

**RURAL WOMENS' AGRICULTURAL
PRODUCTIVITY AT NKONJENI AREA:
CAPACITY BUILDING AND
EMPOWERMENT**


By

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Declaration

I, Rosemary Nomagugu Mjoli declare that the research study on the

“RURAL WOMENS’ AGRICULTURAL PRODUCTIVITY AT NKONJENI AREA: CAPACITY BUILDING AND EMPOWERMENT” is my own work and all the sources I have used have been indicated and acknowledged by means of complete references.


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Rosemary Nomagugu Mjoli

Date: *29 NOVEMBER 2002*

Dedication

I dedicate this study to my late mother Thembekile Lydia Khambule, my husband Sibusiso Virginius Mjoli, my sons and daughters Ntethelelo, Nontobeko, Siyalo and Phiwokuhle, and lastly my sister Nomathamsanqa.

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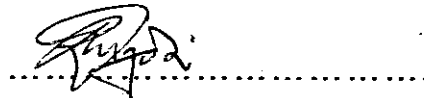
I greatly appreciate the assistance I received from the staff of Mahlathini district in the Department of Agriculture and Environmental Affairs when I was collecting data; more specifically the district Manager Mr T.B. Gumede, Mr P.K.Ngwabi and Mr A.B.Mchunu the extension officers for Nkonjeni area. Ms Ntombifuthi Sibiya and Ms Sibongile Mchunu contributed a lot by helping me collect data with my limited resources. They braved the hot and cold weathers of the area. I will not forget the assistance from my daughter Nontobeko who worked day and night sorting data and typing uncompromisingly, and my son Siyalo who also helped with typing. Mr Mduduzi Biyela afforded me the opportunity to learn the computer skills; I would not be where I am without his assistance. Mr S.U.E Nhleko was our pillar of strength when we started our long academic journey. He encouraged and fought for us against all odds until we went through; that is highly appreciated.

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Lastly but not least, I thank Dr Sazile Mtshali for her direct and indirect encouragement through my studies; and all the staff members of the Consumer Sciences Department in the faculty of Science for believing in me.

Signature :



Rosemary Nomagugu Mjoli

Place :

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Date :

29 November 2002

SUMMARY

This study investigated the strengths and weaknesses of the rural women's agricultural productivity and problems facing the farming women in the Nkonjeni area.

It looked at the issues like deprivation of land ownership for the rural women, lack of appropriate education, not having access to working capital and an overload of household chores as the contributory factors to poor agricultural production of women in rural areas.

The study considered the possibility of empowering rural women through capacity building as the method of improving their production of agricultural crops. The characteristics that were investigated were the socio-cultural factors, economic, educational and infrastructural factors that would influence their empowerment process.

The study engaged a combination of qualitative and quantitative research methods. Various sources of data like books and journals were used. Also a number of methods of collecting data were utilized to find the information from the selected sample of the farming population. The study was conducted among the farming women of Nkonjeni area in Mahlabathini district.

The findings revealed that their illiterate position poses a threat in their empowerment and the overload is really crippling their efforts towards their development. It also revealed that the gender discrimination towards

rural women is still a problem though the government has repealed laws that are depriving women of equal opportunities. It was also found that the lawlessness of the community members contributed enormously on their farming problems because unattended livestock that is owned by their neighbours destroys their produce.

Recommendations that emanated from the study focussed on the empowerment of women through the change of attitude towards development. The people need to be supported as individuals to give the sense of pride towards the project they are concerned with. Women need to be helped in solving their education problems in their own neighbourhood to avoid exposing them to dangers of travelling long distances at night. Development programmes should focus on taking women on board as active participants in their own development not the silent recipients.

UCWANINGO NGOKUFINGQIWE

Ucwaningo beluphenya ngamandla nobuthakathaka ekukhiqizeni kwamakhosikazi asemaphandleni kanye nezinkinga abahlangabezana nazo ekulimeni endaweni yaseNkonjeni.

Luphinde lwabheka izinkinga ezifana nokucindezelwa kwamalungelo abantu besifazane okuba nelungelo lokuba nomhlabathi, ukusweleka kwemfundo efanele bona, ukungakwazi ukuthola imali yokulima kanye nesisindo somsebenzi wasekhaya njengezinto ezinesandla ekubeni bangakhiqizi kahle kwezolimo ezindaweni zasemaphandleni.

Ucwaningo lubuke nokuthi kungenzeke yini ukuthi abantu besifazane basemakhaya, bathuthukiswe ngokubafundisa njengendlela yokuthuthukisa ukukhiqiza kwabo iztshalo zolimo. Izinto ezazibhekwa isimo sabo sempilo namasiko,ezomnotho, ezemfundo kanye nengqalasizinda ukuthi kungase kube nesandla entuthukweni yabo.

Ulwazi lwatholakala ezincwadini ezindala, kwaphinde kwabuzwa imibuzo edlanzaneni lamakhosikazi alimayo endaweni yaseNkonjeni kwelaseMahlabathini. Ucwaningo lwalwenzelwa ukuthola ulwazi nezinkinga abanazo ekulimeni.

Ucwaningo luthole ukuthi izinga eliphansi lemfundo, ukucwaswa kwabantu besifazane nomsebenzi omkhulu wasekhaya abanawo uyabakhubaza emizamweni yabo yokuzithuthukisa. Uhulumeni usezamise ukuyishintsha imithetho kodwa umehluko awukabonakali ezindaweni zasemakhaya. Kwatholakala ukuthi ukungabikho komthetho

emphakathini kuyabakhubaza abantu abalimayo ngenxa yokuthi imfuyo engabhekwayo yomakhelwane idla ukudla kwabo.

