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DETERMINANTS OF WOMEN'S PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS IN MANDERA COUNTY, KENYA

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Abstract

Purpose: The purpose of the study is to investigate the determinants Of Women Participation In Community Development Projects In Mandera County, Kenya.

Methodology: Descriptive survey research design was used. The target population of the study was est. 10,000 eligible women involved in various projects in the six (6) constituencies across Mandera County. A simple random sampling and a total of 207 respondents selected as the study sample. Primary data was collected via questionnaires issued by drop and pick method. Quantitative data collected was analyzed using descriptive and inferential statistics. The data was presented in form of tables, graphs, and pie charts. Correlation analysis was conducted to assess the strength of the relationship between the independent and dependent variables. Regression analysis was employed to establish factors determining women's participation in community development projects in Mandera County, Kenya.

Results: The study concludes that socio-cultural practices, education and political factors have a direct influence on women participation in community-based projects. Specifically, Socio cultural practices and politics were found to be the major impediments to women participation in community projects while education was found to be an impetus. The study calls for government to fast track implementation of the existing legal framework against retrogressive socio-cultural practices such as FGM and early marriages, to enact more laws that promote and guarantee women

and other minority groups' education and inclusion in running of both the private and the public sector.

Unique Contribution to Theory and Practice: Further studies were recommended on impediments of actualization of gender equality in political leadership in Kenya. A replication of this study is recommended but in different communities across the country and in both the African and Asian continents. This is to inform generalization of this study findings.

Keywords: *socio-cultural practices, education achievement, women's participation politics,*

1.0 INTRODUCTION

The topic of women involvement in community growth is a global phenomenon understudy by many researchers. Women's involvement in community development is of great concern around the world (Hart, 2013). From the world development bodies to individual countries gender equality in the social, economic and political activities is today an inherent part of the world development planning and implementation of development programs. In an effort to address the world gender gap several interventions have been made; United Nations has made significant efforts to advance gender equality and empowerment through the famous Beijing Declaration platform for action, Convention on the elimination of All Forms of Discrimination against Women (CEDAW), and the recent establishment of UN Women in July 2010, accelerating more efforts from the member states, UN (2020)).

Though, today, women are common in our formal workplaces and are succeeding in leadership in numbers never witnessed before, gender equality dream remains a work in progress, Statistics globally show women labour force participation reduced from 51% in 2000 to 48% in 2019, (World bank, 2021). Kenya the largest economy in East Africa, only had 20.7% of Political representation to women, Rwanda 58%, Tanzania 36% Uganda's, and Burundi both at 35%. (Bwisa, 2015). This can be attributed to low level of education, socio cultural and political barriers that women face in their aspirations to serve the community and their nations at large. Research shows that women holdback their dream by embracing socio- cultural practices that are extremely conservative and male-controlled gender-based systems, backward-looking and stubborn in nature. Women are often excluded from decision- making in their communities (Abusharaf, 2016)

A study by Tigist, (2011) postulated that Education bequeaths women's voice against social, economic, and political discrimination. Well-educated women have the power and knowledge to push their agenda to the top decision-making table, this means they can create opportunities for themselves in all spheres of life, and contribute to the development of their societies. According to the Center for International Voluntary Service (2021), women are the main educators in the society hence their role cannot be overlooked. Education is crucial to guaranteeing the younger in the society equal chances to build their life and a community future. Women offer in the community

the ever-needed foundation education to the young children thus communities without educated women are socially unhealthy. Studies show highly schooled women are more likely considered for leadership positions in society. Thus, lack of education is an impediment to women's political ambitions. In their studies, Odi (2015), Tadros (2014) both agreed that education enabled women to voice their concerns credibly.

1.1 Statement of the Problem

Women form a great part of the population in the world. However, their involvement in political, economic and social-community development initiatives is not proportional. This highlights the global nightmare of gender inclusivity in the community development. Research shows that women embrace socio-culture practices that are extremely conservative and male- controlled gender-based systems, most backward-looking and stubborn in nature. Women are often excluded from decision-making in their communities (Abusharaf, 2016). Their involvement in certain gatherings or active participation in politics or certain contexts, such as formal and public meetings is limited by socio-cultural norms, taboos, level of education, religion, stereotypes e.t.c. For instance, in Mandera County even when they have good ideas, women are expelled by cultural structure from publicly making their contributions, particularly in the attendance of their spouses. It is shocking to note, Afolabi (2017) that women's subordination knows no bounds or barriers, and is independent of their social, educational, or economic status.

