DETERMINANTS OF WOMEN PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS. A CASE OF MOMBASA COUNTY, KENYA

BY

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ABSTRACT

Globally, the issue of women and development has been the subject of discussion for quite a while. Women do not participate in financially remunerative activities due to many factors. According to the report done during the first women’s conference held in Mexico in 1975, women do not fully participate in development activities and consequently, more women are poorer than men, the illiteracy levels are high among women than men, they are denied basic rights and face discrimination. The participation of women in community development projects is faced with many challenges and thus the purpose of this study was to investigate determinants that influence women participation in community development projects in Kisauni Sub-County, Mombasa, Kenya. The study findings concluded that women participation in community projects were positively correlated to socio-cultural factors, political factors, education levels and media factors. From the study, it is recommended that the government and private organizations should partner with the community to create more awareness on the need for women to participate in community development activities.

Key Words: Community Participation, Social Cultural Factors, Political Factors, Education Levels, Media Factors
1. Introduction
Women participation in development issue is a worldwide marvel which is being examined and investigated in each nation of the world. All over the world, a review of progress achieved by women in the community development is of great concern (Hart, 2013). Be that as it may, there is as yet lopsidedness amongst ladies and their male partners in the work put on the planet today. According to (Shah, 2016) it is apparent that the progress towards women participation in development has encountered obstacles at the institutional level in all the countries of the world. Among traditional societies of the world, men and women were assigned different roles (Green & Haines, 2015).

In the recent past, the levels of women education has increased drastically in most countries and constitutes approximately 40 percent of workers worldwide (ILO, 2008). Most importantly, it is notable that women’s enrollment in higher level education has increased in many countries and they dominate certain economic sectors such as the educational sector and nursing fields. This phenomenon, however, has not been accompanied by equal access to work opportunities at higher levels of organizations or equal access to fair and equitable pay. There is a continuous global trend causing women manager’s development to plateaus at middle level management positions (Warburton, 2013). Though the number of women qualified for management jobs continue to increase (1990,s being the period whereby substantial increment whereby a number of post-secondary education was attained by women ) significant differences persist in the numbers of men and women who achieve senior management roles worldwide (Gutierrez, Lewis & Minkler, 2012).

In Africa, women lack independence and authority in decision making and have no control over their conditions of life (Fabricius, Koch, Turner & Magome 2013). Despite the heavy work, women are seen by policy makers primarily as a source of voluntary labor for development activities and their invaluable Socio-Economic contribution goes unrecognized. In community based project, women have remained marginalized. In many occupations, the pervasive phenomenon of women going only so far and no further in their occupations and professions has come to be known as the glass ceiling (Ghai & Vivian, 2014). This concept assumes that women have the motivation, ambition, and capacity for positions of power and prestige, but invisible barriers keep them from reaching the top even in community based organization. The glass ceiling refers to the artificial barriers based on attitudinal or organizational bias that prevent qualified individuals from advancing upwards in their organization into management level positions (World Bank, 2000). That is why it is necessary to explore factors affecting women participation in community development.

Women participation in community peace building in Kenya is not different from the global arena. Pastoralist Women for Health and Education (PWHE) a women led community based organization has promoted women in the region by pushing for affirmative action in the selection of officials in peace structures at the district, location and divisional levels. The organization conducts trainings on HIV/Aids prevention and carries out outreach programmes encouraging community members to visit voluntary counseling and testing (VCT) centers. PWHE is also working with Imams to preach against Female Genital Mutilation (FGM) in mosques appreciating the fact that the practice is a religious ritual. In addition PWHE has an Early Childhood Centre that caters for orphans and vulnerable children (Nelson, 2013).
2. Statement of the Problem