Izincomo ezenziwa zigxile ekuguquleni indlela yokucabanga ngokuphathelene nentuthuko yabantu besifazane. Aabantu kufuneka basizwe ngamunye ukuze babe nokuziqhenya ngemisebenzi abayenzayo. Abesifazane badinga ukusizwa maphathelana nemfundo eduze kwamakhaya abo ukuze kuvikelwe ukubabeka engozini yokuhamba indawo ende ebusuku. Izinhlelo zentuthuko kufanele zisebenze nabantu besifazane bebambe iqhaza ngokuphelele; hayi njengabemukelayo nje kuphela.

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1. INTRODUCTION

Throughout the ages the rural women have been growing, harvesting and baking bread. Their product ensures part of the food supply and the survival of the majority of the rural population and yet their contribution remains invisible in that society. Women constitute the majority of small farmers who produce almost all of the internally grown food crops in Africa that are consumed by families. They are faced with countless numbers of constraints that seem to contribute to their deterioration and difficulty in being successful farmers.

Women have been farming in rural KwaZulu Natal but their farming is not as efficient as it should be. Their only produce is the little that is sometimes not enough for their survival. They have been farming on their own since the introduction of the migratory labour system by the South African Government. Their husbands had to leave their homes to seek employment in the mines and far away places that offered employment for them. The women had to take over the responsibilities of their migrant husbands.

Specifically, the Nkonjeni area was known to be the most productive area in Mahlabatini District. Women were very active in farming activities but as it is now very few households are using the lands they

have for agricultural production. Through observation most of the land has not been used for a number of years. Then the researcher saw the need to investigate this situation because it is seen as the contributing factor to the increasing poverty level in the area.

It is a known fact that Black people especially women have been neglected by the previous government as a result they were practising subsistence farming. Since 1994 the government is paying special attention to previously disadvantaged people. As a result everybody concerned with community development is doing everything possible to empower and develop these people.

1.2 RESEARCH PROBLEM

The rural women have been actively involved in farming for the past centuries but the results of their hard work are not evident. They are still very poor and most of them are getting poorer each day. The researcher intended to investigate the reasons for poverty amongst rural women because they have been involved in agricultural production for quit a long time but their farming is deteriorating. She also investigated ways and means of empowering these women and improving their capacity building.

1.3. MOTIVATION OF THE STUDY

The researcher is an extension agent by profession. She has been working with the rural women for the past twenty years, trying to help them improve their standard of living through skills transfer. This extension service was initiated a number of decades ago in South Africa but it has not brought substantial change to the rural women. They were producing food that was not enough for their families and it is not enough even today. Most of the women decided to stop farming and went for industrial employment, which became very limited after the sanctions. They ended up being the squatters in urban informal settlements and increased the level of crime. It is a known fact that agricultural production is the backbone of each and every country. Each country has to feed its inhabitants with the locally produced food if it has to develop economically.

In this Nkonjeni area, the land that is allocated to the people traditionally is not fully utilized but they are short of food supply and cannot afford to buy it as they are poor. This situation prompted the idea of investigating the reason for this predicament and a determination to find ways and means of improving their agricultural production so that they are able to feed their families and the nation at large.

1.4. HYPOTHESIS

Empowerment of rural women can help improve their economic status.

1.4.1 Assumptions about the study

- Deprivation of land ownership for rural women is the crippling factor in their production.
- Lack of appropriate education constrains the womens' farming prospects because they are not able to acquire knowledge on their own.
- Women can improve their agricultural production if they have access to credit and working capital.
- Women are overloaded with household chores combined with farming and lack of household appropriate technology to improve on the efficiency of doing their housework.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study will be:

- To investigate the strengths and weaknesses of the rural womens' agricultural productivity;
- To empower women through community participation so that they may enhance their development;
- To investigate the attitudes of rural women towards farming;
- To help the policy makers understand the problems affecting agricultural production of the rural women.

1.6 RESEARCH METHODOLOGY & PROCEDURE

This study utilised a qualitative research design, as it was conducted among the human beings that are very dynamic. There are some ethics that control the handling of human beings. The methods that are discriminating to other people are not allowed. For example when you deprive the control group of the benefits of treatment that you have introduced to the experimental group; that is morally unacceptable. Some experiments cannot be carried out on people and some variables cannot be controlled (Bless and Higson Smith, 1995:19).

Participatory research has two most important characteristics, which are the relationship between the people involved in the research and the use of research as a tool for action as well as increasing human knowledge. Participatory research encourages the active participation of the people whom the research intends to assist. Empowering people is through involving them in all aspects of the project from planning to implementation. They become part of the solution that emerges at the end of the study. They are together in the study as equal partners i.e. the researchers and subjects. They take collective action in order to bring about long-term solutions (Bless, *et al* 1995: 55). This design was used to get information from the rural women. This also gave them the platform to air their views in the situation. Furthermore, they received training on talking about their problems, which was part of the empowerment process.

The idea behind the participatory design was to enable rural women to be active participants in their learning process rather than being passive recipients as they were socialised to be.

1.6.1 Limitation of the study

The research concentrated on the women that are doing farming as one of their chores and who are producing food for their families. The women that were taken as the unit of analysis were the women that are producing agricultural products on behalf of their husbands and the one's that are widowed together with the divorced women and never married women who are practising agricultural production on their own.

It also concentrated on empowering people on methods that they can use to produce food for their families and secure food availability for the nation at all times. This could be done through producing enough for their families and or little more for selling to secure food availability for those who do not have land of their own. It did not get to the point where the women were empowered to produce commercially. The empowering process could help them to stand on their own and take constructive decisions.

