FACTORS INFLUENCING WOMEN PARTICIPATION IN THE DECISION MAKING PROCESS IN COMMUNITY PROJECTS: A CASE OF KITUI CENTRAL DISTRICT, KITUI COUNTY.

BY

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DECLARATION

This research project report is my original work and has not been submitted or presented for examination in any other university or other institutions of higher learning, either in part or as a whole.

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This research project report has been submitted for examination with my recommendation and approval as university supervisor.

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DEDICATION

I dedicate this work to my late father David Wambua in his memory for providing for my education., To my mum Martha Wambua, my wife Nancy Musyoki and my two sons Kennedy and Ben for their support and encouragement as I pursued my masters degree.

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ABSTRACT

The purpose of the study was to establish the factors influencing participation of women in decision making process in community projects in Kitui Central District Kitui County. The study sought to establish the influence of levels of education, government legal structures and cultural factors in influencing the participation of women in decision making process in community projects in the selected projects in the above mentioned District. A survey research design was employed in the correction of a data that was used to answer research questions on the status of the subject studied. The study employed self administered questionnaires to obtain information from the selected education, youth and water projects in the selected District. The questionnaire for the data collection had both open and closed ended questions to allow for collection of information into greater details. The data was collected using Likert-type questionnaire items using a scale of 1-4. Both quantitative and qualitative data was collected in this study. The data was presented using tables and was analyzed statistically by use of descriptive Statistics. The findings of the study were that, educational level and academic qualifications has significance influence on women participation in decision making process as well as in community project leadership. This was supported by majority of the respondents totaling to 73.3%. It was established that the legal structures of the government has much significance in influencing participation of women in the leadership of community projects. This view was supported by 75.3% of the respondents. The cultural factors were found to have a major influence on women participation in community projects leaderships to a great extend which was supported by 53.3% of the respondents. The study recommendations were on education, the government should allocate more funds for training of women on leadership issues. The free primary and secondary education programs be allocated more funds to lessen the burden on parents so as to encourage more girls' access education. Secondary school curriculum is revised to include more content that deal with gender issues. On the legal structures of government, the constitution be amended further beyond 1/3 rule to have more women included in leadership the government to enforce adherence to 1/3 rule in all public appointments and government to organize for more educational awareness on gender issues. On Cultural issues, Men be sensitized to support women leadership, Women be encouraged to support each other to attain leadership positions and where a negative cultural practice exists be abandoned.

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LIST OF ABBREVIATIONS AND ACRONYMS

S.E.B- ------   State Education Board

UNESCO- --   United Nations Educational, Scientific and Cultural Organization

P.R.A- ------   Participatory Rural Appraisal

UN-----------   United Nations

NGEC- ------   National Gender and Equality Commission

MDG---------   Millennium Development Goals

UNDP--------   United Nations Development Programmes

SADC- -------   Southern African Development Community

KESI ---------   Kenya Education Staff Institute

TIQET -------- Totally Integrated Quality Education and Training

ILO------------ International Labour Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In most states and regions women do not enjoy equal rights and opportunities with men in employment. According to the World Bank, in practice women are generally underrepresented in the labor force, they are paid less than men, in most cases for equal work even in differentiated areas of employment referred to as feminine (World Bank 1996). Interestingly, one meta-analysis (Eagly, Karau, & Makhijani, 1995) found that male and female leaders did not differ in participation effectiveness. The challenges faced by the women in these areas vary, but all over the world, women constitute a disadvantaged class (UNESCO 2000). It is in this light that encouraging women participation in the decision making process in community projects can be an effective strategy for enhancing an organization's overall performance and effectiveness in addressing global issues including the economy and cooperation (Appold, Siengthai, & Karsarda, 1998). The UN Convention on the elimination of all forms of discrimination against Women can be understood as a statement on what the principle of gender equality of opportunity should mean in practice for all aspects of life, and all sectors of the economy.

Participatory methodologies are now commonly used in development projects. One of the better known methodologies is Participatory Rural Appraisal (PRA) which is used widely for development planning. PRA draws on Freire's legacy of critical reflection and other, earlier participatory research methods to develop a set of practices, tools and methodologies which facilitate critical reflection, analysis and action by marginalized groups. The aim is for local people to be able to represent and analyze information about their livelihoods or other issues, and make their own plans (Guijt and Cornwall, 1995). Gender equity requires equal enjoyment by women and men of socially valued goods; opportunities like access to land title deeds, credit facilities, resources and rewards. Gender equity does not mean that women and men become the same, but that their opportunities and life chances are equal.

According to the research done by United Nations, (1995) it established that female decision makers are concentrated in traditional sectors of education and nursing, but they are scarce in top managerial positions at executive level as per the appraisal of the Nairobi forward looking strategies of 1985 and the 1994. In 1987 no woman held a decision making post in economy

ministry or central bank in 108 of the 1682 governments studied. In Africa the first lady head of state became Ellen Johnson Sirleaf, an economist and long time political dissident elected in Liberia in the year 2006. Generally speaking, women emerge into power to make a difference in their culture and community. As Adler (1998) asserted, "For most women leaders, it is not the desire for the position nor for power per se that motivates them to seek the highest leadership positions; rather, it is their commitment to a compelling vision of what society could be, of what society must be" .

The male dominated foundational leadership assumption was shaken by the large number of women by early 1970s, who, according to Bass and Stogdill (1990) were elected into high government offices in Britain, Canada, India, Pakistan, the Philippines, Norway and Sri Lanka.

On the issue of the African cultures, leadership was seen as a man's role and viewed as inconsistent with the values of a good woman. Spouses were generally unsupportive and even sabotaged their wife's leadership pursuits. Obligations to children and family roles swayed women from participating in provincial administration thereby limiting their opportunities of participating in salaried jobs. Men tended to control more of the family financial resources and received more financial support from the community. There was also a distinctly masculine model of leadership in which women had to work extra hard to gain respect or recognition given that feminine traits were associated with weaknesses (Fletcher, 1994).

In Kenya some gains can be said to have been gained through establishment of constitutional bodies. The National Gender and Equality Commission for instance, is a constitutional commission established by an Act of Parliament on the 30th of August 2011 to promote the integration of the principles of equality and freedom from discrimination in national and county policies, laws and administrative regulations. Further, the National Gender and Equality Commission (NGEC) established following the promulgation of Kenya's new Constitution in 2010 is mandated to promote gender equality and freedom from discrimination. As part of this broad mandate the NGEC is supposed to work with other relevant institutions in the implementation of policies for the progressive realization of the economic and social rights specified in Article 43 of the Constitution and other written laws. Beyond developing standards for the implementation of these policies the NGEC is also supposed to make efforts to ensure that budgetary provisions are made to support the realization of these rights. One of the key issues to be address is that of sexual and gender-based violence, and ensuring that survivors

Maria and Helisse, (2010). It is against this background that this study will investigate the factors influencing women participation in decision making process in community projects in Kitui Central District.

1.2 Statement of the problem

Almost all societies in the world seem to have common problems of female subordination. While job segregation by gender seems to constitute major social problems for working class women, the hierarchical concentration of men and women appears to vary a lot at different levels in the job or work. This clearly leads to a form of job participation difference known as vertical segregation (Blou and Ferber, 1992) and this also forms the basis for unequal and unfair participation in the development activities.

Development results cannot be maximized without attending to the different needs, interests, priorities and roles of women, men, boys and girls and the relations between them. Development programs cannot succeed without the participation and cooperation of all members of the community.

The extent of women's participation in politics and women's access to decision-making can be seen as the key indicators of gender equality in a society. Gender equality in decision-making is to be viewed in the context of whether women are in the position to make or influence public decisions on the same footing as men. The 1995 Beijing Platform stresses that equality in decision-making is integral to the advancement of women's rights and that women's equal participation in decision-making is not only a question of simple justice or democracy, but also a necessary condition for women's interests to be taken into account.

In most developing countries, gender inequality is a major obstacle to meeting the MDG targets. According to UNDP (2009), achieving the goals was impossible without closing the gaps between women and men in terms of capacities, access to resources and opportunities, and vulnerability to violence and conflicts. MDG aims 'to promote equality and empower women'. The goal has one target: 'to eliminate gender disparity in participation and decision making, preferably by 2005 and to all levels of education no later than 2015'. It is in this light that women leadership and participation in development projects becomes of cardinal importance. The inadequacy of these frameworks in understanding and addressing gender realities indicates the need for participatory approaches to bring the voices and strategies of different groups of stakeholders into the process. In contrast, participatory approaches deriving from the PRA School of practice try to enable local people to articulate and analyze their own situations for

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themselves on their own terms. This leaves little room for facilitators to challenge aspects of the status quo, which may be objectionable to feminists (Cornwall, 2001).

In the background to the study it was revealed that there existed some misguided assumptions on the hindrance of women's professional participation and leadership aspirations in all sectors. These assumptions included the beliefs on women's lack of interest in salaried jobs, promotions to leadership and their ineffectiveness as models in authority (Col, 1984).

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing women participation in decision making process in community projects, in a view to highlighting. Their role in idea generation, designing of the project and implementation of the project.

1.4 Objectives of the study

The study was guided by the following specific objectives:

i.   To establish the influence of education level on women participation in decision making process in community projects

ii.   To establish the role of legal structures by the government on the women participation in decision making process in community projects.

iii.   To evaluate the influence of culture on women participation in decision making process in community projects

1.5 Research questions

The study was guided by the following research questions:

i.   To what extent does the educational level influence women participation in decision making process in community projects?

ii.   How do the legal structures influence women participation in decision making process in community projects?

iii.   To what extent does culture influence women participation in decision making process in community projects?

