in management and governance and devising means through which gender equality can be achieved. The relevance of this theory in the study applies since the involvement of women in Zvishavane community development initiatives is brought out to be determined generally by the place of females in the general public. The distinction in the place of females in education, culturally accepted gender roles and even in finances are therefore factors that affect the participation of women in community development projects.

2.7.2 Gender Socialization Theory

Socialization is the enduring process of taking over and spreading customs, norms and beliefs that offers a person the abilities and conducts required to participate in their individual society. It is an influential way through which a human infant acquires the abilities required to perform as an operational participant of their society (Wamoto, 2016). Through gender socialization people learn of the culturally defined gender roles. The gender socialization theory notes that parents and guardians teach children to behave in particular ways according to their gender. Boys are taught to act in a masculine way while girls in a feminine way. Risman (2004) noted that the second tradition lays its focus on the ways in which social structure forms gendered behavior. According to his approach, both men and women differ in their behaviors as they fill varied posts in various institutions, working organizations and families, implying that they undertake dissimilar gendered roles.

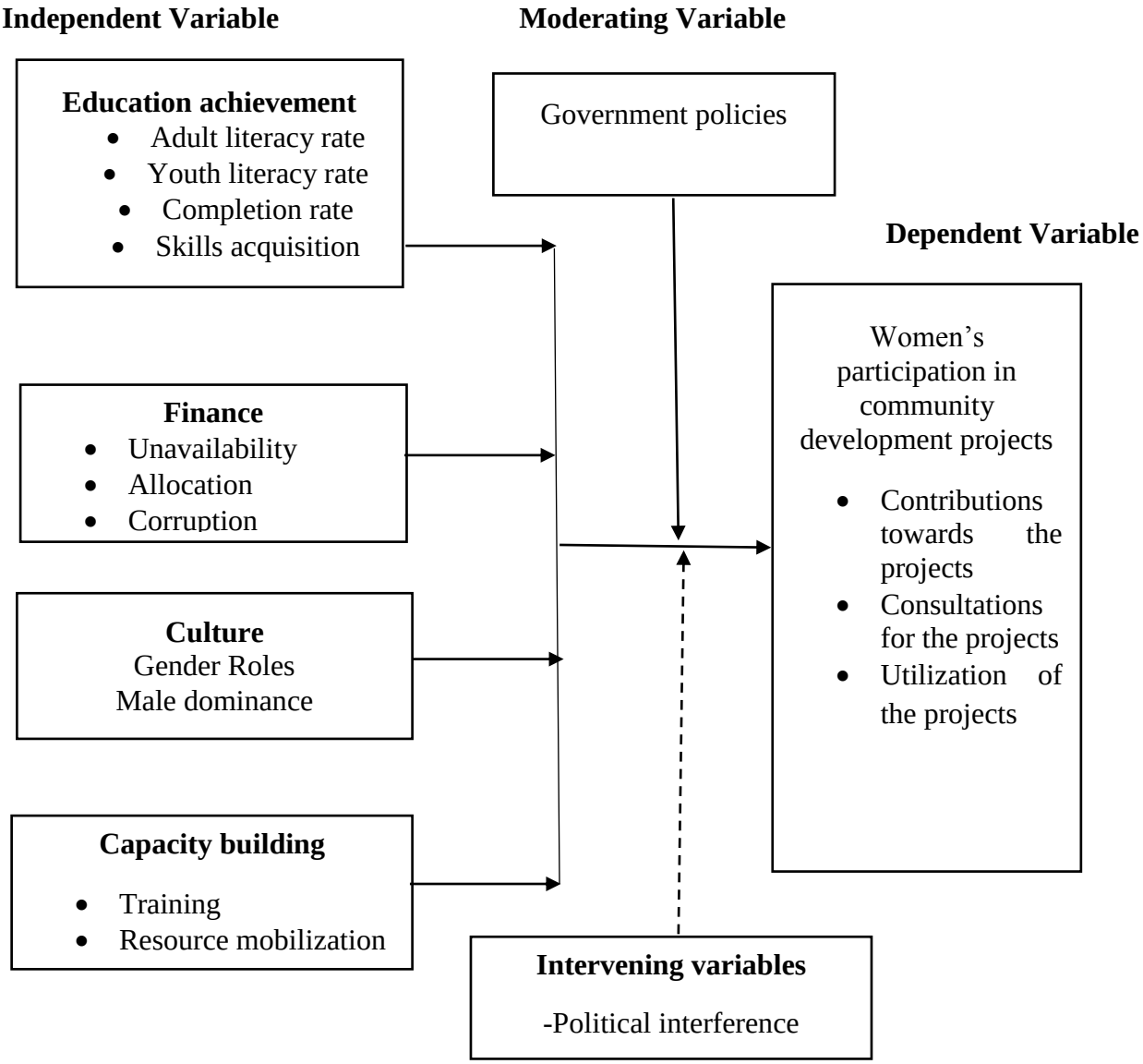
Parents mix gender responsibilities in their youngsters through determining attributes related gender related by way of toys and undertakings they are engaged them in, through adopting different interaction techniques with the children based on the child's sex, through being the primary gender models and through verbal communication of gender ideals (Epstein & Ward, 2011). This theory also emphasizes on the interactive perception that focuses on the contextual issues including the cultural expectations and the situational meanings that are taken for granted. This concept means that there is an expectation for an individual to form differences which are neither unavoidable nor indispensable (Wamoto, 2016). Hence, this gendered variation can be understood to mean validation of inequality, as anything female in the patriarchal society is not valued but looked down upon.

This theory explains the role socialization or training and modeling by society plays in shaping gender responsibilities and the positions that male and female are willing to take up. Through gender socialization the acceptable roles of women and men are passed on. This shapes what activities and how both genders go about these activities. This theory is therefore important in understanding the role played by this socialization processes in promoting or derailing gender equality in management and governance. The women of Zvishavane through socialization have adopted certain accepted roles for them that are different from those of men. This highly dictates the roles they take up in community development projects. This theory is thereby relevant in explaining how socialization plays a role in women participation in Zvishavane community development projects.

2.8 Conceptual Framework

The framework below is an illustrative representation of the causal connections between the independent variable and the dependent variable. The independent variables include culture, capacity building, finance and education achievement. The dependent variable consists of women's participation in community development. The moderating variable, government policies, affects the relationship between the independent and dependent variable.

Figure 1: Conceptual framework



2.9 Research Gap

This section presents a summary of studies used t0o support the study. The summary is presented in table 2.1.

Table 2.1: Summary of Research Gaps

Author	Findings	Research Gaps
Mbogori (2014)	The study revealed that socio cultural factors, economic challenges, infrastructure and capacity building majorly influence lead to low participation of women in community development projects.	The study used simple stratified random sampling technique. The study population consists of 21 Community Based Organizations (CBOs) in Kenya with a total of 441 members.
Nyachieng'a (2011)	The study established the major factors affecting the gender mainstreaming process include inadequate staff sensitization, lack of political goodwill, inadequate training on gender related issues inadequate budget and technical staff.	This study was limited to gender mainstreaming and public sector of Kenya and may not be applicable to a wide range of cases
Muyomi (2014)	The study established that the government didn't do much to create awareness among its employees on gender issues. There were also gaps in terms of resource mobilization especially the allocation of human resources.	The target population of this study comprised employees and heads of departments in the Ministry of Planning and Devolution and the Ministry of Labour, Social Security and Services. The study made use of closed ended questionnaires and interview schedule as data collection instruments
Njenga (2013)	Results of the study identified that the university had taken major steps to mainstream gender. It has an established gender and mentoring office and a Gender Advisory Board which command various mandate on gender issues guided by a well	The study utilized primary as well as secondary data. Primary data was obtained by interview guide whereas secondary data was obtained from the human resource and gender policy manuals, the university website as well as pamphlets and was analysed using

	laid down gender policy.	content analysis.
Abu & Klassen (2004)	education gives women the opportunity to participate and contribute to the National Development.	This study was only limited to Nigeria
Joycelyn (2011)	she concluded that college or tertiary education was the strongest predictor of female workforce participation	She utilized secondary data from International Social Survey Program (ISSP)

2.10 Summary of Literature Review

This chapter has looked into the educational, financial and social factors that influence the participation of women in development projects. The chapter has also looked into theories that relate to gender roles. From the literature reviewed, the economic positions of men and women remain different as influenced by the employment they are inclined to and the level of education to which they are exposed. Women participation is also influenced by culture and the socially defined gender roles. The commitment to implement gender policies and the necessary practicability still remain elusive albeit the existence of great policies to ensure women participation. From the theories, gender roles are influenced greatly by socialization and the need to act within certain socially defined confines. The burden of achieving gender equality is viewed as collective, involving all members in society. Most research papers however have concentrated on women taking part in political leadership. The factors that influence women taking part in the development sector have not been explored thus creating a niche which this research seeks to fill through a study of the factors influencing women's involvement in community development initiatives in Zimbabwe. This is through a case of Zvishavane women's project in Midlands Province in Zimbabwe.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This part discussed a number of methods and procedures that was employed to execute the research. It covered in detail research design, target population, sample size and sampling procedures, instruments of data collection, procedures of data collection, data analysis methods as well as ethical concerns.