It was only done at Nkonjeni mountain plateau; it did not spread to other producing sub-wards of Mahlabathini district because of financial and time constraints. The Nkonjeni area was the best producing area of Mahlabathini District but it is producing very little these days. Nkonjeni

is the area that is controlled by the traditional leaders. The production land available to this area is allocated to the households that are headed by men.

1.6.2 Target area

It is situated North West of Ulundi and it is 8 kilometres from Ulundi. It is more or less 64 km from Melmoth. Its rainfall is 700 mm per annum. It is a high-veld area that gets more rain than other areas of the Mahlabathini District. It is capable of producing the following crops: maize, beans, potatoes, sweet potatoes, jugo beans, sorghum, cowpeas, sunflower and a range of other vegetables. It is part of two wards, which are Buthelezi and Mbatha wards. Seven sub-wards were targeted, i.e. Dunge, Ntonteyana, Esibomvu, Emakhontolweni, Vezunyawo, Nkonjeni mission and Othini. Two extension officers who are Mr Ngwabi and Mr Mchunu control these sub-wards. The area is mountainous and the agricultural production takes place on the Plateau of Nkonjeni Mountain. Though this area is mountainous, transport is available in the form of taxis and buses.

1.6.3 Sampling method

The simple random sampling method within the target area was used employing the lottery technique (Bless, *et al*, 1995: 89). Nametags were put into a container and the required sub-wards were picked out. This method was used to select the seven sub-wards from which the sample

of relevant rural women was picked out. Then, the non-probability sampling procedure, using the purposive or judgemental sampling method was used because the population was not homogeneous enough.

The respondents to the questionnaires were the women heading households. These females were widows, women heading households on behalf of their husbands (women with migrant husbands), divorcees and single mothers who never married. These are the people who are practising farming in rural areas. They are the people who are faced with problems that are too complex for them as they are mostly poor and illiterate.

1.6.4 Research instruments (tools) and Data Collection

The questionnaire was used as the research instrument. According to Bless *et al* (1995: 80) the use of different instruments is not advisable. The researcher must make sure that the instruments are equally sensitive and accurate otherwise changes between the two measurements might be due to differences in the instruments. The questionnaire was self administered because most of the women were almost illiterate.

A number of data collection methods were used. The study used the key informant interviews, survey and focus groups. The researcher collected data herself with the help of two assistants. They visited women farmers in their homes for better observation.

(a) Key Informant Interviews

The informant or key actor is a person that the researcher builds relationship with and should be a person that knows about the field that is researched (Newman, 1997: 374).

The good informant has four characteristics, which are as follows:

- A member that is totally familiar with the culture and has been in a position to witness significant events.
- A member who is currently involved in the field makes a good informant.
- A member who can spend some time with the researcher because interviewing can take hours if it is extensive.
- Non-analytic member is suitable as she is familiar with and uses the folk theory or pragmatic common sense.

Rural women, traditional leaders and professionals who are more informed in the aspects of women's problems in the field of farming were identified and interviewed individually.

(b) Group Discussion

It is very useful to allow participants to share their thoughts with each

other. In this way new ideas are sparked off in each other and they consider a range of views before answering the researcher's questions. It has a problem that it does not allow all members to express themselves freely (Bless, *et al* 1995:113). Despite this problem the group discussions were used as a research method because they fit in with participatory process. The discussion groups gave the women who attended the discussion sessions an opportunity to air their views on the subjects that were discussed. They also gave women a chance to be conscientized with regards to their problems. In addition, group discussions were conducted to revise and consolidate their knowledge and skills.

(c) Household Surveys

Structured interviews and questionnaires were used to gather more information on their agricultural production habits. This method is based on an established questionnaire i.e. a set of questions with fixed wording and sequence of presentation. It has more or less an indication of how to answer each question. The questionnaire was presented to all the participants in exactly the same way to minimise the influence of the interviewer. Structured interviews were chosen because they can be administered to respondents who cannot read or write which is the typical situation of the rural women. They give clearer answers because there is no misunderstanding of the question and misinterpretations of the answers (Bless, *et al* 1995: 111). The questionnaires had close ended and open-ended questions to collect all the information that was

available.

1.6.5 Data Analysis

Qualitative research data are in a form of text, written word, phrases and events in social life and as a result statistical analysis is rarely used. Data was analysed manually by the researcher with help of the experts. It included statistical analysis to emphasise the important points.

1.7 DEFINITION OF TERMS

‘Development’ is the process by which the disguised, unexpected, latent characteristics or potential of people are developed, made available, are utilised or are transformed for the enhancement of their quality of life, the stimulation of the modernisation and improvement of social functioning of those people (Lombard, 1991:109).

Community development is a process designed to create conditions of economic and social progress for the whole community with its active participation and the fullest possible reliance on the community’s initiative (McKendrick, 1990:110).

‘Conscientization’ means raising the political awareness of poor people and organising them to take control of their own affairs (Midgley, 1995:120).

In all these definitions it is clear that the thrust of development is on creation of peoples' awareness of their potential to develop the whole community and to attain economic and social progress through participation.

'Rural area' is an area that has a backlog in comparison to cities regarding population per square metre, education, variety of experiences and the power to control its own destiny (Lombard, 1991:222).

'Woman farmer' for the purposes of the study is a female person that is producing food for her family with limited resources and living in rural areas.

1.8 VALUE OF THE STUDY

This study helped the rural women in learning to participate in their own development instead of being passive recipients of services. Furthermore, it helped to empower the rural women, thus enabling them to find solutions to their farming problems. They were also made to understand that their problems are not occurring to them as Zulu women, but are problems to almost all women in the third world. They got a chance of knowing how other women have tried to solve problems related to survival through farming. It is hoped that the agricultural extension agents will use the findings to try and change the attitudes of women towards farming in rural areas. Politicians and policy makers will be able to know what constraints exist with regards to rural

womens' farming efforts in the rural areas and thus be able to evaluate the agricultural policies.