1.6 Significance of the study

The study findings are expected to be important in several different ways depending on the interests of various stakeholders. The researcher will explore and shed light on the place of women participation in decision making process in community projects in Kenya. The State

Education Boards (SEB) may be informed to support affirmative action plans, and state education departments promote more women to top positions as role models for other women.

At the local community level, persons may be helped to work for the development of objective administrator selection process the one now marred by the "good old boy network."

Professional groups were helped to turn their efforts toward providing women with a climate conducive to fulfilling their administrative aspirations. It is expected that best practices both in public and private projects in terms of participation in decision making was promoted.

1.7 Limitations of the study

There were a few but important limitations of this study that the researcher was to control to avoid their adverse influence on the study findings. Regardless of their contents, items on women participation may appear to be inherently influenced this might introduce response biasedness. The respondents was informed earlier of their privacy and purpose of the study and using varied data collection methods were to solve the problem of response bias. To counteract this limitation the researcher first purposively selected all women in the decision making positions (in the selected projects) in the selected district before the random sampling was conducted to select the rest of the respondents.

Work experiences may be reflected in the individuals' attribution to biases or their tendency to endorse items' similarity so that individuals with particular personality traits would respond similarly to these items introducing non-homogeneity in thoughts concerning the level of women participation. However, this effect was minimized prior to data collection, where the researcher had the items specified for each particular respondent according to a specified level of women participation in the decision making process.

1.8 Delimitations

This study was delimited to the influence of educational level, legal structures and culture on the women participation in decision making process in community projects. The study was limited to the selected sample in selected district of Kitui County, which may not be 100 per cent similar to others in Kenya and elsewhere worldwide. But due to the large sample compared to the target population to be used in the study, the finding was cautiously be generalized.

1.9 Assumptions of the study

The following assumptions were made in this study;

That the respondents were to answer the questions honestly and accurately and that the respondents' values, attitudes, and behaviors had insignificant influence on gender discrimination and roles in the participation of women in decision making process in community projects. The government and the community were encouraged to increase employment of professional women in public decision making, administration and management positions.

1.10 Definitions of significant terms

Participation- can mean many different things. It refers to both the use of participatory methodologies in development projects, and taking part in governmental and other political processes.

Gender relations -generally refer to that dimension of male/female relations that involve actual or potential heterosexual relations.

Sex: basic, biologically given physiological differences between males and females

Women in leadership: Decision making positions/administration jobs occupied by women.

Leadership: is the process of playing the role of a director, enabling the goals of a society to be achieved through planning, coordinating, controlling, organizing and directing activities in provincial administration.

1.11 Summary.

The study was organized into chapters. chapter one which consisted of the background of the study; statement of the problem, purpose of the study, objectives of the study, research questions; significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. In chapter two, there was the previous reviewed literature according to objectives of the study which will reflect structures and culture on women participation in decision making processes in community projects in Kenya and rest of the world and a theoretical framework and conceptual framework found to support the study were at the end of the chapter. To conclude, in chapter three the researcher presented the research design, target population, sampling procedure and sample size, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis, ethical issues and operationalization of the study variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature review, relates to the topic that is, factors influencing women participation in decision making processes in community projects in Kenya. The previous reviewed literature was done according to objectives of the study and included description of the influence educational level, legal structures and culture on women participation in decision making processes in community projects in Kenya and rest of the world. Theoretical and conceptual frameworks supporting the study were included at the end of the chapter.

2.2 Women participation in decision making processes in community projects.

Gender role theory posits that boys and girls learn the appropriate behavior and attitudes from the family and overall culture they grow up with, and so non-physical gender differences are a product of socialization. Social role theory proposes that the social structure is the underlying force for the gender differences. Social role theory proposes that the sex-differentiated behaviour is driven by the division of labor between two sexes within a society. Division of labour creates gender roles, which in turn, lead to gendered social behaviour. (Eagly, 2007).

The physical specialization of the sexes is considered to be the distal cause of the gender roles. Men's unique physical advantages in term of body size and upper body strength provided them an edge over women in those social activities that demanded such physical attributes such as hunting, herding and warfare (Eagly, 2007). On the other hand, women's biological capacity for reproduction and child-bearing is proposed to explain their limited involvement in other social activities. Such divided activity arrangement for the purpose of achieving activity-efficiency led to the division of labour between sexes. Social role theorists have explicitly stressed that the labour division is not narrowly defined as that between paid employment and domestic activities, rather, is conceptualized to include all activities performed within a society that are necessary for its existence and sustainability (Eagly, 2007).

The characteristics of the activities performed by men and women became people's perceptions and beliefs of the dispositional attributes of men or women themselves. Through the process of correspondent inference (Gilbert, 1998), division of labour led to gender roles, or gender stereotype. Ultimately, people expect men and women who occupy certain position to behave

according to these attributes. These socially constructed gender roles are considered to be hierarchical and characterized as a male-advantaged gender hierarchy (Wood & Eagly, 2002).

The activities men involved in were often those that provided them with more access to or control of resources and decision making power, rendering men not only superior dispositional attributes via correspondence bias (Gilbert, 1998), but also higher status and authority as society progressed. The particular pattern of the labour division within a certain society is a dynamic process and determined by its specific economical and cultural characteristics.

The consequences of gender roles and stereotypes are sex-typed social behaviour because roles and stereotypes are both socially shared descriptive norms and prescriptive norms. Gender roles provide guides to normative behaviours that are typical, ought-to-be and thus "likely effective" for each sex within certain social context. Gender roles also depict ideal, should-be, and thus desirable behaviours for men and women who are occupying a particular position or involving in certain social activities. Put in another way, men and women, as social beings, strive to belong and seek for approval by complying and conforming to the social and cultural norms within their society (Eagly, 2007).

The conformity to social norms not only shapes the pattern, but also maintains the very existence of sex-typed social behaviour (Eagly, 2007). In summary, social role theory "treats these differing distributions of women and men into roles as the primary origin of sex-differentiated social behaviour, their impact on behaviour is mediated by psychological and social processes," including "developmental and socialization processes and by processes involved in social interaction and self-regulation" (Eagly, 2007).

The public sector in most countries, small or big, are going through profound restructuring, trying to provide improved services while at the same time having to drastically downsize in the face of major fiscal constraints. The significant elements of such reforms in the public sector are the initiatives underway to reform public administration, reinvent governments to start using engendered popular expressions (Mayne and Zapico-Goni, 1997). This process of reforming public decision making and administration is seen as necessary to meet the dual challenges of improved services with fewer resources. This therefore makes the basis for the need to look at the participation of women in decision making in community projects a worth task.

In terms of importance, women participation in development and decision making was known, for example, that women are severely underrepresented in managerial and executive positions in organizations (Hewlett and Luce, 2005). There are many possible explanations for the

underrepresentation of female managers and executives, including access, discrimination against women the "glass ceiling", work–family conflict, women themselves choosing not to pursue leadership opportunities, and fewer opportunities for women engaging in leadership development that promoted their ascendance into leadership roles (Hewlett and Luce, 2005). There is little emphasis that has been put to understanding the conditions and the structures in which women's employment and their participation in the job market take place (Sabin and Annemarie, 2009).

Batliwala and Dhanraj (2007) in an Indian case study reported that men resentfully perceived women handling money as a source of humiliation. In a nut shell, it was undeniable that the relationship between women and employment was a vexed one. Therefore a further collection of data which included women's personal and often contradictory accounts of how employment influenced their personal lives was needed in order to unearth the complexity of women's salaried employment and participation in decision making especially in the community level (Chant and Craske, 2003).

There has been a paucity of research exploring how gender informed theory and practice in public administration which undermined the equitable representation of women in society and precluded the integration of gender analysis into public sector practice and policies (Maria and Helisse, 2010). Among the misguided assumptions that hindered women's professional aspirations were beliefs on their lack of interest in promotions to decision making positions and their ineffectiveness as authority models (Col, 1984). There was also the behavioral description; that a female decision maker was picky, whereas her male counterpart was good in details (Col, 1984). Another possibility was that genetic factors might have influenced women ascendancy into leadership and decision making roles and the kinds of leadership they attained.

A study by Arvey, Rotundo, Johnson, Zhang, and McGue, (2006) showed that (30%) of the variance in leadership role's occupancy were accounted for by genetic factors, whereas non-shared environmental factors accounted for the remaining variance in the leadership role's occupancy. The concept of "non-shared environmental factors" essentially included all possible exogenous and personal events during one's lifetime that could influence leadership emergence, other than genetic effects and the influences shared by twins in a common family environment. Examples of the non-shared environmental factors were their past educational experiences, religious experiences, parental and siblings and/or other family members' experiences of loss, experience of unexpected opportunity, peer group, mentor or mentors, role model who were not

direct acquaintances, training and developmental experiences, prior work-related challenges and successes in leadership roles (Arvey, et al., 2006).

2.3 Influence of education level on women participation in decision making process in community projects

Education and training of girls and women is a human right and an essential element for the full enjoyment of all other social, economic, cultural and political rights. The Millennium development goals (2000), and the Beijing Platform have consistently placed emphasis on the importance of education in promoting gender equality and the advancement of women.

Evidence for past educational experiences being related to future decision making and managerial success has been provided by Bray, Campbell, and Grant (1974), Howard (1986), and Wakabayashi and Graen (1984). Lindsey, Homes, and McCall (1991) also reported that educational experiences were the most frequently cited events in one's life that helped contribute to successful leadership development. Spivak (1999) argued that if micro-credits were remitted to women without structural investments such as education and health systems for the poor, the exploitation of women will only increase. Gendered structures which in the end account for women's more reliable repayment behaviours compared to men are directly linked to women's well being (Spivak 1999).