3.2 Research Design

The study adopted a mixed method approach employing a descriptive survey and phenomenological design research design. A descriptive survey research design enabled the research collect general information that can be generalized. On the other hand, the phenomenological design allowed the researcher to gather in-depth information based on experiences of women. Phenomenology is solely concerned with the study of the experience from the perspective of the participants, therefore, the goal was to describe a lived experience (Giorgi, 2012). This research design was the most convenient since it comprised of making enquiries from the selected population about a certain issue and allowed the researcher to gather facts on the actual condition of the phenomenon during the period study (Mugenda & Mugenda, 2003).

3.3 Target Population

Fox and Bayat (2007) characterize population as the whole group of people or items from which the study seeks to take a broad view of its findings. The population of study comprised of women registered with Zvishavane women's project in Midlands province, Zimbabwe. The total number of women registered is 187, which comprise of 11 officials and 176 non-official members (Water Project in Zvishavane, 2017). The researcher worked with the officials because they are the ones who work closely with the women in the projects and more involved in the women personal live as they work with them on day to day.

3.4 Sample Size and Sampling Technique

As stated by Mugenda and Mugenda (2003) accords a sample size to be a minor group or sub-group obtained from the available population. A sample population of 126 is reached by computing the target population of 187 with a confidence level of 95% and an error of 0.05 using the following formula obtained from Kothari (2004).

The researcher used simple random sample to select the participants, where random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. In this case my target population was 126 participants were chosen where the assigned numbers from 1 to 187. Purposive sampling was used to choose 8 out of 11 officials.

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$$n = \frac{z^2.N.\partial_p^2}{(N-1)e^2 + z^2\partial_p^2}$$

$$n = \frac{1.96^2*187*0.5^2}{(187-1)0.05^2+1.96^2*0.5^2}$$

$$\frac{179.595}{1.4254} = n=126$$

Where; n = Size of the sample,

N =Population size set as 187,

e = Error within acceptable limits and set as 0.05,

∂p = the population's standard deviation and set as 0.5 where not known,

Z = Standard variate at a confidence level set as 1.96 at confidence level of 95%.

Table 3. 1 Sample

Category	Frequency	Proportion (%)	Sample Size
Officials	11	6	8
Members (Non-officials)	176	94	118
Total	**187**	**100**	**126**

Source: Zvishavane Water Project, 2017

3.5 Data Collection Instrument

Primary data was obtained through semi-structured questionnaires. Kothari (2004) stated that a questionnaire is the most effective survey instrument due to many advantages including economy, ease and standardization of responses. It is also easier to analyze data from questionnaires. The questionnaires were administered to the respondents. It contained five sections: Section I: Background information of the Respondents, Section II: Influence of educational achievement on involvement of women in community development initiatives: Influence of finance on women taking part on community development programs: Influence of culture on women

involvement in community development programs: and influence of capacity building on women involvement in community development initiatives.

3.6 Pilot Testing of the Instrument

According to Mugenda and Mugenda (2012) a pilot sample of 10% is acceptable. Therefore, the piloting study was conducted in one day district women project, and the project was not part of the final study. This involved 10%*187=19 respondents. These respondents did not take part in the main study to avoid chances of bias. The Pilot testing involved testing the research instrument in order to determine the suitability in actual field conditions (Kumar, 2010).

The research employed pilot study in testing the validity and reliability of the data collection instruments. This is done for the testing of research instrument to be used in the main study and time frame of answering the questionnaire.

3.6.1 Validity of the Instrument

Research instrument's validity is the extent to which a sample test objects denotes the content the test is intended to evaluate (Mugenda & Mugenda, 2012). For this study, data collection instruments were pre-tested for validity via pilot study of a small sample size of 19 people from Zvishavane women's project in Midlands province, Zimbabwe that has similar demographics as the study area. The subject connected technique evaluates the level to which the questions objects replicated the particular ranges covered.

3.6.2 Reliability of the Instrument

According to Bowlin (2009), reliability is measurement's consistency and is often evaluated by the test–retest reliability technique. Reliability is enhanced by incorporative several related objects on an evaluation, by examining a varied sample of people and by even testing procedures. The survey instrument was subjected to reliability analysis was done through test-retest method. This method was applied on nineteen (19) respondents who were issued with the measuring questionnaires within an interval of one week.

3.7 Data Analysis Techniques

The filled questionnaires were collected from the respondents and responses in the questionnaires were tabulated. The data gathered was cleaned, edited, coded and classified in order to achieve an accurate deductions and inferences to be answered to the research questions. Qualitative data was analysed via content analysis, while quantitative data through inferential statistics. The collected data on section A was analysed through descriptive statistics and content analysis; Section B, was analysed through inferential statistics. Demographic information was presented in percentages, frequencies, tables. Statistical package for social sciences (SPSS) version 20 was utilized in conducting analysis.

Factor analysis was used to reduce data to small sets of variables. Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables (Costello and Osborne, 2005). Statistical package for social sciences (SPSS) version 20 was used to carry out factor analysis.

Content analysis was employed in the analysis of qualitative data. Responses from open ended questions in the questionnaire and interviews were categorized based on developing themes. The developing themes were utilized in the enhancement quantitative data and drawing conclusions in the investigation.

The study used a regression equation is as shown: $Y= \boldsymbol{\alpha}+\boldsymbol{\beta_1}X_1 + \boldsymbol{\beta_2}X_2 +\boldsymbol{\beta_3}X_3 +\boldsymbol{\beta_4}X_4+\boldsymbol{\mu}$ where, Y= women's involvement in community development initiatives; $\boldsymbol{\alpha}$ is the constant term, β_1, β_2, β_3, β_4, are co-efficient of X_1, X_2, X_3, X_4 which are factors influencing women's participation; μ= Error term.

3.8 Ethical Considerations

The researcher described to the respondents assuring to them that the study is simply for the purpose of academic. It was well-described that the involvement is by volunteer and that the respondents are at liberty to turn down or withdraw any moment during the period of research.

Protection of their privacy was guaranteed by stringent standard of privacy. The researcher will also seek informed consent from the respondents. The respondents

were requested not to indicate any identifying information in the questionnaires that they will fill.

3.9 Operationalization of Variables

Table 3.2 Operationalization of variables

Objective	Type of Variable	Indicators	Data analysis type	Scale of Measurement	Data collection method
Demographic information			Descriptive Statistics	Nominal	Questionnaire
To ascertain the influence of educational achievement on women's participation in community projects	Independent	Level of education Skill acquisition	Descriptive Statistics	Ordinal	Questionnaire
To evaluate the influence of finance on females involvement on community development projects in the Zvishavane Women Project.	Independent	Unavailability Scarcity	Descriptive Statistics	Ordinal	Questionnaire
To establish how culture influences females' involvement in the Zvishavane Women Project	Independent	Gender roles Bias in attitudes Male dominance	Descriptive Statistics	Ordinal	Questionnaire
The effect of capacity building on women involvement in community development projects in the Zvishavane Women Project.	Independent	Training Resource mobilization	Descriptive Statistics	Ordinal	Questionnaire

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the interpretation and presentation of the research findings drawn from the research instrument by way of data analysis as set out in the research methodology. The research data was gathered exclusively through questionnaires as the primary research instrument. The questionnaire was designed in line with the research objectives of the study.

4.2 Respondents' Demographic Characteristics

This section is an analysis of the demographic information of the individual respondents and the respondent's organization. This was done so as to understand the background of the respondents and their work ability to give relevant data useful to the study.