1.9 PRESENTATION OF THE STUDY

Chapter 1

Orientation to the study

Chapter 2

Review of related literature

Chapter 3

Research methodology

Chapter 4

Data presentation and analysis

Chapter 5

Discussion of findings, conclusion and recommendations

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Reviewing the accumulated knowledge about the subject in question is an essential early step in the research process. It is best to find out what is already known about the subject before attempting the study. Literature review is based on the assumption that knowledge accumulates and people learn from what others have done. The researcher should decide on the topic or field of knowledge to examine and to know what knowledge gaps have still to be bridged regarding that particular topic.

Literature review sharpens and deepens the theoretical framework of the research. The researcher studies different theories related to the study. It also familiarises the researcher with latest developments in the area of research as well as the related areas. It acquaints the researcher with the problems, hypothesis and results obtained by previous researchers so as to avoid duplication of effort but rather use it as a springboard for the new research.

Overall it acquaints the researcher with what has been done and what still needs to be improved.

2.2 LAND USE RIGHT AND OWNERSHIP

Historically, women owned vast amounts of land through the matrilineal system. They were in control of land, not the husbands or brothers and sons. Matrilineal system of inheritance proved to be a disturbing issue to Westerners; they said it brings results that appear either unnatural or grotesque. The anthropologists like Claude Livi-Strauss insisted that men are uniformly in control of all societies, therefore, there is an absolute priority of patrilineal institutions over matrilineal institutions. Mary Douglas as cited by Rogers (1984:126-127) cited a number of western men who claimed that matrilineal descent is compatible only with poverty and is inappropriate for economic advancement. Then the matrilineal institutions were eradicated altogether in the name of development. In reality they transformed a matrilineal system of inheritance over-night by instituting a new western style code and tenure system. This change was identified in places like Jamaica, Ghana, Zambia and Tanzania. African women have been systematically deprived of their land rights through the European-originated land reforms in which holdings were transferred to husbands as heads of households and the women lost all their land rights. For example, Tonga women in Zambia who were resettled because of the construction of the Kariba dam lost their land holdings because only the household as unit was compensated for its lost lands and women were unable to acquire new lands in the cities to replace their old lands (Spring and Hansen, 1985). The resettlement of families in Ujamaa Village in Tanzania brought the same consequences to the women who owned land and

crops. The Ujamaa scheme had no provision for the husband's death so the widows lost everything and they were supposed to leave the scheme. The women lost independent access to agricultural land that would provide food and wealth for them. The European colonial system believed that male farming was superior to female farming, transferring their western culture to an African situation that was totally different (Spring and Hansen, 1985). Then, the African land tenure system changed altogether. Womens' access to land was based on the status within the family and involved the right of use. In Africa, the most prevalent barrier to acquiring real property is inheritance law that favour male inheritance over female. If a woman inherits land her husband manages it. A Hindu woman holds the property right only if she is alive, at death it reverts back to the male line. In Africa, customs rather than religious practices exclude women from ownership; property is held in a man's name and passed patriarchally within the group. Land reform and forces of modernisation used the head of the family concept, usually a male, as the basis of land reallocation.

In Ghana, the elite, professional men, ministers, careerist, clerks and Christian farmers were the first to opt out of matrilineal system. Once the man is defined along the western model as the head of the family and in full control of his land and the crops produced from it, he could adjust the control of the distribution of the system of the matrilineal extended family and begin to accumulate wealth for himself and those defined as being under his jurisdiction

“In Swaziland, a woman is a minor. She cannot own a land property or means of production no matter how much she has invested in them. Banks do not give married women loans unless they have consent from their husbands” (Gumede, 1985). “Of all the resources that are necessary for subsistence farming besides ones own labour, the land is the most important one. In terms of development purposes, the land can be used as security for credit, and often provides peoples' access to inputs such as agricultural extension, physical plants, irrigation, chemical inputs and membership of co-operative”, (Rogers, 1984).

Ester Boserup as cited by Rogers (1984) suggests that the concept of ownership is ambiguous in relation to tenure and is often used by chiefs who have formal and qualified control over land, in order to justify claims of ownership rights in the whole tribe's land. In most parts of Africa, individual families control their own land and have a right to transmit it to generations but the chiefs or Inkosi should be notified at all times of proceedings as the land belongs to him by traditional rights. The individual family has no rights to transfer the land to outsiders. The land belongs to the family as long as it resides in that area and is using it. If it is not used it is given to other people. This system renders the women invisible.

In KwaZulu-Natal Amakhosi own almost all the land that is occupied by the people in the rural areas. Therefore, it is communally owned and no one has the legal right over the land he own. The Inkosi can use his/her discretion to take back the land if he/she is not satisfied with the

behaviour of the individual. Some people inherit land from their families but the land is still within Inkosi's control. The Induna is the one who allocates land on the Inkosi's behalf (Kirsten, Parker and Van Zyl, 1996). Consequently, that land cannot be fully developed as the individual cannot use it as a collateral to acquire the loan from the bank. Secondly, the individual would not be free to develop the piece of land because it does not belong to him. Some individuals rent the land from the neighbours and they share the produce. In the sugarcane areas the tenant harvest the cane twice and the owner takes the third harvest. They also agree on the terms concerning the duration of the hiring time (Kirsten, *et.al* 1996). These researchers found that there is a limited land rental market that could be developed.