Nowadays, women are often excluded from participating in community decision making. According to (Davis et al, 2010), they do not participate in policy formulation and decision making process even in the issues that affect them directly. Many reasons explain this. Cultural rules prohibit their presence in certain gathering or active participation in some context such as certain kinds of formal meetings or rituals. Some of the women have been conditioned by socio cultural structure not to be heard in public especially in the presence of their husbands even when they have good ideas. According to (Afolabi, 2010), it is surprising to note that the subordination of women knows no boundary or barrier and is not dependent on social, educational or economic status of women in Nigeria. The socio-economic problems in developing countries have encouraged different communities to engage in strategies which enable them to uplift their standards of living and promote their social functioning. In an attempt to address their community problems, women, in particular, engage in activities that lead to the process of community development. Most women were deprived of education by their own parents, just because they were females. Now some find themselves being refused participation in remunerative employment. In most rural communities, there are few women who have attained any form of education. Some dropped out of school before acquiring adequate education which could let them enter into skilled labour, and consequently improve their socioeconomic status. As an attempt to survive in rural areas, women have often engaged in community development projects. Development activities have always existed in most countries with women leading the way. However, since women were never given any recognition for their contribution, it thus appeared as if men were the only ones influential to the process of development.

Women participation in community development has faced myriad problems. Some of them are political, social, cultural, and economic and ethical in nature which if not well handled not only affect their participation in community development but also their socialization process. To address these problems, the government of Kenya has used many strategies, key among them being the training of women in financial management. Nonetheless, this goal appears to be elusive as evidenced by the registered number of women groups. Although these factors could be having a negative influence on women participation in community development, the extent to which gender, level of education and social-culture could be influencing women participation in community development in Kisauni sub-county has not been investigated in Kenya. Several studies have been conducted on factors affecting women participation in community development. For example (Vixathep, 2011) did a study on ladies' cooperation in group advancement extend: the instance of Khmu ladies in Laos. This study indicated that Khmu women experience barriers to participation in project activities. The hindrances incorporate dialect; education; social standards; medical problems; workload; resettlement; neediness; low confidence; staff and undertaking approach; the town managerial structure; less open doors with advancement activities; and restricted formal access and control over resources. To beat these obstructions and to take part being developed tasks ladies would profit by more prominent help.

This investigation was done in India, a different contextual setting from the Kenyan situation therefore the findings may not be applicable in the Kenyan setting. Mbogori (2014) carried out a study on factors influencing the level of women participation, in community development projects in Narok south district, Kenya. The study concluded that socio cultural factors, economic challenges, infrastructure and capacity building a major role on low participation of women in community development projects. The government should partner with other organizations to organize more workshops to sensitize the community on the
importance of allowing women to participate on development of the community. The community infrastructure needs a major facelift since the world has changed and old means of transport should be replaced with the fast and modern. The water points should also be constructed within the reach of many residents to avoid scenarios of women walking for almost a day in search of water thus impacting negatively on their participation in community development. It for the reason that the researcher is motivated to investigate the determinants of women support in group improvement extends the case of Kisauni Sub County.

3. Research Question

i. To what extent do social-cultural practices affect women participation in community development in Kisauni Sub-County?

ii. To what extent do politics affect women participation in community development in Kisauni Sub-County?

iii. To what extent does education level influence women participation in community development in Kisauni Sub-County?

iv. To what extent do media influence the level women participation in community development in Kisauni Sub-County?
4. Conceptual Framework

When selecting the proper conceptual framework for the setting you are working in it is important to assess certain factors, such as, does the content (concepts) of the model match with the mission statement of the setting and is the philosophical background of the model congruent with the setting (Murnaghan, 2010).