In Kenya, statistics show that women only occupy 23.8% of the elected positions in national assembly and only 11.1% of the committee chairs. At the senate 26.9 % of the elected positions and 32% women in the Executive arm of government (7 of 22 Cabinet secretaries are women). At county level women represent only 34% of the members of the county assembly (MCA). Lastly, no women magistrates in KADHIS courts, and only 5.3 percent are chiefs while 8.6 % are assistant chiefs. Overall, the report highlighted Mandera County as the least with 12% women representation, (USAID Kenya (2020) Gender Analysis Report). This report manifests how blind the government and communities are to the gender underlying forces creating uneven gender access to services, assets and opportunities. Several studies have been carried out on determinants /influences of women's involvement in community-based development initiatives. These include; Abira, (2020), Ndambiri, (2019) Magutsa (2018), Madhowe (2018), Mbogori (2014) Vixathep

(2011) who focused on determinants of women participation in community development projects in Homabay county, Mombasa County Kenya and Midland in Zimbabwe, Narok county, Tana river county and Laos county in Nigeria respectively, the studies found a positive correlation between Socio-cultural practices, educational achievements, and politics on women participation in community development. .

The above studies were done in different social economic and political environments, the researchers, dealt with different factors affecting women participation and none was done in Mandera County the target area of this study, the studies also recommended a replication of similar studies with a focus on different environmental setting to asses' consistency of results and promote generalization of their findings, thus the need for more studies on the area to demystify absence of women in community development projects in Mandera county.

1.2 Objectives of the Study

- i. To examine the influence of socio-cultural practices on women participation in community development projects in Mandera County, Kenya
- ii. To determine the effect of education achievement on women participation in community development projects in Mandera County, Kenya
- iii. To find out the extent to which politics influence women's participation in community development projects in Mandera County, Kenya

2.0 LITERATURE REVIEW

2.1 Culture Theory

Williams and Thompson are the most prominent advocates of culture theory (1896). Williams's focus on culture as a 'whole way of life' and Thompson's emphasis on culture as to how groups 'handle' the raw material of social and material nature opened up new ways of thinking about culture in particular. Williams and Thompson were also interested in the lived dimension of society, as well as the active and collaborative process of creating meaningful forms of life. Organizational existence can be seen as too special by culture theory. Since organizational cultures vary based on how people communicate within them, it's almost impossible to generalize how people work. Cultural anthropology, especially Mary Douglas's work, advanced culture theory. Culture theory asserts that there are many biases in any society, some of which have a significant impact on the pace of social change, according to (Douglas, 1983).

2.2 Women Participation in Community Development Projects Factors

2.1.1 Influence of Social cultural practices on Women Participation in Community

Development Projects

Social-cultural practices are conventional doctrines, traditions, religion, norms and beliefs including taboos governing particular societies over the world. Over the years research has shown that these practices create serious impediments to holistic women participation in society. Of concern to this research project is how these socio-cultural practices impede women in their aspirations towards the community they want. In Kenya several strides have been made to alleviate women discrimination in society; for instance, the 2010 constitution brought on gender equality.

2.1.2 Influence of Education on Women Participation in Community Development Projects

In her own words Elizabeth king of the Brookings Institute UK, (2015) said ‘Education is the best investment the world can give to women and girls to enable them access the path of success in their life. The United Nations goes ahead and argues that Education to women is not just about enrollment to education centers, it equally must take care of the safety and general wellbeing of the schooling girl child. This will create and preserve an enabling environment for women to learn, acquire skills and knowledge needed in the labor market and enable them to participate in community development.

According to Kelly (1987), Low or lack of education deprives women of the opportunity to be productive in society. This shows that since the day in memorial education remains a key tool prompting women's contribution in community leadership and development in general. Education creates, stimulates, and enhances productivity thus educated women in the society will increase efficiency in the use of the available resources. Education is a basic human right critical in consenting maximum exploitation of every political, economic, social, as well as cultural right. According to Mbogori (2014), education is the central contributor of sustainable community leadership development. With no physical investments for instance health schemes as well as education facilities that provide for the disadvantaged, women's mistreatment is destined to go up since no programs have been put in place against the vice.

2.1.3 Influence of political factors on women Participation in Community Development

Projects

The ability of women to engage in community-based development projects is often shaped by social structures in many communities. Among these challenges is the entrenched patriarchal system, religious beliefs, cultural practices including gender-based division of labor and roles both in public and at a family level, (George, 2019). Studies have shown that in many communities to date women gender identity is domestic, (Kangas et al. 2015). This is the case of the Somali community, a largely Muslim community that views women roles as that of, wife, child bearer, or generally a family caretaker. This explains the little percentage of women leaders and professionals in the Somali community.