The land tenure system of KwaZulu-Natal is a problem for the farmers in general but for the women it is pathetic. According to the Natal Code of Zulu Law, women are minors. They cannot acquire land on their own without the consent of the husband or the son who is above the age of 16 years. The Inkosi cannot give a woman the land to plough unless she has a husband or a son. Even in legal terms a married woman is worthless until she dies. This issue adversely affects their self-esteem and self-confidence. Although there is Act No 6 of 1981, KwaZulu married women are still minors because they cannot enter into any legal agreement without the consent of their husbands. It only favours single women (Nene, undated).

In Malawi, women are better off because they have a matrilocal system of living. There they have a matrilineal inheritance system. The

womens' importance is further increased by the system of inheriting the land. A woman then has a major role in deciding how it should be used, for example, if the husband wants to plant hybrid maize or tobacco on the holding, he has to seek his wife's permission and she will allocate him a garden (Evans, 1986). As a result of their matrilineal system women have the majority of the crop and fieldwork in their hands. Women do more work than men on every crop including tobacco and cotton (Clark, 1975 as cited by Spring *et al*, 1985). Though they have this latitude, they are affected by many other problems that cripple their production.

Half of the world's resource poor farmers are women who also have primary responsibility for food security. Their success in meeting daily household needs depends on how well they manage and supplement or delicately balance scarce resources. Without land and secure tenure a woman cannot access credit and membership in agricultural associations, particularly those responsible for processing and marketing. If tenure was secured a woman would invest in land rather than exploit its productive potential and she is more likely to adopt environmental sustainable farming practices. She can plan and quickly adjust resource allocation decisions under changing climatic or economic conditions, and rely on the productive results of her labour. Security of tenure is often the key to having control over major decisions such as what crops to grow, what technique to use and the decision as to what to consume and what to sell. Security of tenure for women must be viewed as a key link in the chain of household food

production and the national food security.

New legislation on equality for woman is more applicable to the urban employed class than rural women. Agricultural land is excluded in some new inheritance schemes. Growing male rural to urban migration is leaving women as de facto heads of households without management authority over land resources. Statutory reform of customary law is confusing and open to interpretation; when customary, religious or statutory system co-exist the law least favours the women (Watson, 1997: 94-97).

2.3 EDUCATION OF THE ADULT WOMAN AND A GIRL CHILD

Education is concerned with the evaluation of the whole person, that is, his/her intellectual ability, character and psychomotor development. It is the human resource rather than physical and material resource of any nation. It determines the pace and character of its economic and social development. Capital and natural resources are passive factors of production while human beings are the active agents who accumulate capital and exploit natural resources to develop their economy. So, a country, which is unable to develop the skills and knowledge of its people and to utilise them effectively, is inviting trouble (Anyanwu, 1984). The South African government for instance left out Blacks when developing Whites. As a result there is a big gap between the two groups, and to close that gap is costing the country its advancement in

technology and economic development. Colonisation deprived the Blacks of the valuable opportunity all over Africa, that is, education. The colonialists only educated them to the level where they could understand them and to provide them with labour. They were not given the chance of developing within their own countries, as the whites viewed the Blacks as having lower mental capacity. This was aimed at discouraging their potential while they deprive them of their wealth.

The new political dispensation in South Africa has put all racial groups on an equal footing and the economic pinch is felt all and sundry.

2.3.1 Effects of Education to the Individual:

- “Education serves the purpose of social reconstruction, economic efficiency, cultural changes, rural regeneration and social integration. The creation of modern men and women, development of manpower, resources and the development of the individual’s excellence, are the added virtues of education.
- It is the role of education to promote participation in social improvements, to influence the people's way of doing things, to be in line with the changing times.
- It improves the standard of living.
- It shows ways of preventing illnesses and practising sound health habits, sanitation and nutrition.
- It develops the attitudes and habits necessary for adjustment to technology.
- It develops inquiring minds and makes available new ideas.

- It helps to seek ways of adapting the new to the old to avoid disruptive consequences”(Anyanwu, 1994).

In short, the role of education is to adapt ones` changes to the local conditions and to give the pupils or learners the best catch of their environment so that they can improve both their standard of living and that of their society. All over the world education is emphasised on the basis of educating the men more appropriately and efficiently over the women. Women are only educated to do better their domestic work as women, housewives and caring people for their communities. As a result, worldwide increase for womens' education is associated with improvement in child health and reduction in family size. Therefore, a changed system of education is the only way for women to break out of the old moulds and increase their options. It is proved through the research that educated women have families that are healthy because the woman thinks of feeding her family compared to a man who thinks of assets when having money. “It is said that among the illiterate women aged 35-39 in 1989, 25% of their children died compared to 2% of the children of mothers with at least primary education” (Anyawu, 1994).

The study further confirms that educated women below the age of 35 tend to prefer smaller families. In Kenya during the period of study, women with at least 5 years of education and below the age of 35 had on the average fewer than three births whereas women with no education had four to six (Herz, 1989 b). The same was confirmed by Mbanefoh (1991) of Nigeria who conducted a study in 1991 as cited by Anyanwu

(1994). He found that education is the factor that gives women more power to decide regarding the spacing of children.

Men are always cited as emphasizing the fact that women need to be educated for their domestic duty, for example, rearing and socialisation of children. For example, Lebowitz (1975) is cited as saying “the rearing and training of children is relatively highly productive activity for married women and that formal schooling enhances their productivity. They only believe that women should acquire skills and knowledge to transmit to their children.”

There is also a feeling that womens' educational attainment and participation in paid employment positively corresponds with status. Truly, it has a positive effect on their self-esteem, feelings and the value they attach to their personality. The higher their social status, the more likely they evaluate themselves positively and as human beings. Indeed, education does increase the women's self-esteem in relation to work, family and friends. It is also proven that the educated women will stop at nothing to educate their children. Most educated women with good employment and salary levels contribute almost equally with their husbands to household expenditure. Such incidents reduce the financial burden on the men and improve the decision-making power for the women.