4.2.1 Response Rate

The study targeted 126 respondents out of which 101 target respondents filled in and returned the questionnaire resulting in 80% response rate. This response rate is considered adequate since according to (Mugenda and Mugenda, 1999) a response rate of 70% and over is excellent and adequate for analysis and reporting.

Table 4.1 Response Rate

Target Population	126
Reponses	101
Response Rate	80%

4.2.2 Age of the respondents

The researcher sought to find out the age of the respondents. The findings are shown in the table 4.2.

Table 4.2 Age of the respondents

Age	Frequency	Percent
16-20 Years	6	6%
21-25 Years	5	5%
26-30 Years	13	13%
31-35 Years	26	26%
Above 35	51	50%

The findings indicate that 5% of the respondents were aged between 21-25 Years. 6 % of the respondents were aged between 16 – 20 years. 13% of the respondents were aged between 26-30 Years. 26% of the respondents were aged between. 31-35 Years. 50% of the respondents were aged above 35. This indicates that there a balance representation of the youth and the old in the study and therefore enhanced reliability of research findings.

4.2.3 Duration of Residence at Zvishavane

The researcher sought to find out the length of time the respondents had lived in the area of study.

Table 4.3 Duration of Residence at Zvishavane

	F	Percent	Cumulative Percent
1-2 Years	5	4.5	4.5
over 2 years	96	95.5	100
Total	101	100	

The findings in table 4.3 indicate that 4.4 % of the respondents indicated they had lived in that region for a period of 1-2 years. 96% of the respondents indicated they had lived in that region for a period of over 2 years. This therefore indicates that the respondents had lived in the region long enough for them to make reliable contributions to this study.

4.2.4 Highest Level of Education

The researcher sought to find out the respondent highest level of education performance. Findings are shown in table 4.4.

Table 4.4 Highest level of education

Highest Level of Education	Frequency	Percent	Cumulative Percent
Certificate	27	27.3	27.3
First degree	5	4.5	31.8
Grade 7 & below	60	59.1	90.9
Secondary	9	9.1	100
		100	
Total	101		

The findings indicate that 27.3% of the respondents had Certificate as their highest level of education while 4.5% of the respondents had first degree as their highest level of education. 59.1% of the respondents had Grade 7 and below as their highest level of education. 9.1% of the respondents had secondary education as their highest level of education.

4.2.5 Participation in Development Projects

The researcher sought to find out whether the respondents had ever participated in community development project or not. Findings are shown in table 4.5.

Table 4.5 Participation in development projects

Participation in development projects	
Non-participation	41%
Participation	59%

The findings indicted that 59% of the respondents had participated in community development project before while 41% had not participated in such before. This indicates a balanced representation of the respondents and this will greatly improve the reliability of the study findings as will represent the opinion of those who had previously participated in community development and those who had not.

4.2.6 Reason for Non-Participation in Development projects

The researcher sought to find out the reason for respondent non-participation in development projects. Findings are shown in table 4.6.

Table 4.6 Reason for Non-Participation in development projects

Reason For Non-Participation	Percentage	Cumulative Percent
Lack of Money	21	51.2	51.2
Lack of Interest	9	22	73.2
Lack of Projects	8	19.5	92.7
Political Factors	3	7.3	100
Total	41	100	

51.2% of the respondents indicated that the reason for non-participation in community development projects was due to lack of money. 22% of the respondents indicated that the reason for non-participation in community development projects was due to lack of interest. 19.5% of the respondents indicated that the reason for non-participation in community development projects was due to lack of projects. 7.3% of

the respondents indicated that the reason for non-participation in community development projects was due to political factors.

4.2.7 Intention to Participate in Future Development Projects

The researcher sought to find out whether the respondent had the Intention of participating in future development projects. Findings are shown in table 4.7.

Table 4.7 Intention to Participate in Future Development Projects

Intention to Participate in development projects	
No	**4%**
Yes	**96%**

The findings indicate that 96% of the respondent's intent to participate in future community development projects while 4% of the respondents do not intent to participate in future community development projects. With only a small percentage of the respondents not intending to participate in future community development projects we conclude that the overall study and its respondents are relevant.

4.2.7 Future Development Projects that the Respondents Intent to Participate

The researcher sought to find out the nature of future development projects that the respondents intent to participate in. Findings are shown in table 4.8.

Table 4.8 Future Development Projects that the Respondents Intent to Participate

Development Project	Frequency	Percent	Cumulative Percent
Any Activity	4	4.3	4.3
Poultry Farming	38	39.1	43.5
Cooperatives	29	30.4	73.9
Soap Making	4	4.3	78.3
Business	14	13	91.3
Dairy Farming	4	4.3	95.7
Dairy& Poultry	4	4.3	100
Total	97	100	

The findings indicate that 4.3% of the respondents indicated that in the future they intent to engage in any activity. 39.1% of the respondents indicated that in the future they intent to engage in Poultry Farming. 30.4% of the respondents indicated that in the future they intent to engage in cooperatives. 4.3% of the respondents indicated

that in the future they intent to engage in Soap Making. 13% of the respondents indicated that in the future they intent to engage in Business. 4.3% of the respondents indicated that in the future they intent to engage in Dairy Farming. 4.3% of the respondents indicated that in the future they intent to engage in Dairy & Poultry.

4.2.8 Reason for Non Participation in Future Development Projects

The researcher sought to find out the reason for non-participation in Future development projects. Findings are shown in table 4.9.

Table 4.9 Future Projects That the Respondents Intend to Participate

Reason	Frequency	Percent	Cumulative Percent
Lack of money	21	51.2	51.2
Lack of interest	9	22	73.2
Lack of projects around	8	19.5	92.7
Political factors	3	7.3	100
Total	41	100	

The findings indicate that 51.2% of the respondents could not participate in future development projects due to lack of money. 22% of the respondents could not participate in future development projects due to lack of interest. 19.5% of the respondents could not participate in future development projects due to lack of projects around. 7.3% of the respondents could not participate in future development projects due to political factors.

4.3 Educational Achievement and Women Participation in Community Development Projects

Table 4.10 below is the representation of the perceived influence of educational achievement on women participation in community development projects. The mean is the representation of the majority opinion of the respondents in reference to the likert scale data which 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree.

Table 4.10: Educational Achievement and Women Participation in Community Development Projects

Educational Achievement and Women Participation in Community Development Projects	Mean	SD
Educated women are more likely to take up leadership positions or roles in development projects at community level.	3.95	0.95
Structural investments such as education facilities that cater for women increases their participation in community development projects	3.82	0.73
Educational achievement by women ensures effective women representation in all women projects	3.73	0.94
Educational achievement contributes to women participation in leadership of community development projects	3.73	0.77
Educational achievement has led to improved representation of women in community development projects	3.68	0.84
Educational achievement by women led to improved understanding on the needs of their communities and the possible solutions to these needs	3.64	0.66
Educational achievement by women has led to increased desire for betterment and development of the community	3.64	0.85
Educational achievement by women has ensured an upgrade in skills and knowledge, and promoted effective participation in community projects.	3.64	0.85
Educational achievement by women has improved their advocacy role in their call to ensure gender equality in participation in community development projects	3.59	0.67
Educational achievement has promoted the general advancement of women in community development projects	3.5	0.96

The respondents agreed that educated women are more likely to take up leadership positions or roles in development projects at community level as indicated by the mean of 3.95 and a small standard deviation of 0.95. The respondents agreed that structural investments such as education facilities that cater for women increases their participation in community development projects as indicated by the mean of 3.82 a

small standard deviation of 0.73. The respondents agreed that educational achievement by women ensures effective women representation in all projects as indicated by the mean of 3.73 a small standard deviation of 0.94.

The respondents agreed that educational achievement contributes to women participation in leadership of community development projects as indicated by the mean of 3.73 a small standard deviation of 0.77. The respondents agreed that the respondents agreed that educational achievement has led to improved representation of women in a small standard deviation of community development projects as indicated by the mean of 3.68 and a small standard deviation of 0.84. The respondents agreed that educational achievement by women led to improved understanding on the needs of their communities and the possible solutions to these needs as indicated by the mean of 3.64 a small standard deviation of 0.66.

The respondents agreed that educational achievement by women has led to increased desire for betterment and development of the community as indicated by the mean of 3.64 a small standard deviation of 0.85. The respondents agreed that educational achievement by women has ensured an upgrade in skills and knowledge, and promoted effective participation in community projects as indicated by the mean of 3.64 and a small standard deviation of 0.85.