On a patriarchal society decision making table, women are most of the time on the menu and not on the Agenda thus their needs as well as their community interests are neither discussed nor factored in the planning, budgeting, and implementation of community projects. As such, a few get the chance to participate in these projects. This leads to low women participation in both communities' developmental and political projects. In these communities' decisions are largely men looking, overlooking women ideological perspectives important for both community growth and development, this according to Barnes & Cassese (2017) drains women morale in fighting for their space in the community leadership and inclusion in the decision-making table.

2.3 Conceptual Framework

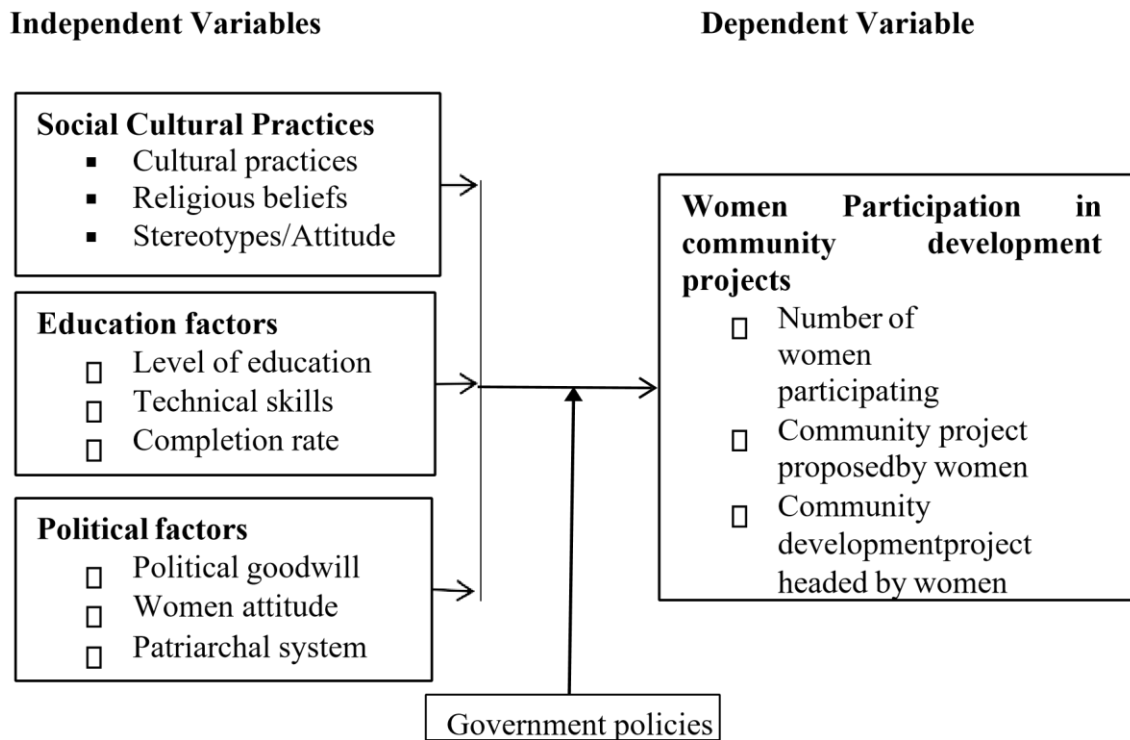


Figure 1: Conceptual Framework

3.0 METHODOLOGY

Descriptive survey research design was used. The target population of the study was est. 10,000 eligible women involved in various projects in the six (6) constituencies across Mandera County. A simple random sampling and a total of 207 respondents selected as the study sample. Primary data was collected via questionnaires issued by drop and pick method. Quantitative data collected was analyzed using descriptive and inferential statistics. The data was presented in form of tables, graphs, and pie charts. Correlation analysis was conducted to assess the strength of the relationship between the independent and dependent variables. Regression analysis was employed to establish factors determining women's participation in community development projects in Mandera County, Kenya. The research used a multiple regression model. $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$

Where by:

Y= Women participation in community development projects

X1= Socio Cultural Practices

X2 = Education Factors

X3= Political Factors

ε = Error term β = the beta coefficients of
independent variables

4.0 RESULTS FINDINGS

4.1 Introduction

This study sought to investigate the influence of socio- cultural factors, education, and political factors on women's participation in community development projects in Mandera County, Kenya. Both descriptive and inferential statistics were used to analyze data collected with findings presented in tables, pie and bar charts and their results discussed.