However, Unesco (1984) concluded “that women are significantly under-represented in positions of educational authority. In most

countries curriculum development and authorship is conducted primarily from the perspective of male educator. All these strategies are based on what males think is relevant for women education not what women need.” Further observations indicated that at the school level, females are teachers at primary school level. The principals, superintendents and others in decision and policy-making positions at all levels of schooling are predominantly male. The female do not have any chance of being involved in decision-making. Women in the African continent are in a dilemma, as they do not have any choice. Most of the African people are poor so the males are given the first preference over girls. Even if they have started learning, when the situation gets tough the girls are taken out of school.

There are also other problems surrounding the girl child. They are the helpers of their mothers so they do not get time to rest and concentrate on their studies so their performance is not up to standard. As a result they are perceived as mentally incapable (Rogers, 1984). In some areas, culture also plays a role in the high level of dropouts; for example, in KwaZulu-Natal in the olden days, girls were not allowed to go to school. The lucky ones were educated just to be able to write letters and get married. Even today, rural parents are not motivated to educate females.

2.3.2 Non-Formal Education

(a) Extension service provision

Rural women are generally shy and withdrawn in their demeanour at meetings or when encountering strangers. They were culturally socialised like that. A person who can relate to them is a person drawing from her own experiences and speaking to them of her experiences as a rural wife (Small & Kompe, 1991). This was the strategy used by Mrs Kompe in gaining the confidence of rural women in the western Transvaal and this is time consuming. It is reported that “when Trac workers visited Mogopa in the Western Transvaal in 1986, women sat separately from men in the meeting, they knitted or toyed with the turfs of grass, never raised their heads or took an active part in the debates. This act is due to the respect of traditional structures. These women have strong ideas about what they want but they lack the opportunity to assert themselves” (Small & Kompe 1991).

“In Phalombe area in Malawi women were not participating in extension projects and meetings. The indication was that in 1980/81 only 5% of women were seasonal credit borrowers. When examining the situation it was found that the content of the extension meetings was not related to the women's problems that primarily are associated with food production. They thought the groups were for men who were commercial farmers growing crops like tobacco, cotton and hybrid maize” (Evans, 1986). In discussion with wives of commercial farmers, they said their husbands rarely passed the information to them. If they did, the woman could not always understand it or it was not related to

their problems. This confirmed the danger of assuming that the information will trickle down to the other members of the family.

Women were further handicapped by the fact that they have a low social position, their husbands and village leaders did not see the importance of their participation in agricultural meetings and so, they were not encouraged to attend. Some husbands refused to allow their wives to attend the meetings. Many women lacked the formal education and experience in the outside world, which would rid them of shyness and isolation. The vast amount of problems they had, made them to be afraid to take risks and they were unable to take up the advice offered.

The field staff also agreed that they did not take women farmers into consideration in their work. Some avoided working with women in fear of raising suspicion of promiscuity among the men in the community if they over-emphasized working with women. Some officers did not know how to reach and relate to women. They fell short of extension methods to use in integrating women in their general extension work (Evans, 1986 and Flora, 1985). The Extension officers in KwaZulu have overcome this problem because the women are the only people at home to do the farming. Unfortunately, they concentrate on vegetable production with these women; they do not seriously encourage them to produce agronomy crops for their families and for sales. "Then the extension fraternity developed awareness at all levels of the critical role played by women in agriculture and need to have women extension officers to train them. The rural women made obvious their own need

for training by taking advantage of such opportunity as acquiring the information on agriculture and rural home economics. Then women were working as farmers and home-makers” (Smithelss, 1985).

(b) The effects of Home Economics services

The contribution of home economics as a profession also played a role in helping with the development of rural women. The only problem is that the home economics education was introduced from the West where the roles of women are different from the roles of women in Africa. It transferred the Western culture without considering the African traditions. This resulted in domestication of women, that is, they were trained only to better the skills on their caring duties. In South Africa the missionaries, trying to get educated domestic servants, introduced it. It continued along those lines till today.

The contribution by the home economics profession is appreciated, though for the South African women it is increasing the load they are already having. They have a lot of tedious roles. They have to fetch water, collect wood, and do the household chores, care for the aged and all the members of the extended family. They also have to be involved in crop production. Then the introduction of the home economics activities increases the load. The women are taught the Western methods of cooking, sewing, embroidery, knitting and other assortment of handcrafts. “The missionaries did not approve of traditional involvement

of women, in agricultural production because in a Western setting it was the men's responsibility" (Mtshali, 1998). It seems education is one of the serious problems that needs to be addressed as it affects the development of rural women.

2.4. LACK OF ACCESS TO CREDIT AND CAPITAL

Most credit programmes require land or other wealth as collateral. Women often fail to qualify because they do not have legal rights to the land they work with. "Lack of credit also makes it impossible for women to benefit from available technology and agricultural inputs. These problems are compounded by the difficulties women have in gaining membership in the Government sponsored co-operatives and water users association, which control the distribution of new seeds, production packages water and credit" (Walker, 1988). Anyanwu, (1994) further argues, "The Nigerian women are not really discriminated against on the basis of gender in approving credit applications. In reality only a few women apply for credit due to the lack of awareness of benefits of credit facilities. This is due to limited education. The few women in business depend on their husbands as breadwinners. The research that was done in 1991 revealed that out of 38 women applicants 28 received credit, some twice or more on their own merit."

The other important point is the role of education in socialising women into passivity and the acceptance of a conventional female role; this

aspect and others weakened the female status. The Nigerian women are better off as they have access to finance though they have some problems. The South African situation is more difficult for rural male farmers but it is pathetic for women farmers. It was only K.F.C. (KwaZulu Finance Corporation), which borrowed the rural women capital to finance their farming endeavours. They were not strict about the husbands' consent.