Considerable evidence has been accumulated supporting the impact of training and developmental experiences in enhancing women participation in development (Day, 2001; Reichard and Avolio, 2005). Like Reichard and Avolio (2005) reported on a comprehensive Meta analysis of the women participation in development literature that formal training programs were effective in positively improving women in leadership. The effects of developmental interventions were consistent across all styles of leadership training, including participative, directive, transactional and transformational.

In the education sector in Kenya, the level of education has been emphasized on the heads of institutions. The sessional paper No. 6 (1988), on education and manpower training for the next Decade and beyond, states in view of the crucial role of heads of institutions that the government will ensure that those appointed as decision makers have appropriate academic qualification experience, ability, competence, integrity and initiative (TIQET 1999)

In recent years gender equality has become the focus of the GAD approach, a focus which is reflected in the Platform for Action of the 1995 Fourth World Conference on Women held in

Beijing. The Platform for Action places particular emphasis on twelve critical areas of concern; and education was number two in the list. Educational qualification and training of women is part of the solution towards increasing work opportunities and placement in decision making positions. The higher the qualification in education, the higher the chances of being involved in decision making (ILO 1995). Still (1990) through studies carried in Australia did conclude that limited access to higher education for girls is denial to higher ranks for administration. He further concluded that lack of qualification and training was enough for non-appointment of women to managerial positions. Administrative work of the community projects requires some advanced trained persons, who seek to rise in an organization, and must seek developmental and training opportunities. Women who fail to seek such opportunities contribute to stagnation of their career mobility.

The education and human resource development (1968) report on the committee on selection appointment, deployment and training of head teachers in the public schools, recommended that head teachers should have attended at least one in-service course in school management offered by Kenya Education staff institute (KESI) before appointment and that they should be given longer courses on financial management, human resource management, as well as public relations.The totally integrated quality Education and training (TIQET) report (1999) observes that education management requires wise and economical utilization of personnel, funds and equipment to enhance efficiency in the delivery of quality education.

The report proposed that appointment of head teachers and other managers should be based on institutional management training and on proven competence and possession of appropriate qualification and relevant experience. Dorsy (1989) found that, the reasons for poor representation in administration of women are simply because they have generally low qualification than men. This means, when promotions are done on merit, more men qualify compared to women. Most women have no access to education and training that would let them join administration at high levels.

Since independence, the Kenyan government has consistently pursued policies aimed at expanding and strengthening basic education programs. Because of the different historical circumstances and situations facing Kenyan women, measures should be taken to ensure equal access to ongoing training in the work place, so as to upgrade skills and promote career development. According to the UNO (1994), attention should be given to the training of women coming back to work after maternity leaves and leaves of absence due to family responsibilities.

2.4 The role of legal structures by the government on the women participation in decision making process.

In the Kenyan constitution, there are provisions that take care of the women inclusion and fighting women insubordination; the one third rule in all the elective positions where either gender should not be less than a third of the positions. it also has the provision of the election of women to special positions, the women county representatives which is a move to boost women representation. However these gains may be at stake because there are other very important areas of women empowerment not yet addressed. (Kenya constitution 2010)

A country's constitution should explicitly guarantee equal human rights for women, including civil, political and electoral rights. If a constitution does not specifically include such language, this may ultimately prove to be a serious impediment to women's participation. United Nations Security Council resolution 1325 (2000) of 31 October 2000.

The constitution and other elements of the legal framework should conform to international human rights instruments, including the Universal Declaration of Human Rights and human rights treaties to which the country is a party, in particular the International Covenant on Civil and Political Rights and the Convention on the Elimination of All Forms of Discrimination against Women. It is a best practice to incorporate such treaties as part of a country's constitution, or to specify in the constitution that the treaties take precedence over domestic law. Non-discrimination and the equal rights of women and men are fundamental principles of international human rights law. Women's entitlement to full participation in electoral processes is recognized in United Nations and international instruments. In practice, however, women are often marginalized in elections as a result of gender discrimination and any number of social, economic and political factors. This marginalization is often more acute in post-conflict countries owing to volatile security situations, the prevalence of well-entrenched military factions, large numbers of women refugees and other circumstances. Kivutha, (1996).

It is worth noting that post-conflict legal regimes may reinforce the marginalization of women because the rule of law and the human rights protections it affords women often break down during conflicts; Post-conflict countries are less likely to have strong judiciaries and other institutions to protect the rights of women; Peace agreements are designed primarily to end conflicts and may not include provisions to protect and advance the human rights of women; Interim administrations may devote little attention to women's rights; Parties in

conflict States may seek to entrench their own positions in post-conflict settlements rather than supporting broader access to the political process for women or society in general. Nyokabi, (2010). She further notes that Post-conflict countries often establish new political systems, constitutions and laws and are therefore given a rare opportunity to institute fundamental changes that can advance the rights and electoral participation of women.

The election law should be clear, comprehensive and transparent. It should ensure that no element of the electoral process disadvantages women either directly or indirectly. For example, election laws requiring candidates to post large monetary deposits can work against women. Literacy or education requirements may give men an unfair advantage over women. Laws creating too few polling stations can lead to long lines and discourage voting by women with small children. In contrast, gender-sensitive election laws can create an environment in which these and other problems may be avoided, and may even include special positive measures to ensure that women are elected to office. It is important to ensure conformity between the election law and any other national laws on non-discrimination or the equality of women and men.

In Rwanda for example, the constitutional provisions adopted in their Constitution concerned with equal opportunity and social justice is emphasized. In addition, it also describes the constitution as fully engendered and in accordance with the existing international legal instruments Kantengwa,(2005). In The Process of Engendering a New Constitution for Rwanda" — She emphasizes how the engendering of a constitution can be achieved and gives examples of institutionalization of national mechanisms for gender equality. The article also points out that despite the lack of explicit mentioning of affirmative action or quotas in the Rwandan constitution and the fact that the Parliament has not made laws relevant to the principle of affirmative action, the government, nevertheless, has made special efforts to include women in the political and public sectors.

The recommendations on the draft constitution of Afghanistan made by the Gender and Law Working Group, which was established in 2002 with the goal of providing a forum for government and non-government actors concerned with women's human rights and ensuring that these issues are addressed in Afghanistan's constitutional, legal and electoral law. With regard to women's political participation, the Working Group recommended that "The law shall ensure gender balance through all phases of the electoral process including women's

representation in the provincial assembly" and "the law will provide for the participation of women in the local councils".

The Case of South Africa and the Southern African Development Community, one writer traces the ways in which gender and development is used both at the level of state policy pronouncements and policy processes nationally (in South Africa) and regionally as per the Southern African Development Community's (SADC's) gender policy. In 1997, the SADAC Council of Ministers adopted a policy and institutional framework for gender mainstreaming in the SADAC Program of action. The countries commitment includes, among other things, the achievement of at least 30 percent target of women in political and decision-making structures by 2005, Rozenda Hendrickse (2003). It is under this situation that it can be argued that where gains have been made towards women inclusion in decision making, the legal frameworks have been engaged.

2.5 Influence of culture on women participation in decision making process in community projects.

It is the culture of a society that provides a   framework within which its members must operate and the standard to which they must explain values and ideology that form much of the content in which the socialization process shape occupational and social life. Depending on their social class, race and sex, specific type of the work are encouraged, tolerated or tabooed. Lord et al. (2001). Despite the incidental evidence of women leadership growth in the developed countries, biases toward women in decision making positions persist (Lopez-Zafra, Garcia-Retamero, & Eagly, 2009). They "do not enjoy the same opportunities as men due to a number of deep-rooted discriminatory socio-cultural values and traditions" (Roomi & Parrott, 2008, p. 59).

 Furthermore, regarding culture, Lord et al. (2001) argued that cultures may foster perceptual schemas regarding leadership on organizational and national levels of analysis. Culture is one external constraint impacting people's perception of decision making. House and Aditya (1997), asserted, "Knowledge of culture-specific and universal aspects of it will help to better understand the scope of cultural influences on leadership and leader-related variables" (p. 438).

In the patriarchal culture of Pakistan, women receive little support to become business leaders in a society that believes women belong in the home (Roomi & Parrott, 2008). Hoodfar (2007) reviewed the transformations in Muslim societies in Iran, in which women refugees exposed to

nontraditional education systems became empowered personally and in their communities. Cultural barriers for women limit the economic growth and sustainability for these countries.

Within the United States, the Appalachian culture offers a unique population that stereotypes women's role as "barefoot and pregnant" and "hillbilly" (Bauer & Growick, 2003; Bickel, Weaver, Williams, & Lange, 1997). These characteristics make the area sound more like a developing country than a thriving economy area where female leaders persevere and thrive. Across the world, current research demonstrates the desire to better understand the limiting influences on women leaders within specific cultures.

Similarly, situational leadership models (Adamopoulous & Lonner, 2001) emphasize culture as a critical factor related to leadership within specific populations, such as women. In the context of academics, one recent study examined "women's progress towards reaching the top level profession in academia in which very few women compared to men can in any case expect to reach" (Ismail, Rasdi, & Wahat, 2005, p. 118). Studying the affect of critical life events in different contextual environments and cultures furthers our understanding of their effects on women's leadership influence.

The UNESCO report (2000) asserts that, it is now generally accepted that the future of the Africa continent will depend on the establishment of a new relationship between sexes in the overall economic process hence the concept of cultural adjustment. Cultural adjustment applies to all social –cultural values which govern the very notions of relationship between men and women in society. Cultural adjustment waseffected mainly by making man and women aware of loss to society discrimination on the ground of sex because of savaged cultures.

Despite the international human rights law guaranteeing all people equal rights irrespective of their sex, race, and caste, in many societies due to culture, women are denied equal rights with men to land property, promotion, mobility, education, employment opportunities, shelter and control and care for the health of their own bodies and their reproductive functions (Momsen 1991)

One of the most common reasons presented in the literature for the under representation of women in decision making is negative perception of women leadership (Tyree, 1995). Schein (1989) suggests that the culture of sex role stereotyping which privileges the male is a fundamental barrier to women opportunities in management. It does this by creating occupational sex typing which associates management with being male.