The respondents agreed educational achievement by women has improved their advocacy role in their call to ensure gender equality in participation in community development projects as indicated by the mean of 3.59 a small standard deviation of 0.67. The respondents agreed educational achievement has promoted the general advancement of women in community development projects 3.5 a small standard deviation of 0.96.

4.3.1 Financial Factors and Women Participation in Community Development Projects

The researcher sought to find out the effect of financial factors on women participation in community development projects. The mean is the representation of the majority opinion of the respondents in reference to the likert scale data which 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5 = Strongly agree. The findings are presented in the table 4.11.

Table 4.11: Financial and women Participation in Community Development Projects

Financial Factors and women Participation In Community Development Projects	Mean	Std. Deviation
Many women lack enough resources that allowed them support the project initiatives	4.05	0.72
Women are not involved in fund-raising activities which can help in community development.	3.95	0.84
Women are hindered by limited access to resources such as credits and small-scale income generating activities	3.86	0.99
Family financial commitments limits women's ability to engage in community development projects	3.73	0.83
Limited access to resources limits women participation in decision-making and also limits their knowledge on community development projects services available and benefits.	3.73	0.63
Limited donor funding and government financial support limits women participation in community development projects	3.64	0.95
Women cannot access the media to boost their efforts in community development	3.55	1.10
Women are limited by resources (financial) for active participation in the project	3.45	0.67
Many women work voluntarily on the ground and use their own resources to support community development activities.	3.14	1.17

The respondents agreed that many women lack enough resources that allowed them support the project initiatives as indicated by the mean of 4.05 and a small standard deviation of 0.72. The respondents agreed that Women are not involved in fund-raising activities which can help in community development as indicated by the mean of 3.95 and a small standard deviation of 0.84. The respondents agreed that Women are hindered by limited access to resources such as credits and small-scale income

generating activities as indicated by the mean of 3.86 and a small standard deviation of 0.99.

The respondents agreed that family financial commitments limits women's ability to engage in community development projects as indicated by the mean of 3.73 and a small standard deviation of 0.83. The respondents agreed that Limited access to resources limits women participation in decision-making and also limits their knowledge on community development projects services available and benefits as indicated by the mean of 3.73 and a small standard deviation of 0.63. The respondents agreed that Limited donor funding and government financial support limits women participation in community development projects as indicated by the mean of 3.64 and a small standard deviation of 0.95.

The respondents agreed that Women cannot access the media to boost their efforts in community development as indicated by the mean of 3.55 and a small standard devotion of 1.10. The respondents agreed that Women are limited by resources (financial) for active participation in the project as indicated by the mean of 3.45 and a small standard devotion of 0.67. The respondents agreed that many women work voluntarily on the ground and use their own resources to support community development activities as indicated by the mean of 3.14 and a small standard devotion of 1.17.

4.3.2 The Effect of Culture on Women Participation in Community Development Projects

The researcher sought to find out the effect of cultural on women participation in community development projects. The mean is the representation of the majority opinion of the respondents in reference to the likert scale data which 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree. The findings are presented in the table 4.12.

Table 4.12: The effect of culture on women participation in Community development projects

The effect of culture on women participation in community development projects	Mean	Std. Deviation
When women get involved in community development matters, they do not get an opportunity to contribute in a formal way	3.91	0.81
Women are not yet recognized as a factor in the socio-economic, political and environmental development of the country and hence limit women participation	3.86	0.77
Women have been exploited by their culture, of which men are the main custodians and thus limit women participation in community development projects	3.82	0.91
Representation of women does not mean active participation when making decisions in community development matters	3.68	0.72
The patriarchal culture view women as objects to be seen and not heard	3.64	1.00
Gender stereotyping has reduced women participation in community development projects	3.64	0.79
The different value of work based on sex creates different degrees of access and control over resources that favor and limit women participation in projects	3.64	0.95
Women are not perceived as leader in the society	3.59	1.10
Lack of collaborative efforts needed in preventing and fighting sexual violence against women prevents them from active participation in community development	3.55	0.96
Conflicts at home prevent women from participating actively in community development matters	3.55	0.96
Community development matters activities connected to women are restricted To only a few educated women	3.5	0.96
Women lack moral frameworks that would give them a strong say in community development matters	3.5	0.80
Sex-differentiated behavior between men and women within a society created by division of labor lead to gendered social behavior that limit women participation in community development projects	3.45	0.80

Gender stereotyping adversely affects the participation of women in community projects as women are socialized to take a back seat and be less assertive.	3.45	0.60
Gender inequality within many societies limit women participation in community development projects	3.45	0.51
Political and legal frameworks have favored men roles in community development projects	3.27	0.99
Gender roles, perpetuated through social structure, different power relations and status between men and women limit women participation in community projects	3.18	0.80

The respondents agreed that when women get involved in community development matters, they do not get an opportunity to contribute in a formal way as indicated by the mean of 3.91 and a small standard deviation of 0.81 a small standard deviation of. The respondents agreed that women are not yet recognized as a factor in the socio-economic, political and environmental development of the country and hence limit women participation as indicated by the mean of 3.86 a small standard deviation of 0.77.

The respondents agreed that women have been exploited by their culture, of which men are the main custodians and thus limit women participation in community development projects as indicated by the mean of 3.82 a small standard deviation of 0.91. The respondents agreed that representation of women does not mean active participation when making decisions in community development matters as indicated by the mean of 3.68 a small standard deviation of 0.72.

The respondents agreed that the patriarchal culture view women as objects to be seen and not heard as indicated by the mean of 3.64 a small standard deviation of 1.00. The respondents agreed that gender stereotyping has reduced women participation in community development projects as indicated by the mean of 3.64 a small standard deviation of 0.79. The respondents agreed that the different value of work based on sex creates different degrees of access and control over resources that favor and limit women participation in projects as indicated by the mean of 3.64 a small standard deviation of 0.95. The respondents agreed that women are not perceived as leader in the society as indicated by the mean of 3.59 a small standard deviation of 1.10.

The respondents agreed that lack of collaborative efforts needed in preventing and fighting sexual violence against women prevents them from active participation in community development as indicated by the mean of 3.55 a small standard deviation of 0.96. The respondents agreed that conflicts at home prevent women from participating actively in community development matters as indicated by the mean of 3.55 a small standard deviation of 0.96. The respondents agreed that community development matters activities connected to women are restricted to only a few educated women as indicated by the mean of 3.5 a small standard deviation of 0.96. The respondents agreed that women lack moral frameworks that would give them a strong say in community development matters as indicated by the mean of 3.5 a small standard deviation of 0.80.

The respondents were not sure whether sex-differentiated behavior between men and women within a society created by division of labor lead to gendered social behavior that limit women participation in community development projects as indicated by the mean of 3.45 a small standard deviation of 0.80. The respondents were not sure whether gender stereotyping adversely affects the participation of women in community projects as women are socialized to take a back seat and be less assertive as indicated by the mean of 3.45 a small standard deviation of 0.60. The respondents were not sure whether gender inequality within many societies limit women participation in community development projects as indicated by the mean of 3.45 a small standard deviation of 0.51.

The respondents were not sure whether political and legal frameworks have favored men roles in community development projects as indicated by the mean of 3.27 a small standard deviation of 0.99. The respondents were not sure whether gender roles, perpetuated through social structure, different power relations and status between men and women limit women participation in community projects as indicated by the mean of 3.18 a small standard deviation of 0.80.

4.3.3 Capacity Building and Women Participation in Community Development Projects

The researcher sought to find out the effect of capacity building and women participation in community development projects. The mean is the representation of the majority opinion of the respondents in reference to the likert scale data which 1=

Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree. The findings are presented in the table 4.13.