The bulk of the problem justified the appointment of the Strauss Commission to find the solutions to the problem. The first report argued that the credit problem should not be over emphasized because the poor can least afford to be caught up in a debt trap. But the report appeared to imply that credit is one of the major constraints to rural development. Kraft (1996) suggested that the environment should be created for the establishment of a system of rural finance based on the private sector rather than phasing it out. The idea of state-owned credit institutions has been tried worldwide but it is not successful. Many of these institutions have gone bankrupt. Africa and the rest of the world are so littered with these bankrupt parastatals and banks that the governments had to bail them out. The neighbouring Zimbabwe showed how difficult it is to take an existing financial institution and convert it to a viable institution serving small farmers and entrepreneurs. The bulk of the benefit goes to the better off and ends as a tax to the poor.

In Pakistan, concessional lending for farm mechanisms resulted in the purchasing large numbers of tractors displacing agricultural labourers

and contributing to rural poverty. "In Peru, there was a dynamic commercial banking sector that was active in the rural areas for 20 years but it changed to serve urban areas. The reason was that the government refused to allow them to charge market interest rates" (Kraft, 1996).

The commission recommended a massive re-orientation of the land bank into a government-sponsored bank to support the small farmers. This idea has failed in other parts of the world (Kraft, 1991, Cotzee, Vink, 1996). The commercial banks cannot lend money to the rural farmers, as they do not have secured collateral with immovable assets. They do not have land of their own and they are poor. The commercial banks have little faith in themselves to collect debt and even to sell their immovable property because of threats. It is also costly and time-consuming to repossess.

The lenders need a system where claims against property can be created, publicity established and enforced. This system should be more certain and less expensive. There is also a problem of creating a mortgage or claim on movable property. As a result, untitled land, high administration costs and the absence for legal provisions for future interests in continuation with these transactions make it impossible to pledge movable property. It stands to reason that mortgage lending will not serve the needs of the small farmers. The farmers cannot get a loan on movable assets and capital such as livestock, farm equipment and accounts.

The Strauss commission suggested that "consideration should be given

to the introduction of a Pledge Registration Office, where pledges of movable objects could be registered. It should also be noted that the registration of such a pledge should be simple and cheap.” The revised draft of the Strauss Commission report suggested an expanded role of the Post Office as a facility to collect rural savings. It also suggested some agency agreement between Post Office and the commercial bank and/or other institutions to provide rural populations increased facilities in which to place their savings. This was thought to boost savings as some collateral (Kraft, 1996). It is evident that obtaining financial assistance in rural areas is very difficult and complicated. But the government has to come up with solutions and move fast as development will never take up with all these constraints.

2.5. LACK OF HOUSEHOLD TECHNOLOGY

The women in general have a triple role to perform as women in their households and communities, these roles are:

- **Reproductive work:** comprises of child bearing and rearing responsibilities and domestic tasks undertaken by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the work force (husbands and sons) and future workforce.
- **Productive work:** comprising work that is done by women for

payment in cash or kind. It includes both market productions with exchange value and subsistence/home production with an actual value, but also a potential exchange value.

- **The community managing role:** comprising of the activities done by women at the community level as an extension of their reproductive role. This is to ensure the provision of and maintenance of scarce resources of collective consumption such as water, health and education. “Ironically, for women this is voluntary work but for men it is paid work either directly or indirectly through wages or increased status power” (Moser, 1993).

Women are the first to wake up and the last to go to sleep, as they are always busy with their invisible unpaid work. There is a shortage of technology that could help to reduce the amount of work done by women. Even if it could be available women will not be able to buy these gadgets as they lack credit or capital.

The technology improvements for getting water and fuel and milling grain are special needs but few measures have been taken to ease womens' domestic and child bearing responsibilities, including the production of food for their families (Walker, 1998).

Then, “the development of technology for labour saving devices within the household and farm, so as to save women and children’s time on tedious but essential household and farm tasks is crucial”(Badir, 1998). In India the smokeless stoves were introduced. They were called chulah.

It would eliminate smoke and minimise damage to the eyes. It would also eliminate the formation of soot that is detrimental to the health of the family. These stoves would shorten the cooking time and save on fuel. They were subsidised by the government and made easily accessible to rural women (Jain & Bannerjee, 1985).

The other major problem is that many women do not see themselves as oppressed. It is not only the men that resist a more creative and potent redefinition of women's roles. Many women do not regard themselves as oppressed; neither do they feel that their roles need redefinition. They believe it is appropriate for a man to take leadership roles in the family and community, and they agree that women are the second-class citizens in relation to man. Some believe that men should have more freedom. Many women believe that a woman's place is in the domestic sphere. Some also believe that women should be faithful to one man but the promiscuity of men is accepted. This situation clarifies the fact that women need to be made aware of their problems and be encouraged to find solutions to them.

2.6. THE EFFECTS OF THE GREEN REVOLUTION

The green Revolution of the 1900's to 1970's with its package of improved seeds, farm technology, better irrigation and chemical fertilizers was highly successful in meeting its primary objective of

increasing crop yields and augmenting aggregate food supply. Despite its success at increasing aggregate food supply, the green revolution as a development approach has not necessarily translated into benefits for the lower strata of the rural poor in terms of greater food security, greater economic benefit and well being. Under-nutrition and poverty are still prevalent and the distribution of food remains skewed with families in landless, small-scale farming households and general labourers as high risk groups.