According to Helgensen (1990) women still must deal with the negative views of female decision makers held by peers, parents and employees of both sexes. Cup ton and slick (1995) quoted a female elementary principal as saying that; Even after women have obtained administrative positions they are not afforded the status or the respect given their male colleagues because of culture.

The 1994 world survey on role of women in development identified three factors leading to women's poor representation at the decision making level as predominantly male culture of management, a continuing current effects of past discrimination and, and the lack of recognition of women's actual and potential contribution to economic management.

Much has emerged from the feministic literature organizational theory on the subject of men dominant position in society describing the resultant construction of institutions created in their own image, which utilize patriarchal power that devalues women (calas and smircich,1990) women who enter the worlds of career and promotion into management are taking part in social relationship determined by muscular values career promotion and management as presently constituted are areas where the values of scientific rationality, bureaucratic objectify and hierarchic authority can be at odds with the caring, subjective, rational values which are supposedly important to women.

Broveman et al (1975) noted that men held a stereotyped perception of women as dependent, passive, non-corrpetitive illogical less competent less objective. Swants (1985) wrote about the emergence of women leaders in Tanzania. He found that it was common for men to deny their wives the opportunity of taking up leadership roles. His conclusion was women leaders have emerged among women who have had to take matters into their own hands after becoming widows or divorces or otherwise being independent. Sack (1971) re-examined Engels idea on the basis of women social position relative to men by studying the productive activities of the Zaire, the Mbuti of Lovedu , the pondo of south Africa and the Bagande of Uganda. Momanyi (2003) concluded that negative community perception that devalue women prevent them from appointment to decision making positions and gender awareness needs to be carried out to ensure that negative attitude toward women heading schools is discouraged.

2.6 Theoretical framework

Role congruity theory explains that when women engage in masculine or male-dominated roles of aggressive, ambitious, independent and self-confident in leadership positions, they are

evaluated less favourably than men because such management roles are more stereotypically associated with men (Eagly and Karau, 2002). Typically, people have congruent beliefs about men and leadership posts, but they have dissimilar beliefs about women in leadership posts. This creates similar male expectations, but not for female leaders.

According to Powell (1993) comprehensive study, on women and men in management, women tended to employ a more democratic, participative style while men tended to take a more autocratic, directive approach. These differences appeared in both laboratory studies and observations of real leaders. Thus it was argued that women's tendency to negotiate, mediate, facilitate, and communicate was more effective leadership style than men's emphasis on power and control; and because this "feminine" style reduced hierarchy, satisfied subordinates, and achieved results, it should be the norm to which men were compared (Helgesen, 1990).

Though females' early socialization and other obstacles impeded them from becoming leaders, those who ascended did not behave significantly different from men in the same kinds of positions (Helgesen, 1990). The differences in leadership style and managerial behaviour were discerned in the past. The examination of male/female differences were studied in three main types of managerial behaviour (Nelton, 1991). Therefore, differences disappeared where actual leaders were compared mostly it was concluded that women did not behave differently from men in the same or similar kind of leadership positions. Moreover, experienced women managers showed no differences in leadership abilities from experienced male managers. The women, in fact, were likely to more closely resemble their male counterparts in drive, skills, temperament and competitiveness than the average woman in the population (Acker, 1992). Managers were urged to adopt a caring, collaborative, nurturing and servant leadership styles (Sagan, 1998). In addition, when engaging in the masculine roles necessary in those leadership positions, women are evaluated less favourably than men, because such behaviour is perceived as less desirable in women than men (Heilman, Wallen, Fuchs, & Tamkins, 2004). That is, women who behave in a confident, aggressive, independent manner are seen as behaving incongruous to their societal gender norm. This creates dissonance and less favourable impressions than their male counterparts given that gender norms suggest males should demonstrate aggressive, confident, and independent behaviour.

By examining sub roles through the lens of gender stereotyping, researchers can explore if men and women are constrained from particular management positions which may contain gender typed managerial sub roles identified as inappropriate for a particular gender. Atwater et al. (2004) identified 13 of 19 managerial sub roles as either more masculine or more feminine.

Providing corrective feedback, developing and mentoring, recognizing and rewarding, communicating and informing, motivating and inspiring, planning and organizing, and supporting were identified as more feminine managerial sub roles. Punishing, problem solving, disciplining, delegating, strategic decision making, and allocating resources were identified as more masculine (Atwater et al., 2004).

This stereotyping of sub roles, men and women can be perceived as acting outside of their appropriate gender roles when engaging in certain managerial roles (Atwater et al., 2004). Finally, given that sport leadership positions are dominated by men (Acosta and Carpenter, 2008; Whisenant, 2008) and previous research that has reported men rate leaders as possessing more masculine characteristics (Powell, Butterfield and Parent, 2002; Schein, 2007), it seems likely that masculine sub roles would be viewed as more important by men in senior leadership positions than by women in similar leadership positions hence the basis for discrimination..

2.7 Conceptual framework

Mugenda and Mugenda (2003) defines a conceptual framework as a graphical or diagrammatic representation of the relationship between variables in a study. It makes it easy for the researcher to see clearly the relationship between the variables. This study will have a conceptual framework based on three variables that are presumed to influence the participation of women in decision making in community projects. These factors are; Educational qualification and training, Role of legal framework and Cultural beliefs, values and practices.

The study problem was conceptualized as the interrelationships of study variables in Figure

2.1. **Independent variables**   **Moderating variable**

Influence of education level Formal Informal	Willingness of women to participate in the decision making and leadership roles

Dependent variable

Role of legal structures Constitution Elections & Gender Discrimination	Women's participation in decision making in community development projects

Influence of culture Stereotyping Image	**Moderating variable**

- Male dominated society has no place for women
- Care for children, gendered responsibility roles
- Due to the nature of the job and the associated responsibilities/roles.

Figure.1 Conceptual framework

In the study it was conceptualized that the independent variables will influence the dependent variable -- women participation in decision making in community projects (Miles & Huberman, 1994).

The conceptual framework shows that academic qualifications, Legal provisions by the government and cultural beliefs values and practices, are factors that are presumed to influence the participation of women in decision making positions in community projects. These factors have affected their appointment and taking up of administrative and leadership responsibilities in the community hence few women decision makers and leaders in development projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher presents the methodology that was used in carrying out the study. The chapter consists of the research design, target population, sampling procedures and sample size, research instruments, validity and reliability of the instruments, data collection procedures, data analysis, ethical issues and Operationalization of the study variables.

3.2 Research design

In this study a survey research design was adopted. Survey design involves collection of data in order to test hypothesis or to answer questions concerning the current status of the subjects in the study (Mugenda and Mugenda, 1999). Data was collected by personally administering a questionnaire and interviews to selected individuals with an aim of studying their attitudes, opinion and habits on women participation in decision making in community development projects in the selected districts in Kitui County. Both quantitative and qualitative data was collected in this study. Whereas quantitative data was purely numerical, the qualitative data was narrated quotations from the questionnaires and the verbative explanations from the interviews. Quantitative data was analyzed statistically (O' Leary, 2004). The data was collected using Likert type questionnaire items using a scale (1-4). The values in the Likert type questionnaire items were as follows: 1- strongly disagrees, 2- disagree, 3- agree, 4- strongly agree. Qualitative data was collected using the open-ended items in the questionnaire and the interview guides that the respondents commented on the relationship of women participation in decision making positions in community development projects either by quoting in writing or verbative from interviews.

3.3 Target population

Borg and Gall (1989) defines population as all the members of a real or hypothetical set of people, event or objects to which a researcher wishes to generalize the results of the study. Kitui Central District has two divisions: - Kitui central and Miambani division. There is a total of eight water projects, six youth projects and seventeen education projects (secondary schools)

making a consolidated sum of 31 projects. The study considered a sample of three water projects, six educational projects and two Youth projects which was taken to represent the others. In education, water and youth projects the respondents were: - the chairperson, secretary and the treasurer. Where the above persons were not available, a member was picked as a respondent.

3.4 Research instruments

The researcher employed self-administered questionnaires. The questionnaire was preferred in the study because all those who took part in literate and so capable of responding to the items on their own. Information was obtained from education officials and members of the different projects.

The researcher constructed one questionnaire for the three projects; the questionnaire had two parts A and B. Part A focused on personal information like age, sex, marital status while part B focused on obtaining information on the administrative and professional aspects of the projects including matters related to gender concerns in the projects organizations and also had items on characteristics of women decision makers such as culture, education and legal structures.

3.5 Instrument validity

Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study. Orodho (2003) defines validity as a prior qualitative procedural test of the research instruments in attempting to ascertain how they are accurate, correct, true, meaningful and right in eliciting the intended data for the study. The instrument were validated depending on how the data collected was related in terms of how effective the items samples significant aspects of the purpose of the study (Orodho, 2003).

Content validity of the instruments were determined by colleagues and experts in research who will look at the measuring technique and coverage of specific areas (objectives) covered by the study. The experts advised the researcher on the items to be corrected. The corrections on the identified questions were incorporated in the instrument hence fine tuning the items to increase its validity. Validity was ascertained by checking whether the questions were measuring what they were supposed to measure such as the: clarity of wording and whether the respondents were interpreting all questions in similar ways (Orodho, 2003). Validity was also established by the researcher through revealing areas causing confusion and ambiguity and this led to

reshaping of the questions to be more understandable by the respondents and to gather uniform responses across various respondents (Orodho, 2003).