4.2 Response Rate

The target respondents were interviewed using questionnaires. Drop and pick method was used to collect data via questionnaires which were filled and collected at a later date. A total of 207 questionnaires were sent out to the respondents, but only 162 were sufficiently filled and received back. This represented a response rate of 78% see table 4.1 below. A response rate of $\geq 50\%$ is sufficient in descriptive analysis, (Dun, 2015)

Table 1: Response rate

Response	Frequency	Percentage
Actual Response	162	78%
Non-Response	45	22%
Total	207	100%

Source Author, 2021

4.3 Pilot Study

Cronbach's alpha was used to measure reliability of the study instrument in line with its objectives. See table 4.2 below; The three objectives were found to be reliable. Cronbach's alpha is the most commonly used coefficient of internal consistency and stability. According to Isaac & Michael,

2016, the rule of thumb for Cronbach's alpha is that the closer the alpha is to 1 the higher the reliability. A value of at least ≥ 0.7 is recommended. Consistency indicates how well the items measuring the concepts hang together as a set.

Table 2 Reliability Results

Variable	No. of Items	Respondents	α =Alpha	Comment
Social-cultural practices	10	7	0.893	Reliable
Education factors	10	7	0.987	Reliable
Political factors	10	7	0.974	Reliable

Source Author, 2021

4.4 Demographic Information

Demographic information was key in understanding the study participants. These gave a basic insight about the respondents age group, level of education and the length of the inhabitancy in Mandera county where the study took place.

4.4.1 Distribution of Respondents by Age group

The study sought for gender distribution of the study participants. The results are as summarized below summarized below; (See Fig. 4.1). the results showed that the majority of the respondents were between the ages of 31-40 years (48%) then 20-30 years (28%) 41-50 years (13%) 50 years and above (11%) respectively.

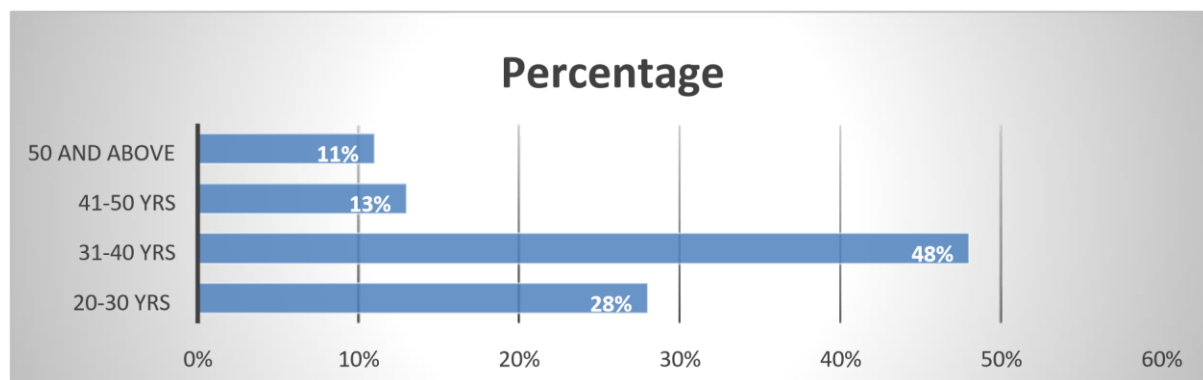


Figure 2: Distribution of Respondents by Age group

Source Author, 2021

4.4.2 Distribution of Respondents Level of Education

The researcher analyzed the distribution of respondents by level of education. The results were as tabled in table 4.3 below. Majority of the respondents were Diploma graduates (49%) followed by Graduates at (25%), Certificates (19%), Masters (5%) and others at (2%). This implies that majority of the respondents had a good understanding of issues concerning women participation in community projects including their role and respective determinants of their inclusion in community projects

Table 3: Distribution of Respondents by level of Education

Level of Education	Frequency	Percentage
Certificate	30	19
Diploma	80	49
Degree	40	25
Masters	8	5
Others	4	2
Totals	162	100

Source Author, 2021

4.4.3 Distribution of Respondents by Length of Inhabitancy

The study sought to establish the number of years the respondents had stayed in Mandera County. Results showed that majority respondents had stayed in Mandera County for more than 8 years (56%), over 5 years (23%) and over 3 years (13%) respectively. This implies that the majority women working in community projects in Mandera County were locals and had spent considerable time there serving the community.