Table 4.13: Capacity building and women participation in community development projects

Capacity building and women participation in community development projects	Mean	Std. Deviation
Capacity building strengthens the instincts that communities need hence enhancing the participation of women in community development	3.77	0.87
Capacity building programs increases the understanding of the project benefits by the local women and creates the sense of community ownership and a feedback mechanism important to participation in the development projects.	3.64	0.73
Capacity building strengthens the skills that communities need hence enhancing the participation of women in community development	3.55	0.96
Lack of capacity building among women is the major problem facing the successful implementation of the said projects and participation of women in community development.	3.5	0.80
Capacity building strengthens the processes that communities need hence enhancing the participation of women in community development	3.5	0.74
Sex-differentiated behavior between men and women within a society created by division of labor lead to gendered social behavior that limit women participation in community development projects	3.45	0.80
Gender stereotyping adversely affects the participation of women in community projects as women are socialized to take a back seat and be less assertive.	3.45	0.60
Capacity building strengthens the resources that communities need hence enhancing the participation of women in community development	3.41	0.67

The respondents agreed that capacity building strengthens the instincts that communities need hence enhancing the participation of women in community

development as indicated by the mean of 3.77 and a small standard deviation of 0.87. The respondents agreed that capacity building programs increases the understanding of the project benefits by the local women and creates the sense of community ownership and a feedback mechanism important to participation in the development projects as indicated by the mean of 3.64 and a small standard deviation 0.73.

The respondents agreed that capacity building strengthens the skills that communities need hence enhancing the participation of women in community development as indicated by the mean of 3.55 and a small standard deviation 0.96. The respondents agreed that lack of capacity building among women is the major problem facing the successful implementation of the said projects and participation of women in community development as indicated by the mean of 3.5 and a small standard deviation 0.80.

The respondents agreed that capacity building strengthens the processes that communities need hence enhancing the participation of women in community development as indicated by the mean of 3.5 and a small standard deviation 0.74. The respondents were not sure whether sex-differentiated behavior between men and women within a society created by division of labor lead to gendered social behavior that limit women participation in community development projects as indicated by the mean of 3.45 and a small standard deviation 0.80. The respondents were not sure whether gender stereotyping adversely affects the participation of women in community projects as women are socialized to take a back seat and be less assertive as indicated by the mean of 3.45 and a small standard deviation 0.60.

The respondents were not sure whether capacity building strengthens the resources that communities need hence enhancing the participation of women in community development as indicated by the mean of 3.41 and a small standard deviation 0.67.

4.4 Factor Analysis

To further bring out the key factors influencing women participation in community development projects, Factor analysis was carried out. Factor analysis resulted into communalities, total variance explained, and component matrix illustrated in Tables 4.14, 4.15 and 4.16 respectively.

Table 4.14: Communalities

Education achievement	Initial	Extraction
Education achievement by women has ensured an upgrade in skills and knowledge and promoted effective participation in community projects.	1	0.939
Women are not involved in fund-raising activities which can help in community development.	1	0.921
Limited access to resources limits women participation in decision-making and also limits their knowledge on community development projects services available and benefits.	1	0.919
Structural investments such as education facilities that cater women increases their participation in community development projects	1	0.905
Women cannot access the media to boost their efforts in community development	1	0.905
Education achievement has led to improved representation of women in community development projects	1	0.875
Women are not perceived as leader in the society	1	0.866
Many women lack enough resources that will allow them support the project initiatives	1	0.865
Sex-differentiated behavior between men and women within a society created by division of labor lead to gendered social behavior that limit women participation in community development projects	1	0.862
Women lack moral frameworks that would give them a strong say in community development matters	1	0.858
Women are hindered by limited access to resources such as credits and small-scale income generating activities	1	0.854
Capacity building strengthens the resources that communities need hence enhancing the participation of women in community development	1	0.854

Women are not yet recognized as a factor in the socio-economic, political and environmental development of the country and hence limit women participation	1	0.853
Educated women are more likely to take up leadership positions or roles in development projects at community level.	1	0.832
Many women work voluntarily on the ground and use their own resources to support community development activities.	1	0.831
Education achievement by women led to improved understanding on the needs of their communities and the possible solutions to these needs	1	0.829
The patriarchal culture view women as objects to be seen and not heard	1	0.829
Lack of collaborative efforts needed in preventing and fighting sexual violence against women prevents them from active participation in community development	1	0.821
Gender stereotyping adversely affects the participation of women in community projects as women are socialized to take a back seat and be less assertive.	1	0.813
Lack of capacity building among women is the major problem facing the successful implementation of the said projects and participation of women in community development.	1	0.811
Limited donor funding and government financial support limits women participation in community development projects	1	0.802
Conflicts at home prevent women from participating actively in community development matters	1	0.796
Education achievement by women has improved their advocacy role in their call to ensure gender equality in participation in community development projects	1	0.784
Community development matters activities connected to women are restricted To only a few educated women	1	0.784

Sustainability of capacity building is a challenge for women in local communities as the acquisition of the capacity to participate in community development projects might not be sustainable in the long run	1	0.781
Family financial commitments limits women's ability to engage in community development projects	1	0.772
Gender inequality within many societies limit women participation in community development projects	1	0.771
Political and legal frameworks have favored men roles in community development projects	1	0.767
When women get involved in community development matters, they do not get an opportunity to contribute in a formal way	1	0.756
Education achievement by women ensures effective women representation in all women projects	1	0.749
The different value of work based on sex creates different degrees of access and control over resources that favor and limit women participation in projects	1	0.748
Capacity building strengthens the processes that communities need hence enhancing the participation of women in community development	1	0.733
Capacity building programs increases the understanding of the project benefits by the local women and creates the sense of community ownership and a feedback mechanism important to participation in the development projects.	1	0.729
Gender roles, perpetuated through social structure, different power relations and status between men and women limit women participation in community projects	1	0.727
Capacity building strengthens the skills that communities need hence enhancing the participation of women in community development	1	0.694
Capacity building strengthens the instincts that communities need hence enhancing the participation of women in community development	1	0.69

Women are limited by resources (financial) for active participation in the project	1	0.654
Gender stereotyping has reduced women participation in community development projects	1	0.649
Representation of women does not mean active participation when making decisions in community development matters	1	0.642
Education achievement has promoted the general advancement of women in community development projects	1	0.629
Women have been exploited by their culture, of which men are the main custodians and thus limit women participation in community development projects	1	0.604
Education achievement contributes to women participation in leadership of community development projects	1	0.597
Education achievement by women has led to increased desire for betterment and development of the community	1	0.561
Capacity building enables women understand and articulate better the needs of their communities and therefore greatly participate in efforts of community development.	1	0.518

Communalities in indicate how much of the variance in the variables studied has been accounted for by the extracted factors. According to the communalities, any factor with an extraction of more than 0.8 influences the variable under study. Results on Table 4.14 indicate that (21) out of the (44) factors are the key to women participation in community development projects. The implication of these findings is that these factors are the main determinants of women participation in community development projects.

Table 4.15 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.693	40.665	40.665	5.693	40.665	40.665
2	1.61	11.499	52.164	1.61	11.499	52.164
3	1.393	9.953	62.117	1.393	9.953	62.117
4	1.265	9.034	71.151	1.265	9.034	71.151
5	1.006	7.184	78.335	1.006	7.184	78.335
6	0.592	4.229	82.564	1.014	7.182	78.336
7	0.511	3.652	86.216	1.022	7.180	78.337
8	0.492	3.512	89.728	1.030	7.178	78.339
9	0.378	2.702	92.43	1.038	7.176	78.340
10	0.365	2.61	95.041	1.046	7.174	78.341
11	0.299	2.135	97.176	1.054	7.172	78.342
12	0.176	1.258	98.434	1.062	7.170	78.343
13	0.125	0.895	99.329	1.070	7.168	78.345
14	0.115	0.893	82.56	1.078	7.166	78.346
15	0.105	0.890	86.22	1.086	7.164	78.347
16	0.095	0.888	89.73	1.094	7.162	78.348
17	0.086	0.886	92.43	1.102	7.160	78.349
18	0.076	0.883	95.04	1.110	7.158	78.351
19	0.066	0.881	97.18	1.118	7.156	78.352
20	0.056	0.879	98.43	1.126	7.154	78.353
21	0.046	0.876	99.33	1.134	7.152	78.354

Source: Research data (2018)

Total variance explained shows all the factors extractable from the analysis along with their eigenvalues, the percent of variance attributable to each factor, and the cumulative variance of the factor and the previous factors. From the findings (Table 4.15), it was noted that the first component accounted for 40.67% of the total variance.