3.6 Instrument reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is meant for (Ary 1979). Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. However reliability in the research is influenced by random error. Random error is the deviation from a true measure due to factors that have not been effectively addressed by the researcher. As random error increases, reliability decreases. These errors might arise from inaccurate coding, ambiguous instructions to the subjects, interview fatigue and interview bias. To address such errors, a pilot-study wasdone to address the question of validity and reliability of the instruments.

Split-Half Reliability: To establish the reliability of the quantifiable data split-half technique was used. In split-half reliability the researcher randomly divided all items of the questionnaire that will purport to measure the same construct into two sets. The entire instrument was administered to the same sample of 4 respondents in each one of the three projects. Then the researcher calculated the total score for each randomly divided half. The split-half reliability estimate was simply for the correlation between these two total scores. Thus the correlation between the two (split-halves) was the estimate of reliability.

3.7 Data collection procedure

 Data collection took two weeks period from mid April – to the end of May 2013. The researcher obtained permit from the National Council for Sciences and Technology in order to be allowed to collect data. A copy of the permit was submitted to the concerned in the selected projects. The researcher pre-visited the earmarked projects to establish rapport before the actual data collection date. This made him familiar with the respondents. The questionnaires were personally administered to the respondents by the researcher.

Data was collected using questionnaires, which had both closed and open-ended questions to allow for acquiring information in depth. Respondent's opinion on some specific issues was catered by the open-ended questions. The participants were assured that strict confidentiality

was maintained in dealing with all the information they will provide. Visits were made early in the morning and the filled questionnaires were collected by the end of the day.

3.8 Data analysis techniques

The researcher used descriptive techniques. According to Mugenda and Mugenda (2003), the purpose of descriptive statistics is to allow for meaningful description of a distribution of scores or measurements using a few indices or statistics. Data from the questionnaires was first coded and entered in the Statistical Package for Social Sciences (SPSS) computer software for windows program to enable analysis. Inferences from analyzed data were made and this was used to answer the three research questions. Tables were used to present the information from which interpretation was done by comparing the frequencies and percentages.

3.9 Ethical considerations/issues

Ethics has been defined as that branch of philosophy which deals with one's conduct and serves as a guide to one's behavior, and so, most professions have ethical guidelines which govern their profession, Kovacs, 1987. In the same light Dooley (2007) asserts that, ethics involves the study of right and wrong conducts hence the concern for ethics may be seen as part of the historical trend in civil and human rights. Great care was taken to assure respondents that their identity was treated with a lot of confidentiality. This research was aimed at producing knowledge beneficial to the government policy makers and general public; and not for individual purposes.

3.10 Operational definition of variables

To achieve the objectives of the study the researcher assessed the factors influencing women's participation in decision making process in development projects in selected projects in Kitui Central district in Kitui County, Kenya. The dependent variable was: The women's participation in decision making process in development projects; the independent variables was the: Influence of the level of education of women participation on decision making process in development projects, The influence of legal provisions on the women participation in decision making process in development projects and thirdly the influence culture on the women participation in decision making process in development projects in Kitui Central District. The operationalization of the variables was as given in Table 3.2 below.

3.11 Operationalization of the variables table

Objectives	Variables		Indicators	Measurements	Level of scale	Tools of analysis
	Independent	Dependent				
To determine Influence of the level of education of women participation on decision making process in development projects.	Levels of Education	Women's participation on decision making process in development projects.	Levels of Education	Primary -Secondary -Certificate -Diploma -Degree	Nominal Ordinal	Frequency distribution tables. Mean scores of 5-point likert scale.
To identify how legal provisions influences women participation on decision making process in development projects.	Government policies, election provisions and laws on discrimination	Women's participation on decision making process in development projects.	What the gender policy says and what it does not say about women participation on decision making process in development projects.	-Presence of gendered policy in employment -Absence of gendered policy in employment -Presence of affirmative action provisions - Lack of constitutional acts providing for gendered plans.	Nominal	Frequency distribution tables. Mean scores of 5-point likert scale.
To establish the influence of influence culture on the women participation in decision making process in development projects	Cultural Gender discrimination	Women's participation on decision making process in development projects..	Gender discrimination -Gendered roles at work. -Preserves of male position	Presence of special roles for male or females -Absence of gendered roles in provincial administration	Nominal	Frequency distribution tables. Mean scores of 5-point likert scale.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter covers data presentation, analysis and interpretation. The research was conducted to investigate factors influencing women participation in the decision making process in community projects in Kitui central District, Kitui county.

The purpose of this study was to determine factors influencing women participation in the decision making process in community projects in Kitui central district. The objectives for the study were; to establish Influence of education level on women participation in decision making process in community projects, to establish the role of legal structures by the government on the women participation in decision making process in community projects, to establish the influence of culture on women participation in decision making process in community projects.

Data were collected using the questionnaires as the main research instruments subjected. The collected data was analyzed using both descriptive and inferential statistics. This was done by use of Statistical Package for social sciences (spss).

4.2 Questionnaire return rate

All of the issued questionnaires were 70, where thirty five were for teachers, youths were fifteen and twenty for water projects. Of the expected questionnaires, 85.7 per cent were received from the 70 sampled respondents because of the vast area that was under study, which represented excellent response rate. This participation rate implied that the researcher would have and reliable conclusion and recommendations for the study.

4.3 Demographic characteristics of the respondents

The respondents' demographic information is discussed by their sector, gender, age, education level and position in the organization. The sectors represented were education, youth and water as presented in the table below.

Table 4.1 Respondents' Sector representation

Sector	Frequency	Percent
Education	33	55.0
Youth	13	21.7
Water	14	23.3
Total	**60**	**100.0**

The respondents were drawn from three sectors that is education, youth and water. The education sector gave the highest number of respondents; 55 per cent, followed by water with 23.3 per cent and lastly youth sector which was represented by 21.7 per cent. Education projects appear to be directly proportional to the numbers of schools and out of the three projects understudy education had the highest representation.

Table 4.2 Respondents Gender

The study had some balance in the participation of the genders as shown in the table below.

Gender	Frequency	Percent
Male	33	52.5
Female	27	47.5
Total	**60**	**100.0**

The male were slightly higher than the female. The male respondents were 52.5 per cent while the female respondents were 47.5 per cent. The researcher further investigated the age of the respondents. The results were presented in table 4.3. Males are slightly more than females, suggesting that males are more willing to participate in this community projects leadership than females. Maybe females lack the necessary support from the males.

Table 4.3 Respondents Age Bracket

Age bracket	Frequency	Percent
25-30	17	28.3
31-40	24	40.0
41-50	10	16.7
Above 51	9	15.0
Total	**60**	**100.0**

Majority of the respondents were in the age bracket of 31-40 with 40 per cent followed by 28.3 percent in the age bracket of 25-30. This was followed by those who were 41 – 50 years old with 16.7% and those above 51 with 15 percent of the respondents.

The respondents were asked to state their highest academic qualification. The findings are tabulated in the table 4 .4 below**.** The age brackets of 31-40 years had the highest representation across the three projects. These age groups forms the majority of thee young parents in schools and also form part of the youth group in the youth projects. The age groups of 51 years and above are the fewest across the three projects may be due to their old age which does not allow them to participate in these projects and in education sector most of them have already educated their children beyond primary and secondary levels

Table 4.4 Respondents Academic Qualification

Education level	Frequency	Percent
Secondary	25	41.7
College/Diploma	20	33.3
University	8	13.3
Others	7	11.7
Total	**60**	**100.0**

Majority of the respondents 41.7 per cent had attained secondary education while 33.3 per cent had attained college /Diploma. Only 13.3 per cent who had attained university education and an insignificant number 11.7 percent indicated they were of other levels.

The researcher sought to establish the position held by the respondent in the project area and the findings were as tabulated in the table below. This shows those who have low levels of education are more represented in these projects because majority of them are jobless. The highly educated are already employed hence busy in their activities.

Table 4.5 Respondents position in their project

Position	Frequency	Percent
Leader	38	63.3
Member	22	36.7
Total	**60**	**100.0**

Those who were leaders were 63.3 per cent and the rest 36.7 per cent were members of the various projects under study. This implies that most respondents captured were mostly project leaders in the communities as compared to just the committee members who were picked only when project leaders were not available.

4. 3 Influence of education level on women participation in decision making process in community projects

The researcher sought to establish whether there was any significant relationship between education and participation in leadership of community development projects. The researcher used Pearson's correlation coefficient to test the hypothesis:-

H_0: There is no significant relationship between education and participation in leadership of community development projects

H_1: There is a significant relationship between education and participation in leadership of community development projects. The results were shown in Table 4.7

Table 4.6 Pearson's Correlation Coefficient showing the relationship between education and participation in leadership of community development projects

		Education level	Participation in leadership
Education level	Pearson Correlation	1	0.68
	Sig. (2-tailed)		0.055
	N	60	42
Participation in leadership	Pearson Correlation	0.68	1
	Sig. (2-tailed)	0.055	
	N	60	42

Table 4.7 shows that the correlation between s' education and participation in leadership of community development projects in Kitui central District is +0.68. This shows that there is a strong positive relationship between education and participation in leadership of community development projects in Kitui central District

We therefore reject the null hypothesis and conclude that there is a significant relationship between education and participation in leadership of community development projects in Kitui central District.

Further the researcher investigated the factors perceived to be hindrances to women's appointment to decision making position in development projects. The researcher used a 4-Likert - scale with strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD).

Table 4.7 Responses on the lack of adequate academic qualification

Responses	Frequency	Percent
SA	27	45.0
A	26	43.4
D	5	8.3
SD	2	3.3
Total	**60**	**100.0**

From these findings majority 45 per cent associated leadership with level of education because they strongly agreed. Another 43.4 per cent also supported for they agreed with the idea. 18.4 percent were neutral. The least were 8.3 percent and 3.3who disagreed and strongly disagreed respectively.