### Independent Variables

#### Socio-Cultural Practices
- Cultural Practices e.g. FGM
- Religious Beliefs
- Separation of roles

#### Political Factors
- Male dominance in politics
- Constitutional Provisions e.g. \(\frac{1}{3}\)rd Gender Rule
- Few Female leaders

#### Educational Factors
- Minimum Threshold e.g. O-Levels, Graduates
- Technical Skills
- High number of girls drop out

#### Media Factors
- Creating Awareness e.g. Advocacy
- Capacity Building e.g. mentorship
- Lobbying

### Dependent Variable

#### Women Participation in community development projects
- Involvement in community projects
- High number of women project manager
- Increased number of women in leadership

5. Summary of Chapter and Research Gap

This part is identified with the destinations of the review. It is made of hypothetical structure, exact audit and applied system. A survey of observational writing mirrors that women group investment in group activities is much of the time not extremely effective in Kisauni Sub County. This then along these lines, leaves the hole on what could be the impact of group exercises on the projects. There are different reviews led by different specialists on determinants of women group support in group ventures albeit not very many henceforth a crevice that this review expects to investigate.
6. METHODOLOGY

This chapter describes the methodology that was used to carry out the research to provide answers to the research questions. The chapter covered the research design, sampling procedure, data collection methods, validity and reliability of research instruments, methods of data analysis, operational definition of variables and ethical issues.

6.1 Research Design

Research design constitutes the blueprint for the accumulation, estimation and examination of information (Cooper and Schidler, 2006). The study embraced a descriptive study design for gathering data by either meeting the respondents or regulating surveys to an example of people, (Orodho, 2003) the plan will likewise require the specialist to gather data on the impact of different practices of the legislature and social components of the group which impact early adolescence instruction programs. The research design was received in light of the fact that it depicts the wonders under review and gathers information and sums up the extents of the populace who have those qualities (Robson, 1993). Overview explore configuration is a self-report examine which requires the gathering of quantifiable data from the example. The examination structure includes gathering data from a moderately vast gathering of cases.

6.2 Target Population

A population in research study is a set of people, objects, plants, animals or organizations from which a sample may be obtained; (Shao, 1999). In support of this, (Borg & Gall, 1989) says that target population or universe of a study is defined as all the members of a real or hypothetical set of people event or object to which an investigator wishes to generalize the results of the study. Kisauni constituency has a total population of 6,502. It is subdivided into seven wards namely Mjambere, Junda, Bamburi, Mwakirunge, Mtopanga, Magogoni and Shanzu. This was the target population from which the sample size was drawn from and interpreted in the Krejcie and Morgan Table.

6.3 Sample Size and Sampling Procedure

Sampling procedure is the process of selecting a specific number of objects to form respondents for study, (Ngulube, 2005). Since it will not be possible to collect data from all the individuals in Kisauni Sub-County, a representative sample will be drawn from which the characteristics of the entire population will be inferred. The sample will be drawn from the each ward in the Sub-County which will be categorized into three homogenous strata.

Stratified random sampling was used. This method involves the division of a population into smaller groups known as strata which will be formed based on members' shared attributes. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample. The main advantage with stratified sampling is how it captures key population characteristics in the sample. This method of sampling produces characteristics in the sample that are proportional to the overall population. Stratified sampling works well for populations with a variety of attributes. A sample size corresponding to a population will be obtained from the Krejcie and Morgan’s 1970 table and using proportions, the size of the sample for each stratum is obtained to be 384.
6.4 Sample Size
The sample size individuals from the Krejcie and Morgan (1970) table will be 384 respondents. Three hundred and eighty four respondents will be sampled in the study, with each of the seven strata having sample sizes as indicated in table 3.1;

Table 6.2: Target Population and Sample Size

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>TARGET POPULATION</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mjambere Ward</td>
<td>297</td>
<td>15</td>
</tr>
<tr>
<td>2. Junda Ward</td>
<td>1,003</td>
<td>58</td>
</tr>
<tr>
<td>3. Bamburi Ward</td>
<td>1,033</td>
<td>59</td>
</tr>
<tr>
<td>4. Mwakirunge Ward</td>
<td>1,045</td>
<td>62</td>
</tr>
<tr>
<td>5. Mtopanga Ward</td>
<td>925</td>
<td>54</td>
</tr>
<tr>
<td>6. Magogoni Ward</td>
<td>775</td>
<td>64</td>
</tr>
<tr>
<td>7. Shanzu Ward</td>
<td>1,424</td>
<td>72</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6,502</strong></td>
<td><strong>384</strong></td>
</tr>
</tbody>
</table>