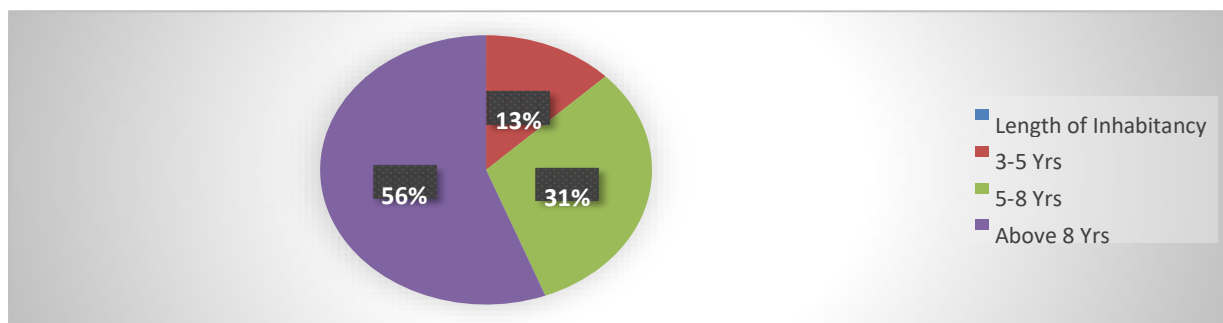


Figure 3: Distribution of Respondents by Length of inhabitancy

Source Author, 2021

4.5 Descriptive Statistics

This study focused on the determinants of women's participation in community development projects in Mandera County, Kenya. In particular the researcher sought to investigate the influence of socio- cultural practices, education factors, and political factors on women's participation in community development projects in Mandera County, Kenya. The respondents were asked to indicate the extent to which they agreed on various statements regarding the influence of Sociocultural practices, the effect of education and the influence of politics on women's participation in community development projects in Mandera County.

The responses were ranked on a 5point Likert scale ranging from; 1 = strongly disagree to 5 = strongly agree. The scores of 'strongly disagree' and 'disagree' have been taken to represent a statement not agreed upon, equivalent to the mean score of 0 to 2.5. The score of 'neutral' has been taken to represent a statement agreed upon, equivalent to a mean score of 2.6 to 3.4. The score of 'agree' and 'strongly agree' has been taken to represent a statement highly agreed-upon equivalent to a mean score of 3.5 to 5.

4.5.1 Socio cultural practices

The results revealed that majority of the respondents with a mean of (4.10) agreed that Cultural practices such as FGM and early marriages are anti-women development thus, responsible for the low women participation in community development projects. Measure of dispersion around the mean of the statements was 0.94. By a mean of (4.27) majority of the respondent agreed that Somali culture, deprived women of their right to speak in public in presence of their husbands, thus leaving out women voice in community development projects. A standard deviation of 0.968 showing the statements were varied.

The result revealed that majority of the respondent (4.55) agreed with the statement that the traditionally recognized role for women in our community is giving birth, taking care of young ones, and this results in the disproportional allocation of domestic roles denying women the opportunity to participate in community initiatives. The results were varied by a standard deviation of 0.5. This affirms Kangas et al. (2015) findings that in many communities to date women gender identity is domestic.

The average response for the statement that religious beliefs impede women participation in community development programs was highlighted by a mean value of (4.22) and varied by a standard deviation of 0.955 respectively. Respondents further agreed by a mean of (4.41) society uses religion and cultural norms to manipulate women submission to retrogressive culture hence impede women participation in community development projects. Similar study by George (2019) revealed that the ability of women to engage in community-based development projects is shaped by customs and beliefs that run social structures in many communities. He cited religious beliefs and cultural practices as the main drivers of women exclusion in the society.

By a mean of (2.46) majority respondents strongly disagreed with the assertion that Women are their enemies, and that they do not support each other or do not support initiatives led by women. The measure of dispersion was 0.787 showing the responses were varied. Further results revealed that majority of the respondent by a mean of (4.44) and (4.21) agreed with the statement that Women are perceived as followers and not as leaders and that the Somali patriarchal culture which allowed them to be seen and not heard had exploited women, thus limiting their participation in community development. The results were varied by a standard deviation of 0.786 and 0.942 respectively. Similar results were reported by Sadie (2015) who found that traditional beliefs and cultural attitudes regarding women remain a barrier to women involvement in community-based projects major in the countryside areas (Sadie, 2015).