The study sought to establish whether poor public relations hindered women participation in leadership in the community project and the results are as presented in the table below. This shows that education qualification was a major determining factor for one to be appointed in community project leadership.

Table 4.8 Influence of Poor Public Relations

Responses	Frequency	Percent
SA	0	0
A	3	5.1
N	23	38.3
D	26	43.3
SD	8	13.3
Total	**60**	**100.0**

Table 4.9 shows that, 43.3 per cent disagreed with the statement that poor public relations hindered women participation in leadership in the community project and another 38.3 per cent were neutral strongly disagreed. 13.3 strongly disagreed while only 5.3 agreed. However none

of the respondents strongly agreed. Therefore poor public relations were not a major consideration for one to participate in community project leadership.

Further the researcher asked the respondents to give their views on whether lack of self control hindered women from participating in leadership in community projects. The results are presented in the table below.

Table 4.9 Responses on influence of Lack of Self Control

Responses	Frequency	Percent
SD	12	20.0
D	21	35.0
N	20	33.4
A	5	8.3
SA	2	3.3
Total	**60**	**100.0**

Table 4.10, shows that 36.7 percent of respondents were neutral concerning the statement that lack of self control affects women appointment to leadership in projects. This was followed by 35 percent who disagreed and 20 percent strongly disagreed. However 8.3 percent agreed with the statement.

The study also looked at the influence of lack of education in regard to women participation in leadership in community projects. Again the respondents did not support the idea of blaming lack of education as being influential in women participation in leadership. The table below presents the views of the respondents. Hence lack of self control was not a major consideration I in appointment of people in community project leadership.

Table 4.10 Responses on the influence of lack of adequate education

Responses	Frequency	Percent
SD	9	15.0
D	28	46.7
N	16	26.7
A	5	8.3
SA	2	3.3
Total	60	100.0

Majority of the respondents 46.7 per cent disagreed while 30 percent were neutral. 15 per cent strongly disagreed and a small number (8.3%) agreed. Again this clearly indicated that education was not considered to be so significant to women participation in leadership of community projects.

The researcher looked at the experience. Questions were posed to the respondents to establish whether lack of experience influenced women participation in leadership in community projects. The results are as presented in the table below. Lack of adequate education was not a key consideration for one to participate in community project leadership.

Table 4.11 Responses on lack of experience

Responses	Frequency	Percent
SD	6	10.0
D	29	48.3
SA	4	6.7
A	21	35.0
Total	**60**	**100.0**

From the table majority of the respondents 48.3 per cent disagreed and disagreed. However 35.0 per cent of the respondents agreed that lack of experience had some influence on women participation in leadership in community projects. Also 10.0 per cent strongly disagreed while 6.7 were strongly agreed. This implies that to some extend experience influences ones ability to participate in community project leadership as represented by cumulative 41.7% which on the other hand it had no influence as represented by cumulative 58.3% who disagreed.

Knowledge of financial management skills was also put to consideration. A question was given to the same effect and the results are presented in the table below.

Table 4.12 Responses on the influence lack of financial management skills

Responses	Frequency	Percent
SD	11	18.3
D	14	23.3
A	26	43.4
SA	9	15.0
Total	**60**	**100.0**

According to table 4.13, majority of the respondents (43.4%) agreed that lack of financial management skills as being significant in women participation in leadership in community while 23.3 percent disagreed with 18.3 strongly disagreeing. However 15 percent were neutral. Poor time management was also interrogated to establish whether it was significant in determining women participation in leadership. This shows that experience in financial management has a major influence in determining ones participation in leadership in community projects.

Table 4.13 Responses on the influence of poor time management

Responses	Frequency	Percent
SD	10	16.7
D	17	28.3
A	25	41.7
SA	8	13.3
Total	**60**	**100.0**

According to Table 4.13, It was found that 41.7 per cent agreed that poor time management denied the women leadership opportunities while 28.3 disagreed. There were 16.7 per cent who strongly disagreed and another 13.3 percent who were neutral.

The study required the respondents to rate the issue of problem solving approach and its significance in determining women participation in leadership. The respondents' responses were as presented in the table 4.14. This shows that poor time management has a major influence in

determining ones leadership in community projects i.e. those who are poor time managers cannot form good leaders in community projects.

Table 4.14 Responses on the influence of Poor Problem Solving Approach

Responses	Frequency	Percent
SD	6	10.0
D	21	35.0
A	28	46.7
SA	5	8.3
Total	**60**	**100.0**

Again the respondents were almost equally divided across the divide because 35.0 per cent disagreed while 10.0 per cent strongly disagreed. Those who agreed were 46.7 per cent making it half against half though with a simple majority while 8.3 percent were neutral.

Since leadership is about decision making and so the researcher wanted to establish the whether decision making ability is a consideration for women participation in leadership. The responses were as tabulated in the table below. Hence those who are poor in problem solving cannot make good leaders in community projects.

Table 4.15 Responses on the influence poor decision making

Responses	Frequency	Percent
SD	9	15.0
D	19	31.7
A	24	40.0
SA	8	13.3
Total	**60**	**100.0**

Of the respondents, a total simple majority of 40 per cent agreed, while 31.7 percent disagreed with 15 percent strongly disagreeing. However 13.3 percent were neutral that poor decision making ability prevalent in women was a cause of their lack of participation in leadership of community projects. Hence those who are poor decision makers cannot form good leaders in community projects. Decision making is key in community project leadership.

The study focused also on planning as an important tenet of leadership and so posed a question to the respondents to rate the influence of poor planning in regard to women participation in leadership of community projects. The findings were as tabulate in the table below.

Table 4.16 Responses on the influence of poor planning

Responses	Frequency	Percent
SD	6	10.0
D	18	30.0
A	27	45.0
SA	9	15
Total	**60**	**100.0**

Majority, 45.0 per cent agreed that poor planning aspects were associated with none involvement in leadership of women in community projects. On the same note 30.0 per cent of the respondents disagreed and another 15 percent was neutral while 10.0 per cent strongly disagreed. Therefore community project leadership requires those people who are good planners. Poor planers cannot make good community leaders.

The researcher posed a question to find out whether domestic chores hinder women from participating in leadership of community projects.

Table 4.17 Responses on the influence of domestic chores

Responses	Frequency	Percent
SD	13	21.7
D	21	35.0
A	14	23.3
SA	12	20
Total	**60**	**100.0**

Majority of the respondents 35.0 per cent while 23.3 agreed per cent agreed that domestic chores were an hindrance to women participation in leadership of community projects. However 21.7 strongly disagreed while 20 percent were neutral. From the responses it can be concluded that domestic chores were not of any significant importance when it comes to being involved in

leadership for women. Hence domestic chores cannot prevent one from participating in community leadership.

The role of the women participation in leadership of community development was also interrogated through the question of whether they ever applied for leadership positions. The findings are presented in the table below.

Table 4.18 Responses on the individual role in applying for leadership positions

Responses	Frequency	Percent
SA	8	13.3
A	29	48.4
SD	15	25.0
SA	8	13.3
Total	60	100.0

There were varied responses with the majority, 48.3 per cent agreeing and 25.0 per cent however strongly disagreed. Also while 13.3 per cent strongly agreed as well as being neutral with the idea of the influence of individual role in applying for leadership positions. Therefore most women don't apply for leadership positions in community projects.

4.2 The role of legal structures by the government on the women participation in decision making process in community projects.

The study sought to establish the extent to which legal structures influenced participation of women in leadership of community projects. A question on whether the legal structures influenced women participation was put to the respondents and the results were as presented in the table below. Hence legal structures play a major role in helping women to access leadership positions.

4.19 Responses on the influence of legal structures on women participation in decision making

Response	Frequency	Percent
SD	6	10.0
D	15	25.0
A	28	46.6
SA	11	18.4
Total	**60**	**100.0**

The results indicated that majority (46.6%) agreed that the legal structures had significant influence on women participation in leadership of community projects while 25 percent disagreed. 11.7 strongly agreed and 10.0 per cent strongly disagreed.

The researcher further posed a question on how the legal structures were perceived to establish if they were perceived as being crucial. Legal structures are not very crucial on women participation in decision making.

Table 4.20 Responses on extent to which Legal Structures are Crucial on women participation in decision making

Responses	Frequency	Percent
SD	27	45.0
D	20	33.3
A	6	10.0
SA	7	11.7
Total	**60**	**100.0**

It was established that majority 45.0 per cent strongly disagreed and 33.3 per cent disagreed that the legal structures were crucial. Consequently only a small percentage of 11.7 percent and 10.0 per cent were neutral and agreed. Hence legal structure leaves very little significance in influencing women inclusion in community leadership.

The researcher put another question to establish whether the legal structures were of any influence in the inclusion of women in leadership positions. The responses were as presented in the table below.

Table 4.21 Responses on influence of Legal structures on women inclusion in leadership

Responses	Frequency	Percent
SD	24	40.0
D	21	35.0
N	9	15.0
A	4	6.7
SA	2	3.3
Total	**60**	**100.0**

Again majority (40%) of the respondents did not support the idea of legal structures and women inclusion and participation in leadership in community projects with 35 percent disagreeing. On the other hand 15.0 percent were neutral while 6.7 percent agreed with 3.3 strongly agreeing. Awareness of the legal provisions would improve or bring a differentiated approach to participation and inclusion. The researcher sought to establish whether the awareness of the legal provisions was of significant importance. The findings are presented in the table below.

Table 4.22 Responses on the influence of awareness of legal structures

Responses	Frequency	Percent
SD	10	16.7
D	13	21.6
A	30	50.0
SA	7	11.7
Total	60	100.0

Half of the respondents 50.0 per cent agreed that awareness of the legal provisions would improve participation of women in leadership of community projects. Those who disagreed and strongly disagreed were represented by 21.6 and 16.7 per cent respectively. However 11.7 were neutral. Therefore awareness of legal structure is significant in ensuring that more women understand their rights in participating in community projects leadership.