Table 4.16: Component Matrix[a]

	Component				
	1	2	3	4	5
1	0.556	-0.497	-0.428		
2	0.595			0.619	
3	0.526	0.489	-0.447		
4	0.523	0.587			0.508
5	0.629		0.481		
6	0.599				
7	0.494		0.75		
8	0.607			0.42	
9	0.634	0.54			
10	0.801				
11	0.526	0.49	(0.45)		-
12	0.523	0.59	-		0.51
13	0.522		0.48		
14	0.521				
15	0.52			0.43	
16	0.519				
17	0.518				
18	0.517			0.42	
19	0.516	0.59			0.51
20	0.515	-	0.48		-
21	0.514				

Source: Research data (2017)

Component matrix shows the loadings of the twenty-one factors on the five factors extracted. Results from this matrix indicate that the higher the absolute value of the loading, the more the factor contributes to the variable. The key findings from this matrix indicate that the majority of the variables loaded more on factor one as opposed to the other factors.

4.5 Regression Analysis

A regression model was applied to determine the factors influencing women participation in community development projects. The dependent variable is community development projects in Zimbabwe while the independent variable is education financial resources, culture and capacity building. The analytical model used in analyzing the relationship between the dependent and independent variables is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where

Y = Community development Projects (Measured by Revenue to Expense Ratio)

X_1 = Level of education

X_2 = financial resources

X_3 = the effect of culture

X_4 = the role of capacity building

^{e} = error term

The dependent variable is community development projects in Zimbabwe whereas the independent variables are education, financial resources, culture and capacity building. The coefficient of determination discloses the degree to which changes in the dependent variable can be clarified by the adjustment in the free factors or the level of variety in the dependent variable that is clarified by all the four autonomous factors. The examination utilized factual bundle for sociologies (SPSS V 21.0) to code, enter and figure the estimations of the different relapses.

Table 4.17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589[a]	.59	.60	.488

The R-Squared is a usually utilized measurement to show fit. R-square is 1 less the proportion of lingering changeability. The balanced R2, likewise called the coefficient of various judgments, is the percent of the change in the ward clarified particularly or mutually by the free factors. 60 % of the participation in community development projects in Zimbabwe could be ascribed to the consolidated impact of the indicator factors.

Table 4.18 Summary of One-Way ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.273	4	.318	1.338	.296[b]
	Residual	4.045	96	.238		
	Total	5.318	100			

The investigation utilized One-path ANOVA to set up the centrality of the relapse display from which a likelihood estimation of 0.296 was built up. This demonstrates the relationship was significant in foreseeing how education, financial resources, culture and capacity building influences participation in Community development projects in Zimbabwe. The F figured at 5% level of criticalness was 1.338. Since F ascertained is more noteworthy than the F basic, this demonstrates the general model was significant.

Table 4.19 Regression Coefficients results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.009	1.578		3.175	.006
	Education Factors	346	.277	290	-1.247	.229
	Financial Factors	213	.285	170	-.746	.466
	Cultural Factors	-249	.287	239	-.869	.397
	Capacity Building	184	.269	176	-.685	.503

a**. Dependent Variable: Women participation in development project**

The established regression equation was;

$$\mathbf{Y} = 5.009 + \mathbf{346X_1} + \mathbf{213X_2} - 249\mathbf{X_3} + 184\mathbf{X_4} + \boldsymbol{\varepsilon}$$

The regression equation above established that holding all other factors constant (no education, financial resources, culture and capacity building) women participation in community development projects would be 5.009. The findings presented also show that taking all other independent variables at zero, a unit increase in level of education for women would lead to an increase in women participation in community development projects by 346. A unit increase in availability financial resources would lead to an increase women participation in community development projects by 213.

A unit increases in the influence of cultural practices would lead to a decrease in women participation in community development projects by 249. A unit increases in capacity building practices would lead to an increase women participation in community development projects by 184.

CHAPTER FIVE
SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions and recommendations. The findings are summarized in line with the objectives of the study which were to establish the factors influencing women participation in community development projects.

5.2 Summary of Findings

The objective of the study was to establish the factors influencing women participation in community development projects. The research adopted a mixed method research by employing a descriptive survey and phenomenological design research design. The population of study comprises of women registered with Zvishavane women's project in Midlands province, Zimbabwe. The total number of women registered is 187, which comprise of 11 officials and 176 non-official members (water project in Zvishavane, 2017) a sample population of 126 respondents was used.

The study targeted 126 respondents out of which 101 target respondents filled in and returned the questionnaire resulting in 80% response rate. This response rate is considered adequate since according to (Mugenda and Mugenda, 1999) a response rate of 70% and over is excellent and adequate for analysis and reporting. 5% of the respondents were aged between 20-25 years. 13% of the respondents were aged between 26-30 years. 26% of the respondents were aged between. 31-35 years. 56% of the respondents were aged above 40. This indicates that there is a balance representation of the youth and the old in the study and therefore enhanced reliability of research findings.

The findings indicate that 4.4 % of the respondents indicated they had lived in that region for a period of 1-2 years. 96% of the respondents indicated they had lived in that region for a period of over 2 years. This therefore indicates that the respondents had lived in the region long enough for them to make reliable contributions to this study.

The findings indicate that 27.3% of the respondents had certificate as their highest level of education while 4.5% of the respondents had first degree as their highest level of education. 59.1% of the respondents had Grade 7 and below as their highest level of education. 9.1% of the respondents had secondary education as their highest level of education. The findings indicted that 59% of the respondents had participated in community development project before while 41% had not participated in such before. This indicates a balanced representation of the respondents and this will greatly improve the reliability of the study findings as will represent the opinion of those who had previously participated in community development and those who had not.

The reason for non-women participation in community development projects was due to lack of money. Another reason for non-women participation in community development projects was due to lack of projects and political factors. 96% of the respondent's intent to participate in future community development projects while 4% of the respondents do not intent to participate in future community development projects. With only a small percentage of the respondents not intending to participate in future community development projects we conclude that the overall study and its respondents are relevant.

The findings indicate key community developments projects of the future include poultry farming, soap making as well as dairy & poultry farming. 51.2% of the respondents could not participate in future development projects due to lack of money. 22% of the respondents could not participate in future development projects due to lack of interest. 19.5% of the respondents could not participate in future development projects due to lack of projects around 7.3% of the respondents could not participate in future development projects due to political factors.

The findings indicate that educated women are more likely to take up leadership positions or roles in development projects at community level. Structural investments such as education facilities increase their women participation in community development projects. Educational achievement by women ensures effective women representation in all projects. Educational achievement contributes to women participation in leadership of community development projects.

Educational achievement has led to improved representation of women in community development projects and improved understanding on the needs of their communities and the possible solutions to these needs. Educational achievement by women has led to increased desire for betterment and development of the community. Educational achievement by women has ensured an upgrade in skills and knowledge, and promoted effective women participation projects.

The findings indicate educational achievement by women has improved their advocacy role in their call to ensure gender equality in women participation in community development projects. Educational achievement has promoted the general advancement of women in community development projects that many women lack enough resources that allowed them support the project initiatives. Women are not involved in fund-raising activities which can help in community development. Women are hindered by limited access to resources such as credits and small-scale income generating activities.

The findings indicate that a family financial commitment limits women's ability to engage in community development projects. Limited access to resources limits women participation in decision-making and also limits their knowledge on community development projects services available and benefits. Limited donor funding and government financial support limits women participation in community development projects. The findings indicate that women cannot access the media to boost their efforts in community development.

Women are limited by resources financial for active participation in the project. Many women work voluntarily on the ground and use their own resources to support community development activities. When women get involved in community development matters, they do not get an opportunity to contribute in a formal way. Women are not yet recognized as a factor in the socio-economic, political and environmental development of the country and hence limit women participation.

The findings indicate that women have been exploited by their culture, of which men are the main custodians and thus limit women participation in community development projects. Representation of women does not mean active participation when making decisions in community development matters. The patriarchal culture

view women as objects to be seen and not heard. Gender stereotyping has reduced women participation in community development projects. The different value of work based on sex creates different degrees of access and control over resources that favor and limit women participation in projects. Women are not perceived as leaders in the society.

The findings indicate that lack of collaborative efforts needed in preventing and fighting sexual violence against women prevents them from active women participation in community development. Conflicts at home prevent women from participating actively in community development matters. Community development matters activities connected to women are restricted to only a few educated women. Women lack moral frameworks that would give them a strong say in community development matters.

The respondents were not sure whether sex-differentiated behavior between men and women within a society created by division of labor lead to gendered social behavior that limits women participation in community development projects. The respondents were not sure whether gender stereotyping adversely affects the participation of women in community projects as women are socialized to take a back seat and be less assertive. The respondents were not sure whether gender inequality within many societies limits women participation in community development projects. The respondents were not sure whether political and legal frameworks have favored men roles in community development projects.