Source: (Krejcie and Morgan, 1970)

6.5 Data Collection Methods
Data was collected from the identified respondents using questionnaires that was distributed by the researcher. For those who can read, they were issued with the questionnaires which the researcher later collected once they were completed. For those who could not read, the researcher embraced a researcher assisted questionnaire collection mode where the researcher had to ask respondents formulated questions in the questionnaire in the order in which they are listed and recorded the replies in the spaces meant for the same.

The questionnaire utilized two main sections; Section A of the questionnaire had questions on the demographic characteristics of respondents; section B had questions on determinants of women participation in community development projects. The structured sections of the questionnaire were developed as closed ended thereby providing a five-point Likert scale rating where 1 (one) implied that the researcher strongly agreed to the statement; 2 (two) implied that the researcher partially agreed to the statement; 3 (three) implied that the researcher was moderate to the statement; 4 (four) implied that the researcher partially disagreed to the statement; while 5 (five) implied that the researcher strongly disagreed to the statement.

6.6 Data Collection Procedure
The researcher sought consent with an official letter from the school to conduct the research. After consent was given to collect data, the researcher proceeded to distribute the questionnaires to the respondents who were able read in English. The purpose of the survey was explained to each of the respondents and their consent obtained before data was collected.
6.7 Data Analysis
Data was obtained through questionnaire and analysis of variance was used to compare the means of Kisauni women (with varied educational backgrounds, such as, illiterate, reading and writing, primary school completes and secondary school completes) participation in political and economic activities and the benefits they secured as a result of their participation. The result of the interview was used to substantiate the results of the questionnaire.

The relationship was follows;

$$Y = B_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \varepsilon$$

Y = Represented the dependent variable, Women Participation in Community Development (WPCD) projects

$B_0$ = Constant

$\beta_1$, $\beta_2$, $\beta_3$, $\beta_4$ = Partial regression coefficient

$X_1$ = Socio-Cultural Factors (SCF)

$X_2$ = Political Factor (PF)

$X_3$ = Education Factor (EF)

$X_4$ = Media Factor (MF)

$\varepsilon$ = Standard Error

$\beta_1$ – the contribution of Socio-Cultural Factor variable to Women Community Development project participation

$\beta_2$ – the contribution of Political Factor variable to Women Community Development project participation

$\beta_3$ – the contribution of Education Factor variable to Women Community Development project participation

$\beta_4$ – the contribution of Media Factor variable to Women Community Development project participation
7. DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

7.1 Questionnaire Return Rate
The researcher received a response rate of 92.93% out of 100%. This amounted to a frequency of 353 respondents, implying that there was 31 non respondents as depicted in table 4.2 below representing 7.07% of the target population.

Table 7.1 Questionnaire Rate Return

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>353</td>
</tr>
<tr>
<td>Non Respondent</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>384</strong></td>
</tr>
</tbody>
</table>

7.2 Demographic characteristic of respondents
Table 4.3 represented the gender status of various respondents. Male gender was highly represented with 55.52% while female gender had 44.48% representation.

Table 7.2: Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>55.52</td>
</tr>
<tr>
<td>Female</td>
<td>157</td>
<td>44.48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>353</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

7.3 Demographic range of respondents
The age bracket of respondents was as follows; those between 31- 40 years had 30.3%; those between 41 - 50 years had 24.2%; those between 21- 30 years had 21.2%; those of age below 20 years and over 51 years had 12.1% respectively.