4.5 The influence of culture on women participation in decision making process in community projects

The researcher in pursuit of the third objective posed questions to establish the extent to which culture influences women participation in leadership in community projects. The researcher explored culture influence, importance of culture, culture and inclusion, Influence of culture on employers and employees, Influence of awareness of culture, negative cultural influence and belief in women involvement.

Table 4.23 Responses on the Influence of Culture

Responses	Frequency	Percent
SD	3	5.0
D	11	18.3
N	5	8.3
A	32	53.4
SA	9	15.0
Total	**60**	**100.0**

The researcher from the responses on the influence of culture established that majority 53.4 per cent agreed and 15.0 per cent strongly agreed that culture significantly influenced participation of women in community projects leadership as shown in the table below. 18.3 percent disagreed while 8.3 were neutral. However 5 percent strongly disagreed.

The researcher further posed a question to establish how culture was rated in terms of its importance in the participation of women in leadership of community projects. The responses were as presented in the table below.

Table 4.24 Responses on the importance of culture

Responses	Frequency	Percent
SD	16	26.7
D	23	38.3
A	9	15.0
SA	12	20.0
Total	**60**	**100.0**

Majority were inclined to the negative as 26.7 per cent of them strongly disagreed, 38.3 per cent disagreed, and only 15.0 per cent and 20.0 per cent agreed and strongly agreed respectively. The respondents were also required to give their views on whether culture aided inclusion of women in leadership in community projects. The responses were tabulated in the table below. Therefore importance of culture has very little influence in ensuring women participation in community projects.

Table 4.25 Responses on influence of Culture on women Inclusion in leadership

Responses	Frequency	Percent
SD	16	26.7
D	24	40.0
A	13	21.7
SA	7	11.6
Total	**60**	**100.0**

The responses indicate that majority 40.0 per cent disagreed, 26.7 per cent strongly disagreed, 21.7 per cent agreed while 8.3 percent were neutral and 3.3 per cent strongly agreed. This shows that culture was not instrumental in influencing whether women were going to be included in leadership or not.

The researcher sought to establish whether the awareness of culture influenced women participation in leadership of community projects. The results were presented in the table below. Hence culture has very little influence in assisting women to be included in community leadership.

Table 4.26 Responses on the influence of awareness of culture influence

Responses	Frequency	Percent
SD	6	10.0
D	22	36.7
A	25	41.6
SA	7	11.7
Total	**60**	**100.0**

Majority of the respondents were inclined to agreeing as 41.7 per cent agreed while 36.7 per cent and 11 percent were neutral while 10.0 per cent disagreed and strongly disagreed respectively. This meant that awareness of culture would influence women participation in leadership in community projects.

The researcher also posed a question on to establish whether culture had negative influence and majority did not support. Therefore awareness of culture is important in ensuring that women are included in community project leadership.

Table 4.27 Responses on the negative cultural influence

Responses	Frequency	Percent
SD	21	35.0
D	21	35.0
A	13	21.7
SA	5	8.3
Total	**60**	**100.0**

For instance 35.0 per cent strongly disagreed and an equal number 35.0 per cent disagreed while 21.7 agreed and 8.3 per cent strongly agreed as shown in the table 4.25

The above scenario depicts that though culture is influential, the respondents did not think that it had any significant influence on the women participation in leadership of community projects. The researcher was keen to find out the attitude of the respondents on women participation in leadership of community projects and therefore posed a question whether they believed in women involvement in decision making. Majority were positive with 63.3 per cent saying yes while 36.7 were against as shown in the table below.

Table 4.28 Responses on Belief in Women Involvement in decision making process

Responses	Frequency	Percent
YES	38	63.3
NO	22	36.7
Total	**60**	**100.0**

In conclusion it be said that education level influences women participation in decision making process in community projects, legal structures by the government have little or no influence on the women participation in decision making process in community projects and lastly culture influences women participation in decision making process in community projects.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of the summary of the study, discussions of the study findings, conclusions of the study, recommendations of the study and suggestions for further studies.

5.2 Summary of the findings

The purpose of this study was to determine factors influencing women participation in the decision making process in community projects in Kitui central district. The objectives for the study were; to establish Influence of education level on women participation in decision making process in community projects, to establish the role of legal structures by the government on the women participation in decision making process in community projects, to establish the influence of culture on women participation in decision making process in community projects.

The finding established that education influenced participation of women in decision making in community projects, this was supported by majority with 73.3 per cent of the respondents of the opinion that level of education influenced one's participation in leadership. The research went on and confirmed that inadequate academic qualification hindered women from participating in leadership, which was supported by majority 60% 0f the respondents.

The researcher confirmed that poor public relations was not a hindrance of women participating in leadership since majority supported this idea with 56.6% of the respondents supporting that poor public relations was not a hindrance to women participation in leadership. It was further established that lack of self control was not a hindrance to women participation to leadership in community projects; this was supported by majority who represented 55.0% of the respondents. It was further established that education was not considered to be significant to women participation in leadership in community projects; this was supported by majority 46.7% of the respondents.

The researcher further established that lack of experience had no influence on participation of women in leadership of community projects. This was supported by majority 58.3% of respondents. It was established that lack of financial management skills was an hindrance of women participation in leadership in community projects, the idea was supported by majority 43.3% of the respondents.

The researcher confirmed that poor time management did not deny women from participating in leadership in community projects since majority 45.0% of the respondents supported the issue

that poor time management is not a hindrance to women participation in leadership in community projects.

The research depicts that poor problem solving approach influences women participation in community projects which was supported by simple majority of 46.7% of the respondents.

It was further established that decision making ability was not a consideration for women participation in leadership in community projects this is because majority 46.7% of the respondents were of the opinion that poor decision making ability do not influence the participation of women in leadership in community projects.

It was established that poor planning aspects were associated with none involvement of women in community projects this because majority 45.0% of the respondents supported the issue.

The researcher established that domestic chores were not a hindrance to women participation in leadership of community projects this was supported by majority 56.7% of the respondents.

The research further established that the role of the women applied for leadership positions with majority 51.6% of the respondents supporting this idea.

On the second objective on the role of legal structures by the government on the women participation in decision making process in community projects, the study established that legal structures was of little significance on influencing participation of women in leadership of community projects. This was supported by majority 58.4% of the respondents. The research further established that there was no relationship between legal structures and women participation in leadership in community projects with majority 75.3% of the respondents supporting.

It was established that again majority 75.0% of the respondents did not support the idea of legal structures and women inclusion and participation in leadership in community projects.

The researcher established that the awareness of the legal provisions was of significant importance on improving participation of women in leadership of community projects with majority 50.0% supporting that awareness of the legal provisions improves participation of women in leadership of community projects.

The researcher in pursuit of the third objective established that culture influences women participation in leadership in community projects with majority 53.3% of the respondents supporting that culture significantly influenced participation of women in community projects leadership. The researcher further established that culture was of no importance in the

participation of women in leadership of community projects, this was supported by cumulatively majority 65.0% of respondents.

The finding were that culture did not aid inclusion of women in leadership in community projects, this was supported by majority 66.7% of the respondents of the opinion that culture was not instrumental in influencing whether women were going to be included in leadership or not.

The research established that awareness of culture did not influence women participation in leadership in community projects since majority 46.7% of the respondents declined that awareness of culture influences women participation in leadership of community projects.

The researcher observed a scenario that depicted that though culture is influential, it had no negative influence on the women participation in leadership of community projects, this was clearly established with Majority 70.0% of the respondents supporting that negative culture has no influence on women participation on community projects.

The researcher further established that people believed in women involvement in decision making process, this is because majority 63.3% of respondents supported that they believed in women involvement in decision making process.

5.3 Discussion of the findings

From the study findings it was concluded that; level of education was supported by majority of respondents in light of influencing participation of women in leadership in community projects, adequate academic qualification, financial management skills, and poor problem solving approach, poor planning, and role in applying for leadership. This makes the researcher confirm that the study hypothesis that there is significant relationship between level education and women participation in leadership in community project. This agrees with A study by Arvey, Rotundo, Johnson, Zhang, and McGue, (2006) showed that (30%) of the variance in leadership role's occupancy were accounted for by genetic factors, whereas non-shared environmental factors accounted for the remaining variance in the leadership role's occupancy. The concept of "non-shared environmental factors" essentially included all possible exogenous and personal events during one's lifetime that could influence leadership emergence, other than genetic effects and the influences shared by twins in a common family environment. Examples of the non-shared environmental factors were their past educational experiences, religious experiences, parental and siblings and/or other family members' experiences of loss, experience of unexpected opportunity, peer group, mentor or mentors, role model who were not direct

acquaintances, training and developmental experiences, prior work-related challenges and successes in leadership roles (Arvey, et al., 2006).

The study respondents were in agreement that majority agreed the legal structures had significant influence on women participation in leadership of community projects. The respondents went ahead to support that awareness of the legal provisions was of significant importance. This again supports the study hypothesis that there is a significant relationship between legal structures by the government on the women participation in decision making process in community projects.

In the literature review, the Council of Ministers adopted a policy and institutional framework for gender mainstreaming in the SADC Program of action. The countries commitment includes, among other things, the achievement of at least 30 percent target of women in political and decision-making structures by 2005, Rozenda Hendrickse (2003). It is under this situation that it can be argued that where gains have been made towards women inclusion in decision making, the legal frameworks have been engaged.

The study participants were in agreement that culture significantly influenced participation of women in community projects leadership. The respondents went ahead to confirm that culture was not important in the participation of women in leadership of community projects., culture was not instrumental in influencing whether women were going to be included in leadership or not, awareness of culture would not influence women participation in leadership in community projects. Influence of culture on employers and employees, and belief in women involvement.