The overall mean of (4.01) of all statements varied by a standard deviation of 0.82 clearly showed that majority respondents agreed that socio-cultural practices influenced the level of women participation in community across Mandera County. These findings point to a statistically significant positive relationship between socio-cultural practices and women participation in community development.

Table 4: Socio-cultural Factors

Statements	Mean	Std. Deviation
Cultural practices such as FGM and early marriages are anti-women development thus, responsible for the low women participation in community development projects.	4.10	0.94
According to Somali culture, women are not allowed to speak in public in presence of their husbands, this leaves out women voice in community development projects	4.27	0.968
The traditionally recognized role for women in our community is giving birth, taking care of young ones, this results in the disproportional allocation of domestic roles denying women the opportunity to participate in community initiatives.	4.55	0.5
Religious beliefs impede women participation in community development programs.	4.22	0.955
Society uses religion and cultural norms to manipulate women submission to retrogressive culture hence impede participation in community development projects.	4.41	0.704
Women are their enemies; they do not support each other or do not support initiatives led by women.	2.46	0.787
Women are perceived as followers and not as leaders in the society limiting their contribution space in community development projects.	4.44	0.786
Women have been exploited by the patriarchal culture which only allows them to be seen and not heard, thus <u>limiting their participation in community development</u>	4.21	0.942
Average	4.01	0.82

Source: Author, 2021

4.5.2 Education Factors

Effect of Education on women's participation in community development projects in Mandera, County

Results showed concurrence by the majority respondents on the statement that educated women were more likely to take up roles and leadership positions in development projects at the community level. The statements were flagged by a mean (3.58) and a standard deviation of 1.0.

This is echoed by Ndambiri (2018); Amondi (2017) who found that education propelled women to involvement in community-based projects.

By a mean of (3.63) and (3.6) majority respondents agreed with the statement that women and girls make up the least educated lot and with the least technical skills and experience in the community. The statements were varied by standard deviation of 0.9 and 0.7 respectively. Further on a mean of (3.45) majority respondents agreed that educated women bolstered advocacy call for gender equality in participation in community development projects. The results were varied as shown by a standard deviation of 1.2. Results also showed that majority respondents agreed on the statement that education gifted women with technical skills and knowledge leading to their increased role in community development projects (3.5). The results were varied by a standard deviation of 1.0.

Majority of the respondent with a mean of (3.61), (4.17) and a variance of 0.6 and 08 respectively, agreed with the statement that Gender equality in education is creating an environment for more women to participate in community development and that educated women could maneuver retrogressive customs to lead and participate in community development. These results confirm those of Abu & Klassen (2004) who argued that education brings gender equality hence promoting inclusivity in other spheres of life.

The average mean of all the statements was (3.64) indicating that majority of the respondents agreed that education had influence on the number of women participating in community development projects. Conversely, the variations in the responses were indicated by a standard deviation of 0.89. These findings are in concurrence with those of Lelelit, Macharia, and Mburugu (2017). In their findings the threes studies concluded that; the level of schooling among women had a significant impact on women's involvement development projects.

Table 5: Education Factors

<u>Statements</u>	<u>Mean</u>	<u>Std. Deviation</u>
Educated women are more likely to take up roles and leadership positions in development projects at the community level	3.58	1.0

The majority women and girls make up the least educated lot in the community hence their low contribution to community development projects	3.63	0.9
A low level of education, technical skills, and experience deprives the majority women of participating in community-based development projects	3.6	0.7
High levels of education have bolstered women advocacy call for gender equality in participation in community development projects	3.45	1.2
Education has gifted women with technical skills and knowledge leading to their increased role in community development projects	3.5	1.0
Gender equality in education is creating an environment for more women to participate in community development	3.61	0.6
Educated women can maneuver retrogressive customs to lead and participate in community development	4.17	0.8
Average	3.64	0.89

Source: Author, 2021

4.5.3 Political factors

Influence of politics on women's participation in community development projects in Mandera County

The respondents were asked to indicate their levels of agreement on statements regarding influence of politics on women's participation in community development projects in Mandera County (See table 4.11 below).