Table 7.3: Demographic range

<table>
<thead>
<tr>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 Years</td>
<td>12.1</td>
</tr>
<tr>
<td>21- 30 Years</td>
<td>21.2</td>
</tr>
<tr>
<td>31- 40 Years</td>
<td>30.3</td>
</tr>
<tr>
<td>41 - 50 Years</td>
<td>24.2</td>
</tr>
<tr>
<td>Over 51 Years</td>
<td>12.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
8. Correlation and Regression Analysis

This study sought to test the following research hypothesis that there was no relationship between social-cultural practices and women participation in community projects of Kisauni sub-county; that there was no relationship between political factors and women participation in community development of Kisauni sub-county; that there was no relationship between education level and women participation in community projects of Kisauni sub-county and that there was no relationship between media and women participation in community projects of Kisauni sub-county. For purposes of fitting the correlation and regression analysis, the study denoted women participation in community development as WPCD; socio-cultural factors as SCF; political factor as PF; education factor as EF while media factor was denoted as MF.

Table 8.1: Correlation Analysis of the Variables

<table>
<thead>
<tr>
<th></th>
<th>WPCD</th>
<th>SCF</th>
<th>PF</th>
<th>EF</th>
<th>MF</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPCD</td>
<td>1</td>
<td>.516**</td>
<td>.267</td>
<td>.373*</td>
<td>.456**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td>.134</td>
<td>.033</td>
<td>.008</td>
<td></td>
</tr>
<tr>
<td>SCF</td>
<td>.516**</td>
<td>1</td>
<td>.516**</td>
<td>.722**</td>
<td>.883**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td>.002</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>PF</td>
<td>.267</td>
<td>.516**</td>
<td>1</td>
<td>.715**</td>
<td>.585**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.134</td>
<td>.002</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>EF</td>
<td>.373*</td>
<td>.722**</td>
<td>.715**</td>
<td>1</td>
<td>.818**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.033</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>MF</td>
<td>.456**</td>
<td>.883**</td>
<td>.585**</td>
<td>.818**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.008</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

From the correlation analysis table 4.10 above it was deduced that women participation in community projects was positively correlated to socio-cultural factors having a correlation value of 0.516. The effect of the socio-cultural factors on welfare of the women participation in community projects was found to be significant since the calculated significant value of 0.002 was greater than the confidence level of 0.01. The correlation table indicated that political factors and welfare of the women participation in community projects were positively correlated with a correlation value of 0.267. The significant value was found to be significant since the significant value 0.134 was greater than the significance level value of 0.01. The study revealed that education factor was positively correlated to women participation in community projects with a correlation value of 0.373. The impact of education factor on women participation in community projects was found to be significant since the calculated significant value 0.033 was greater than the confidence level test value of 0.01.
The study also noted that media factor was positively correlated to welfare of the women participation in community projects with a correlation value of 0.456. The impact of media factor on women participation in community projects was found to be significant since the calculated significant value 0.008 was greater than the confidence level test value of 0.01.

Table 8.2: Regression Coefficients of the Variables

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.111</td>
<td>.248</td>
</tr>
<tr>
<td>SCF</td>
<td>.444</td>
<td>.297</td>
<td>.516</td>
</tr>
<tr>
<td>PF</td>
<td>1.504</td>
<td>.257</td>
<td>.000</td>
</tr>
<tr>
<td>EF</td>
<td>1.028</td>
<td>.304</td>
<td>.000</td>
</tr>
<tr>
<td>MF</td>
<td>2.423</td>
<td>.364</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: WPCD

The regression model formulated was;

\[ WPCD = 1.111 + 0.444SCF + 1.504PF + 1.028EF + 2.423MF + 0.398 \]

From the equation, the study found out that socio-cultural factor; political factor; education factor and media factor when held to a constant zero then would women participation in community projects be 1.111. Likewise a unit increase in socio-cultural factor would lead to an increase in women participation in community projects by a factor of 0.444. A unit increase in political factor would lead to an increase in women participation in community projects by a factor of 1.504. A unit increase in education factor would lead to an increase in women participation in community projects by a factor of 1.028. A unit increase in media factor would lead to an increase in women participation in community projects by a factor of 2.423.