The respondents were not sure whether gender roles, perpetuated through social structure, different power relations and status between men and women limit women participation projects. Capacity building strengthens the institutions that communities need hence enhancing the participation of women in community development. Capacity building programs increases the understanding of the project benefits by the local women and creates the sense of community ownership and a feedback mechanism important to participation in the development projects. Capacity building strengthens the skills that communities need hence enhancing the participation of women in community development. Lack of capacity building among women is the major problem facing the successful implementation of the said projects and participation of women in community development projects.

The findings indicate that capacity building strengthens the processes that communities need hence enhancing the participation of women in community development projects. The respondents were not sure whether sex-differentiated behavior between men and women within a society created by division of labor lead to gendered social behavior that limit women participation in community development projects. The respondents were not sure whether gender stereotyping adversely affects the participation of women in community projects as women are socialized to take a back seat and be less assertive. Respondents were not sure whether capacity building strengthens the resources that communities need hence enhancing the participation of women in community development.

A regression model was applied to determine the factors influencing women participation in community development projects. The dependent variable is community development projects in Zimbabwe while the independent variable is education, financial resources, culture and capacity building. The coefficient of determination discloses the degree to which changes in the dependent variable can be clarified by the adjustment in the free factors or the level of variety in the dependent variable that is clarified by all the four autonomous factors. The examination utilized (SPSS v 21.0) to code, enter and figure the estimations of the different relapses. 60 % of the women participation in community development projects in Zimbabwe could be ascribed to the consolidated impact of the indicator factors.

The investigation utilized One-Way ANOVA to set up the centrality of the relapse display from which a likelihood estimation of 0.296 was built up. This demonstrates the relationship was significant in foreseeing how education, financial resources, culture and capacity building influences women participation in community development projects in Zimbabwe. The f figured at 5% level of criticalness was 1.338. Since f ascertained is more noteworthy than the f basic, this demonstrates the general model was significant.

The regression equation established that holding all other factors constant (no education, financial resources, culture and capacity building) women participation in community development projects would be 5.009. The findings presented also show that taking all other independent variables at zero, a unit increase in level of education

for women would lead to an increase in women participation in community development projects.

5.3 Discussions

The following studies found similar results with regard to women participation in rural development projects. Rao (2014) study findings affirmed that the nature and social valuation of women work influences development. The other factors considered in the study included age, stage of life, reproductive success (number of boys born) and economic status. Masimba (2015) and Nyachien'ga (2011) found that low education levels hindered women participation in the community. Abu & Klassen (2004) explains that education gives women the opportunity to participate and contribute to the National Development. Mugweni et al (2011) revealed that women leadership is affected by cultural practices and stereotypes. Cakir (2008) in his study in Lund University observed that there is a negative effect of marriage on female labor participation.

5.4 Conclusion

The objective of the study was to establish the factors influencing women participation in community development projects. The study concludes that educational achievement enhances women participation in community development projects though earning them leadership positions and ensuring better understanding of the community needs and the possible solutions to those needs. It also increased desire for betterment and development of the community and effectiveness in their advocacy role.

The study concludes that limited financial resources limits women participation in community development projects due to family financial commitment and Limited donor and government funding. The study concludes that culture limits women participation in community development projects due to due to Gender stereotyping, conflicts at home, lack moral frameworks that would give women a strong say in community development matters and the fact that men are the main custodians of culture. The study concludes that capacity building strengthens women participation in community development projects by strengthening institutions that communities need and by increasing the understanding of the project benefits and enhancing community ownership and establishing feedback mechanism.

5.5 Recommendations

Governments should create provisions for greater female and minority representation and to ensure such policies have been implemented so as to secure a place for woman in the community. Cultural issues surrounding gender and gender roles should be addressed. Issues of gender discrimination in education and marriage that derail women from acquiring a proper formal education should be addressed through better education policies. Affirmative action and policies aimed at achieving gender equality should be formulated and implemented. There should be structural investments for education systems and amenities that provide for the underprivileged especially women.

Steps ought to be undertaken to realize gender equality in the access of education and training at the community level in Zimbabwe. This will ensure an upgrade in skills and know-how and encourage successful involvement in planning and execution of community projects. This is because lack of education is a contributing factor deterring several women from involvement in community development projects. The less educated women population tends to care less about the betterment and development of the community. Their understanding on the needs of their communities and the possible solutions to these needs remain unknown to such women. It is therefore important for education reforms to be undertaken.

5.6 Suggestions for Further Research

The study suggests further survey study on the performance of community development projects in regard to their sustainability and the improvement in the living standards of the community. This research should be replicated in other countries in order to establish whether there is consistency among them on the factors affecting women participation in community development projects. The study will supplement the findings of this study by providing information on the strength and weaknesses of this study. Additionally, further studies should be carried out in order to determine performance of community development projects. This is in relation to identifying other external influences over which they have little control and how they impact on the other industries performance.

A similar study can be undertaken in other provinces in Zimbabwe. So far the study has covered Midlands Province.

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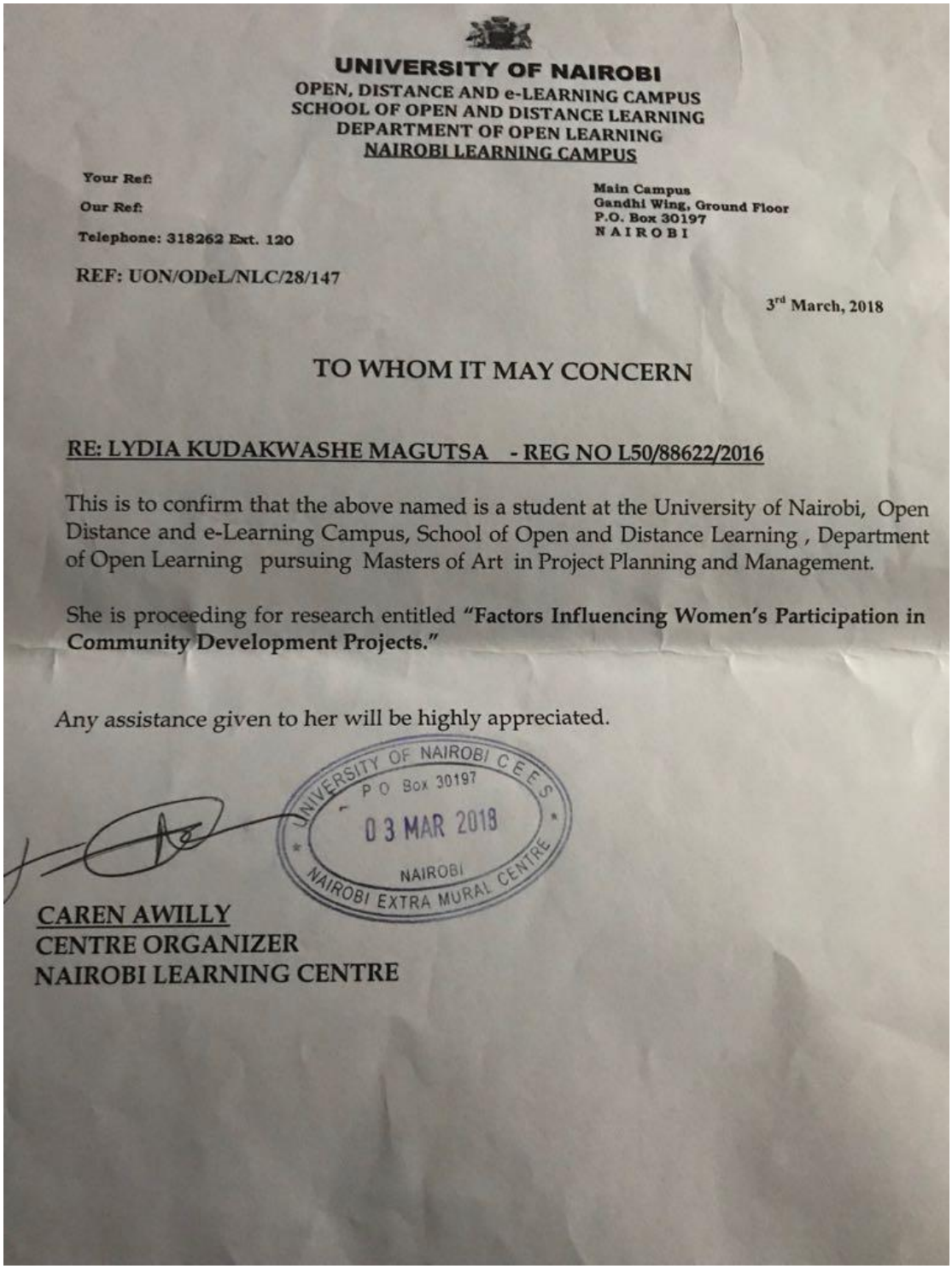
APPENDICES

Appendix I: Letter of Transmittal



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REF: UON/ODeL/NLC/28/147

3rd March, 2018

TO WHOM IT MAY CONCERN

RE: LYDIA KUDAKWASHE MAGUTSA - REG NO L50/88622/2016

This is to confirm that the above named is a student at the University of Nairobi, Open Distance and e-Learning Campus, School of Open and Distance Learning , Department of Open Learning pursuing Masters of Art in Project Planning and Management.