The results revealed that majority of the respondent with a mean of (3.8) agreed with the statement that leadership in community-based organizations was handpicked by the patriarchal might in social echelons, thus suppressing women's voice in community development. The statements were varied by a standard deviation of 0.9. The result shown that majority of the respondent as flagged by a mean of (4.9) agreed that Men were the majority incumbents' leaders in the community leadership, thus creating a mountain that besets women seeking both leadership and involvement in community based developmental initiatives. The standard deviation was 0.9 showing a variation. By a mean (3.4) respondents agreed with the statement that due to lack of political goodwill support

of women ideas and perspectives inclusion in the community development agenda, women shy away from pursuing their space in community development projects. The results were varied as shown by a standard deviation of 1.3. The respondents further by a mean of (3.6) and a variance of 1.2 agreed with the statement that enactment of Government policies i.e. 1/3 gender rule has led to increased women involvement in community development agenda.

The average response for the statements on whether the male-dominated political class dejects women from participating in community development was (4.1). The results were varied by a standard deviation of 0.8.

By a mean of 4.1 and variance of 0.9 participants agreed that women regard politically associated leadership as a chaotic, unfair, and dirty game thus their apathy in contributing to community development projects. This result confirms Parvin (2017) assertion that negative political attitude among the women continues to bedevil them.

The results revealed that majority of the respondent with a mean of (4.0) and variance of 1.0 agreed that Politics help in lobbying for gender equity thus promoting women participation in community development. These confirms similar findings by Barnes & Cassese (2017) that patriarchal political systems drain women morale in fighting for their space in the community leadership and inclusion in decision making table

The average response for the statements on the influence of politics on the participation of women in community development projects was flagged by a mean of (3.97). And varied by a standard deviation of 1.0. This implies that politics to a great extent is to blame for the low rate of women participation. This confirm similar findings by Mutongu (2012) that both internal and external politics within our societies and organizations are to blame for women reluctance to fully involvement in running of community-based organizations

Table 6: Political factors

Statements	Mean	Std. Deviation
Leadership in community-based organizations is handpicked by the patriarchal might in social echelons, thus suppressing women's voice in community development.	3.8	0.9
Men are the majority incumbents' leaders in the community leadership, thus creating a mountain that besets women seeking both leadership and involvement in community based developmental initiatives.	4.9	0.9
Due to lack of political goodwill in support of women ideas and perspectives inclusion in the community development agenda, women shy away from pursuing their space in community development projects	3.4	1.3
Enactment of Government policies i.e. 1/3 gender rule has led to increased women involvement in community development agenda	3.6	1.2
The male-dominated political class dejects women from participating in community development	4.1	0.8
Women regard politically associated leadership as a chaotic, unfair, and dirty game thus their apathy in contributing to community development projects	4.1	0.9
Politics help in lobbying for gender equity thus promoting women participation in community development. 4.0		1.0
Average	3.97	1.0

Source: Author, 2021

4.6 Correlation Analysis

Correlation analysis was done to determine both the significance and degree of association of the variables and to predict the level of variation in the dependent variable caused by the independent variables. The correlation summary shown in Table 4.6 shows that the relationship between each of the independent variables and the dependent variable were all significant at the 95% confidence level. Correlation analysis to determine the relationship between socio-cultural practices,

Education factors, and political factors on women participation in community development projects was done, the Pearson correlation coefficient was computed and tested at 5% significance level.

The results show a positive relationship indicated by ($r=.509$), ($r=.398$) and ($r=.678$) between socio-cultural practices, Education factors, and political factors and women participation in community development projects across Mandera county. Further, the researcher found the relationship to be statistically significant at 5% level ($p=0.000$, <0.05), 5% level ($p=0.000$, <0.05) and at 5% level ($p=0.000$, <0.05) respectively.

These results imply that the three independent variables (socio-cultural practices, education factors, and political factors) have influence on women participation in community development projects across Mandera, County.

Table 7: Summary of Pearson's Correlations

Correlations		Sociocultural practices	Education factors	Political factors	Women participation in community development projects
Socio-cultural practices	Pearson Correlation	1			
	Sig. (2-Tailed)				
Education factors	Pearson Correlation	.263**	1		
	Sig. (2-Tailed)	0.007			
Political factors	Pearson Correlation	.350**	.346**	1	
	Sig. (2-Tailed)	0	0		
Women participation in community development projects	Pearson Correlation	.509**	.398**	.678**	1
	Sig. (2-Tailed)	0	0	0	

**** Correlation is significant at the 0.05 Level (2-Tailed).**

*Source: Author, 2021***4.7 Regression Analysis**

The researcher used Multivariate regression analysis to determine the importance of the relationship between the dependent variable and all the independent variables put together. Regression analysis was conducted to find the proportion in the dependent variable (women participation in Community based projects) which can be explained by the independent variables (socio-cultural practices, education factors, and political factors).