\[ R^2 = 0.267 \] which meant that there was 26.7% variation in women participation in community projects due to changes in socio-cultural factor; political factor; education factor and media factors. The correlation coefficient indicated the strength of relationship between the variable. The study found that the correlation coefficient was 0.516 thus there was positive relationship between the variables hence the alternative hypothesis was rejected.
Table 8.3: Model Summary of the Variables

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.516(^a)</td>
<td>.267</td>
<td>.162</td>
<td>.398</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), MF, PF, EF, SCF

Table 8.4: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1.616</td>
<td>4</td>
<td>.404</td>
<td>2.545</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>4.444</td>
<td>28</td>
<td>.159</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6.061</td>
<td>32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), MF, PF, EF, SCF

b. Dependent Variable: WCD

After regressing a significant value of 0.062 was obtained which is more than 0.01. We therefore conclude that at 99% confidence level, thus we accept the alternative hypothesis that there was a significant relationship between socio-cultural factors and women participation in community projects; political factor and women participation in community projects; education factor and women participation in community projects and finally if there was significant relationship between the media factor and women participation in community projects.
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.2 Summary of Findings
The study had four main objectives. To examine the influence of social-cultural practices on women on their participation in community projects of Kisauni Sub-County, to determine the extent to which political factors affect women participation in community projects of Kisauni Sub-County, to determine the influence of education level has on women participation in community projects of Kisauni Sub-County and to assess the influence of media on women participation in community projects of Kisauni Sub-County. The study found out that some religious beliefs hinder women from making great developmental contribution to the society; that women are not expected to speak before men, a thing that has kept many women’s potential untapped or even unrealized at all hence hinders majority from community development project participation. The study also found that incorporating issues such as tradition, race, ethnicity, gender sensitization, urban and rural contexts in the programmes leads to a community development project participation. The study noted that politics helps in raising gender issues within the national policy arena which includes women in community development project implementation involvement through lobbying for gender equity and affirmative action legislation hence women can participate in development with a mean average.

The study noted that at the point where opportunities equal for girls in education enhances an environment for them to contribute in development in future. The study found that mass media reinforces gender cultural stereotypes about the role of women which prevent women from engaging in politics hence affecting women contribution towards community development. A correlation analysis that was done resulted to a conclusion that women participation in community projects was positively correlated to socio-cultural factors; education factor; media factor and political factor. The study noted that there was a 26.7% variation in women participation in community projects due to changes in socio-cultural factor; political factor; education factor and media factors. The correlation coefficient indicated the strength of relationship between the variable. The study found that the correlation coefficient was 0.516 thus there was positive relationship between the variables hence the alternative hypothesis was rejected.

5.4 Conclusions
The study concluded by carrying out a correlation analysis and concluded that women participation in community development projects was positively correlated to socio-cultural factors; that women participation in community projects was positively correlated to education factors; that women participation in community projects was positively correlated to media factors and that women participation in community projects was positively correlated to political factors. The study also concluded that there was a 26.7% variation in women participation in community projects due to changes in socio-cultural factors; political factors; education factors and media factors. The study also concluded that there was positive relationship between the dependent and independent variables having resulted to a positive correlation coefficient value.
5.5 Recommendations
The researcher recommends that there is need for community development participation awareness to be done by private and governmental organizations in order to sensitize women on the importance of their participation in community development projects. Similarly, the society should abolish some beliefs that hinder women from participating in community development and embrace different capacities bestowed on different people in the community.

Secondly, the study recommends that the government should give equal opportunity to both women and men in terms of education and political space. The environment should be conducive for women to participate in political activities. The study also recommends that media should be able to authoritatively highlight the plight of women who takes the courage to get involved in community development as this acts as a morale tool to other women.

5.6 Suggestions for Further Studies
The study population involved respondents from Kisauni Sub County only. The researcher therefore recommends more studies should be carried out in different sub counties and counties in Kenya in order to get a wider comparison and also check for consistency of results. The study can also be broken down as per individual objectives and individual studies carried out.
REFERENCES


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