She is proceeding for research entitled **"Factors Influencing Women's Participation in Community Development Projects."**

Any assistance given to her will be highly appreciated.

UNIVERSITY OF NAIROBI CEES
P O Box 30197
03 MAR 2018
NAIROBI
NAIROBI EXTRA MURAL CENTRE

CAREN AWILLY
CENTRE ORGANIZER
NAIROBI LEARNING CENTRE

Appendix II: Questionnaire

The questionnaire will help to collect information on the factors influencing women's participation in community development projects in Zimbabwe. Kindly answer the questions by writing a brief statement or ticking in the boxes provided as was applicable. The information provided was treated as strictly confidential and at no instance will your name be mentioned in this research. This research is intended for an academic purpose only.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your age?

   16-20 Years [ ] 21-25 Years [ ] 26-30 Years [ ]

   31-35 Years [ ] Above 40 Years [ ]

2. How long have you been a resident of Zvishavane?

   Less than 1 Year [ ] 1-2 Years [ ] Above 2 Years [ ]

3. What is your highest level of education?

   Grade 7 and Below [ ] Secondary [ ]

   Certificate [ ] First degree [ ]

   Other [ ]

   Please specify _____

4. Have you ever participated in any development project [YES][NO]?
5. IF No why?

   ……

   ……

   ……

   ……

6. Do you plan to join future projects WHY and WHY NOT

   ……

   ……

   ……

   ……

The influence of educational achievement on women's participation in community development projects in the Zvishavane women project	**1**	**2**	**3**	**4**	**5**
Educational achievement has promoted the general advancement of women in community development projects					
Educational achievement contributes to women participation in leadership of community development projects					
Structural investments such as education facilities that cater women increases their participation in community development projects					
Educational achievement has led to improved representation of women in community development projects					
Educational achievement by women has improved their advocacy role in their call to ensure gender equality in participation in community development projects.					
Educational achievement by women has ensured an upgrade in skills and knowledge, and promoted effective participation in community projects.					
Educational achievement by women has led to increased desire for betterment and development of the community.					
Educational achievement by women led to improved understanding on the needs of their communities and the possible solutions to these needs					
Educational achievement by women ensures effective women representation in all women projects					
Educated women are more likely to take up leadership positions or roles in development projects at community level.					
Educated women perform better in projects they manage than the uneducated					

SECTION C: FINANCIAL FACTORS AND WOMEN PARTICIPATION

1) To what extent does finance affect women participation in the Zvishavane women project?

Not at all [ ] Low Extent [ ]

Moderately [ ] High Extent [ ]

Very High Extent [ ]

2) Below are several statements on financial factors that of finance on women participation on community development projects. Please indicate the extent to which you agree with each of the statement. Use a scale of 1-5 where; 1= No Extent, 2 Little Extent, 3=Moderately Extent, 4= Great Extent, 5= Very Great Extent.

The influence of finance on women participation on community development projects	**1**	**2**	**3**	**4**	**5**
Women are limited by resources (financial) for active participation in the project					
Many women lack enough resources that allowed them support the project initiatives					
Women cannot access the media to boost their efforts in community development					
Women are not involved in fund-raising activities which can help in community development.					
Many women work voluntarily on the ground and use their own resources to support community development activities.					
Family financial commitments limits women's ability to engage in community development projects					
Women are hindered by limited access to resources such as credits and small-scale income generating activities					
Limited donor funding and government financial support limits women participation in community development projects					
Limited access to resources limits women participation in decision-making and also limits their knowledge on community development projects services available and benefits.					

SECTION D: CULTURAL FACTORS AND WOMEN PARTICIPATION IN COMMUNITY DEVELOPMENT

1) To what extent do cultural factors affect women participation in community development in Zimbabwe?

Not at all	[ ]	Low Extent	[ ]
Moderately	[ ]	High Extent	[ ]
Very High Extent	[ ]		

2) Below are several statements on the influence of culture on women participation in community development projects. Please indicate the extent to which you agree with each of the statement. Use a scale of 1-5 where; 1= No Extent, 2 Little Extent, 3=Moderately Extent, 4= Great Extent, 5= Very Great Extent.

To determine the influence of culture on women participation in community development projects	**1**	**2**	**3**	**4**	**5**
Women lack moral frameworks that would give them a strong say in community development matters					
Community development matters activities connected to women are restricted to only a few educated women					
When women get involved in community development matters, they do not get an opportunity to contribute in a formal way					
Representation of women does not mean active participation when making decisions in community development matters					
The patriarchal culture view women as objects to be seen and not heard					
Women are not perceived as leader in the society					
Conflicts at home prevent women from participating actively in community development matters					
Political and legal frameworks have favored men roles in community development projects					

Lack of collaborative efforts needed in preventing and fighting sexual violence against women prevents them from active participation in community development					
Gender roles, perpetuated through social structure, different power relations and status between men and women limit women participation in community projects					
Gender inequality within many societies limit women participation in community development projects					
The different value of work based on sex creates different degrees of access and control over resources that favor and limit women participation in projects					
Women are not yet recognized as a factor in the socio-economic, political and environmental development of the country and hence limit women participation					
Women have been exploited by their culture, of which men are the main custodians and thus limit women participation in community development projects					
Gender stereotyping has reduced women participation in community development projects					
Sex-differentiated behavior between men and women within a society created by division of labor lead to gendered social behavior that limit women participation in community development projects					
Gender stereotyping adversely affects the participation of women in community projects as women are socialized to take a back seat and be less assertive.					

SECTION E: CAPACITY BUILDING AND WOMEN PARTICIPATION

Below are several statements on the influence of capacity building on women participation in community development projects. Please indicate the extent to which you agree with each of the statement. Use a scale of 1-5 where; 1= No Extent, 2 Little Extent, 3=Moderately Extent, 4= Great Extent, 5= Very Great Extent.

The influence of capacity building on women participation in community development projects	**1**	**2**	**3**	**4**	**5**
Capacity building strengthens the skills that communities need hence enhancing the participation of women in community development.					
Capacity building strengthens the instincts that communities need hence enhancing the participation of women in community development.					
Capacity building strengthens the processes that communities need hence enhancing					

the participation of women in community development.					
Capacity building strengthens the resources that communities need hence enhancing the participation of women in community development					
Lack of capacity building among women is the major problem facing the successful implementation of the said projects and participation of women in community development.					
Capacity building programs increases the understanding of the project benefits by the local women and creates the sense of community ownership and a feedback mechanism important to participation in the development projects.					
Sustainability of capacity building is a challenge for women in local communities as the acquisition of the capacity to participate in community development projects might not be sustainable in the long run					
Capacity building enables women understand and articulate better the needs of their communities and therefore greatly participate in efforts of community development.					

7. IF YES which ones?

   ……

   ……..

   ……

   ……

8. How long were you a member? ……. Months /years
9. When did you withdraw membership? Why?

   ……

   ……

   ……

   ……

SECTION B: EDUCATION AND WOMEN PARTICIPATION

Below are several statements on the influence of educational achievement on women's participation in community development projects. Please indicate the extent to which you agree with each of the statement. Use a scale of 1-5 where; 1= No Extent, 2 Little Extent, 3=Moderately Extent, 4= Great Extent, 5= Very Great Extent.

Mention any other factor that influence women participation in community development

projects.....

.....

.....

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.....

.....

Discuss ways of ensuring that women run projects succeed at community level

.....

.....

.....

.....