Table 4.7 presents the regression coefficient of independent variables against the dependent variable. The results of the regression analysis revealed there is a significant positive relationship between the dependent variable and the independent variable. The independent variables reported R-value of .805 indicating that there is a perfect relationship between a dependent variable and independent variables. R square value of 0.647 means that 64.7% of the corresponding variation in number of women participations in community development projects across Mandera County can be illuminated by (socio-cultural practices, education factors, and political factors). These results point to a significant positive relationship between the dependent variable and independent variable at ($\beta = 0.647$), $p=0.000 < 0.05$).

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.805 ^a	.647	.633	.166295

Predictors: (Constant): Socio-cultural practises, Education factors, and Political factors

Dependent Variable: Women participation in community development projects in Mandera County

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.027	4	1.257	27.933	.000 ^b
	Residual	2.738	61	0.045		
	Total	7.765	65			

Predictors: (Constant), Socio-cultural practises, Education factors, Political factors

Dependent Variable: Women participation in community development projects in Mandera County

The significance value is 0.000 which is less than 0.05 thus the model is statistical significance in predicting how Socio-cultural practices, Education factors, Political factors influence, Women participation in community development projects in Mandera County. The F critical at 5% level of significance was 16.8. Since F calculated which can be noted from the ANOVA table above is 27.933 which is greater than the F critical (value=16.8), this shows that the overall model was significant.

Finally, researcher established that; Socio-cultural practices, Education factors and, Political factors had influence on Women participation in community development projects in Mandera County.

Table 9: Coefficients of Determination

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	2.353	0.202		11.619	0.000
Socio-cultural practices	0.183	0.037	0.392	4.948	0.000
Education factors	0.158	0.045	0.232	3.546	0.001
Political factors	0.121	0.023	0.383	5.272	0.000

Predictors: (Constant), Socio-cultural practices, Education factors and, Political factors

Dependent Variable: Women participation in community development projects in Mandera County

The research used a multiple regression model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

The regression equation was; $Y = 2.353 + 0.183X_1 + 0.158X_2 + 0.121X_3 + \epsilon$

The regression equation above means that taking all factors into account (Socio-cultural practices, Education factors and, Political factors) constant at zero, Women participation in community development projects in Mandera County will be at an index of 2.353. The findings indicate that taking all other independent variables at zero, a unit increase in Socio-cultural practices, a unit increase in Education achievements and a unit increase in politics will lead to a 0.183 decrease,

0.158 increase, and 0.121 decrease in Women participation in community development projects in Mandera County, respectively.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion of the study

In view of the above findings the study asserts that Socio- Cultural practices, Education, and Political factors have influence on women's participation in community development projects in Mandera County, Kenya.

Regression analysis revealed a significant positive relationship between the dependent variable and the independent variable. The independent variables reported R-value of .805 indicating that there is a perfect relationship between a dependent variable and independent variables. R square value of 0.647 means that 64.7% of the corresponding variation in number of women participations in community development projects across Mandera County can be illuminated by (socio-cultural practices, education and political factors). These results point to a significant positive relationship between the dependent variable and independent variable at ($\beta = 0.647$), $p=0.000 < 0.05$).

Based on the above results, the study concludes that socio-cultural practices, education and political factors have a direct influence on women participation in community-based projects. Specifically, Socio-cultural practices and politics are the major impediments to women participation in community projects. Education greatly promotes women participation in community-based projects and vice versa. Majority of respondents with a mean of 2.46 and variance of 0.787 disagreed with the statement that Women are their enemies, they do not support each other or do not support initiatives led by women

This confirms similar findings by Abira, (2020), Ndambiri, (2019) Magutsa (2018), Madhowe (2018), who focused on determinants of women participation in community development projects in Homabay county, Mombasa County Kenya and Midland in Zimbabwe, Narok county, respectively, the studies found a positive correlation between Socio-cultural practices, educational achievements, and politics on women participation in community development.

5.2 Recommendation

The government should fast track implementation of the existing legal framework against retrogressive socio-cultural practices such as FGM and early marriages that sabotage girls and women aspirations at their tender age.

The government should enact more laws that promote and guarantee women education, and inclusion in running of both the private and the public sector.

The government should sensitize the masses on the gains of women inclusion in community based projects

5.3 Suggestions for further study

The study recommends similar studies but in different communities across the country and in both the African and Asian continents. The studies should investigate further determinants of women participation in community projects.

Further studies are recommended on impediments on actualization of gender equality in political leadership in Kenya

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