This agrees with Lord et al. (2001) that it is the culture of a society that provides a framework within which its members must operate and the standard to which they must explain values and ideology that form much of the content in which the socialization process shape occupational and social life. Depending on their social class, race and sex, specific type of the work are encouraged, tolerated or tabooed. Despite the incidental evidence of women leadership growth in the developed countries, biases toward women in decision making positions persist (Lopez-Zafra, Garcia-Retamero, & Eagly, 2009). They "do not enjoy the same opportunities as men due to a number of deep-rooted discriminatory socio-cultural values and traditions" (Roomi & Parrott, 2008, p. 59).

Furthermore, regarding culture, Lord et al. (2001) argued that cultures may foster perceptual schemas regarding leadership on organizational and national levels of analysis. Culture is one external constraint impacting people's perception of decision making. House and Aditya (1997), asserted, "Knowledge of culture-specific and universal aspects of it will help to better understand the scope of cultural influences on leadership and leader-related variables" (p. 438).

5.4 Conclusions of the study

From the study findings it was concluded that: level of education was supported by majority of respondents in light of influencing participation of women in leadership in community projects, adequate academic qualification, financial management skills, and poor problem solving approach, poor planning, and role in applying for leadership. This makes the researcher confirm that the study hypothesis that there is significant relationship between level education and women participation in leadership in community project.

The study respondents were in agreement that majority agreed the legal structures had significant influence on women participation in leadership of community projects. The respondents went ahead to support that awareness of the legal provisions was of significant importance. This again supports the study hypothesis that there is a significant relationship between legal structures by the government on the women participation in decision making process in community projects.

The study participants were in agreement that culture significantly influenced participation of women in community projects leadership. The respondents went ahead to confirm that culture was not important in the participation of women in leadership of community projects., culture was not instrumental in influencing whether women were going to be included in leadership or not, awareness of culture would not influence women participation in leadership in community projects. Influence of culture on employers and employees, and belief in women involvement.

5.5 Recommendations from the study

The study recommends that on education the Government should allocate more funds for training of women on leadership skills, the free primary education and free secondary education programs should be expanded beyond tuition vote heads to ease the burden on parents to encourage more girls access education. Secondary schools curriculum should also be amended to include topics that address gender issues.

On the government legal structures the laws in our constitution should be amended further to have more women included in leadership apart from 1\3 rule, the government should organize for educational awareness on woman issues as enshrined in the 2010 constitution and the government should ensure the 1/3 rule is adhered to when appointments into public positions are being made.

On cultural issues men should be encouraged to support women to access leadership positions, the women should be encouraged to support one another to attain leadership positions and women should be encouraged to apply for leadership positions when opportunities arise.

5.6 Suggestions for further studies

Further the researcher wishes to suggest further studies to be done on women attitude towards participation in leadership in community projects. Also further research can be done on the impact of family life on women participation in leadership. Further study can also be done on the factors that influence the participation of men in leadership.

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APPENDICES

APPENDIX I

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Patrick Wambua

P.O Box 1158,

Kitui.

</div>

The Respondents

Kitui Central District

Kitui County

Dear Sir/Madam,

REF: TRANSMITTAL LETTER

I am a Post graduate student at the University of Nairobi pursuing a Masters Degree in Project Planning and Management. As part of the requirements for the award of this degree I am conducting a study on the factors Influencing women participation in decision making process in development projects Kitui central District, Kitui County. Your school/project is one of those chosen for this study. Therefore I humbly request you to co-operate and assist in filling in the questionnaire. The information you will provide was strictly used for the purpose of this study and your identity was kept confidential. I was very grateful for your co-operation.

Thank you in advance.

Yours faithfully,

_____   _____

      Patrick M Wambua   **Date**

      University of Nairobi

APPENDIX II

Questionnaire for Education projects, Youth projects and water projects

The purpose of this questionnaire is to gather information on the factors Influencing Participation in decision making process in development projects Kitui Central District, Kitui County, Kenya. Your responses wasaccorded great confidentiality and will only be used for the purpose of this study. I request you to cooperate in this exercise. Please indicate your option by putting a tick (☑) against one of the multiple choices and in the provided space write your chosen opinion(s).

SECTION A

1. Name of your sector…………………………………………………………………
2. What is your current position in the institution?……………………………………
3. What is your gender?
    a) Male   [   ]
    b) Female   [   ]
4. What is your age bracket in years?
    a) 25-30   [   ]
    b) 31-40   [   ]
    c) 41-50   [   ]
    d) 51 and above   [   ]
5. What is your marital status?
a) Single   [   ]
b) Married   [   ]
c) Windowed   [   ]
d) Separated   [   ]
e) Divorced   [   ]

Influence of education level on women participation in decision making process in community projects

6) What is your academic qualifications level?
    a) Secondary   [   ]
    b) College (Diploma)   [   ]
    c) University   [   ]

d) Any other (specify)

…………………………………………………………………………

7) What is your highest professional qualification?

    a) Diploma   [   ]

    b) Graduate (B.ED)   [   ]

    c) Masters (M.ED)   [   ]

    d) Any other (Specify)   [   ]

8) Please indicate how you agree or disagree with the statement that women levels of education have a statistically significant influence on the women's raising to leadership job posts in provincial administration using the five-point-rating-scale given?

  i. Strongly disagree (   )

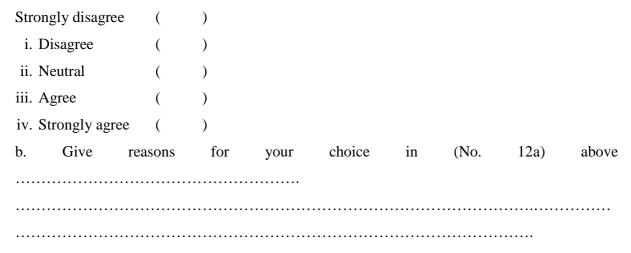 ii. Disagree   (   )

iii. Neutral   (   )

 iv. Agree   (   )

  v. Strongly agree   (   )

b.   Give   reason(s)   for   your   choice   in   (Qn.   10a)   above?
………………………………………………………...

9) Listed below are statements on Factors considered to appoint people to decision making positions in your place of work/institution. To what extend are these factors perceived to be hindrances to women's appointment to decision making position in development projects?

SA -Strongly Agree		**D** -Disagree	
A -Agree		**SD** -Strong disagree	

Hindrances to women's appointment to leadership	SA	A	D	SD
1. Lack of adequate academic qualifications				
2. Poor public relations				
3. Lack of self control (being emotional)				
4. Lack of adequate education				
5. Lack of experience				
6. Lack of financial management skills				
7. Poor in time management				
8. Poor in problem solving approach				
9. Inability to cope with stress				

10. Poor decision making				
11. Poor planning				
12. Too busy with domestic chores				
13. Most women never apply for leadership positions				
14. Most communities devalue female leadership				

The role of legal structures by the government on the women participation in decision making process in community projects.

10) Please indicate how you agree or disagree with the statement that legal structures have a statistically significant to influence women's participation in decision making process in community projects.

vi. Strongly disagree (   )

vii. Disagree   (   )

viii. Neutral   (   )

ix. Agree   (   )

x. Strongly agree   (   )

b.   Give   reason(s)   for   your   choice   in   the   question   above?
……………………………………………………...

11. The statements below are about influence of legal structures on women's participation in decision making process in community projects. Please give your level of satisfaction with regards to legal structures.

	Statement	Strongly Agree	Agree	Disagree	Strongly disagree
1.	The legal structures are crucial in determining women's participation in decision making process in community projects.				
2.	The legal structures are crucial in determining the process of women inclusion in decision making process in community projects.				
3.	All employers and employees are properly trained on legal requirements				

	for women inclusion in decision making process in community projects.				
4.	Clients/customers are aware of the legal requirements for women inclusion in decision making process in community projects.				
5.	Legal assistance is sought on women inclusion in decision making process in community projects.				
6.	Legal requirements for women inclusion in decision making process in community projects are frequently reviewed or improved				

12. a) Please show how you agree or disagree using the given five-point-rating Likert scale with the statement that Gender discrimination influences women participation in decision making process in development projects

Strongly disagree   (   )

  i. Disagree   (   )

 ii. Neutral   (   )

iii. Agree   (   )

iv. Strongly agree   (   )

b. Give reasons for your choice in (No. 12a) above

…………………………………………….

…………………………………………………………………………………………………

………………………………………………………………………………………….

The influence of culture on women participation in decision making process in community projects

13. Please show how you agree or disagree using the given five-point-rating Likert scale with the statement that culture influences women participation in decision making process in development projects

Strongly disagree   (   )

v. Disagree   (   )

vi. Neutral   (   )

vii. Agree   (   )

viii. Strongly agree   (   )

b. Give reasons for your choice in (No. 8a) above ………………………………………………….

……

…………….…………………………………………………………………………………………………

14. The statements below are about influence of culture on women's participation in decision making process in community projects. Please give your level of satisfaction with regards to culture..

	Statement	Strongly Agree	Agree	Disagree	Strongly disagree
1.	Culture is crucial in determining women's participation in decision making process in community projects.				
2.	Culture influences women inclusion in decision making process in community projects.				
3.	All employers and employees are influenced by culture when dealing with women inclusion in decision making process in community projects.				
4.	Clients/customers are aware of the cultural influence for women inclusion in decision making process in community projects.				
5.	More often than not negative cultural practices influence women inclusion in decision making process in community projects.				

15. Do you belief women are involved in decision making?

    a)   YES……………….. b) NO…………..

16. If yes or no give reasons for your answer.

    i)

    ii)

    iii)

    iv)

Thank you for the cooperation and information.

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