FAO (1996) indicates that the studies on the impact of the green revolution have shown that technological change can generate major social benefits but also generate significant costs for particular categories of rural women, for example the introduction of high yielding varieties had a major impact on rural women's work and employment. It increased the need for cash income in rural households to cover the cost of technological inputs, which has forced women to work as agricultural labourers. It also increased the need for unpaid female labour for farming tasks thereby increasing women's already high labour burden. It also disposed women's wage earning opportunities through mechanisation.

The green revolution led to increased ecological deterioration leading to greater variability of climate; the economic returns of green revolution became unattractive to small farmers and their governments. In India it has reduced more than half the land to pseudo-desert. Even in USA where it started the land has been turned into an irrigated desert. Throughout the whole world, the foods these days contain the highest amounts of pesticide residues leading to all kinds of chronic diseases

and cancers.

Africa as a whole needs to increase agricultural food production if it is to meet its population growth demands. It is therefore important to examine agricultural policies of the continent in relation to how best they can assist women who are chief producers. It is critical that the private sector, government and the world organisations that could help should come together to salvage the continent. Time is against women.

2.7. EMPOWERMENT AND CAPACITY BUILDING

2.7.1. Green Revolution from within

Special attention should be given to sideways extension i.e. formal sector assistance in spreading the best local agricultural innovations. Extension agents need to be trained to record and evaluate informal sector innovations either by incorporating them into their own repertoire of recommendations or by creating the platform for farmers to exchange ideas directly e.g. by organising local field days and farmers workshops.

2.7.2 Research Partnership

Nigeria had a problem in the control of variegated grasshoppers that were a great problem. They combined the formal research and indigenous technology to eradicate these problematic grasshoppers. They dug out the eggs laying sites to the open and that killed the eggs

and the grasshoppers were reduced by 70 -80 %. This shows the significance of the partnership between researchers and farmers and the integration of Western methods with indigenous methods of farming to be successful (Richards 1985:142-158). The mutual strategy focuses on the notion that formal-sector research resources should be focused specifically on those problems that farmers cannot handle adequately by themselves.

2.7.3 Participatory Research

According to Richards (1985) participant observation is the best diagnostic tool of the problems that are beyond the capability of the farmers, though this method is expensive and time consuming. The basic notion is that the appropriate user group should undertake definition and perhaps much of the research itself. The role of a consultant is that of a consultant: to collaborate rather than direct. Participatory research is based on the argument that it is an efficient way of meeting localised research needs and mobilizing local skills and initiative. The point about mobilization is not a way of acquiring useful skills cheaply but it is organising around a project, which makes effective use of local skills, and knowledge. It provides a launching pad for additional skill formation and thus improves the prospects for self-reliant development.

Successful Participatory research depends on two key points:

- The existence of a strong local organisation that is capable of formulating traceable problems, and of carrying out much of the necessary research and development themselves.
- Contact between scientists, consultants and user groups on a regular and continuing basis (this implies decentralization of research facility, and willingness of scientists to live and work for considerable periods under village conditions).

Nevertheless, attempting decentralized research creates practical problems relating to equipment, accommodation, analytic facilities, transport, dissemination of results and appropriate career and salary structures for scientists and extension agents prepared to work in non-elite environments. These problems are not insolvable moreover simplicity is better than complexity.

2.8. SUMMARY

The women are affected by everything in life. The laws of the world especially the Western laws do not favour the African woman. Even the African laws were changed to suit the male folk and culture was also destabilised. The length of time the African women have lived under pressure has changed their mindsets and they have accepted that they are inferior and they consider the situation normal. They no more see

themselves as people of value, they are always known as minors and as people who always should be subservient to the whims of the men folk.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology could be understood as the planning of any scientific research from the first step to the last. It is the programme to guide the researcher in collecting, analysing and interpreting the observed facts. Usually this process is described as the management or planning of research.

The focus of research has three categories namely conditions, orientations and actions. They are studied when the researcher wishes to explore the current state of the subjects to be researched. For example this study is investigating the reasons for deterioration in farming produce at Nkonjeni area whereas the women have been farming these lands for centuries. The focus of research is the person or object from which the researcher collects data. This becomes important when the researcher is drawing the sample to work with. It enables the researcher to draw the relevant sample. It provides an accurate picture of the group to which that unit belong. The unit of analysis that was employed in this study was the women who are doing the farming for the households. These women could be the single mothers, widows, divorced women and de facto household heads. These people were investigated individually. It is important that the researcher keeps the unit of analysis

clearly in mind throughout the research process to avoid the ecological fallacy which is drawing conclusions on a certain unit whereas the research focuses on a different unit of analysis (Bless, 1995:).

3.2. SAMPLING METHOD

According to Bless (1995: 85) sampling theory is the scientific foundation of everyday practice. We realised that random sampling will be difficult for this particular case because it would have taken a lot of time, energy and resources which were limited. It would bring up a lot of unnecessary names that are not appropriate for the sample required. The probability sampling method was only used to select the sub-wards that were used because it was possible to get the names of all the sub-wards of the two wards that were targeted.

The lottery method was used as it gives all the subjects the chance to be selected. Later the non-probability method was used to select the individuals because the unit of analysis was specific and it needed only women farmers that were heading households either on behalf of the husbands or owning them. The judgemental or purposive method was used with the help of the Extension Officers who are working in those areas. They were the people who knew the women farmers who had husbands that are working far away and those that were heading their own household. This is the preferred method for social research since people are dynamic and changing all the time. It is a very flexible method though not very much reliable at times. The sample was taken

from Dunge, Ntontiyana, Ezibomvu, and Emakhontolweni sub-wards of the Buthelezi Ward; and from Vezunyawo, Emishini and Othini sub-wards of the Mbatha Ward.

The size of the sample was thirty-eight households. We only took out the main households and we left out the sub-households belonging to the sons and daughters of the family. These would inflate the sample and it would end up being difficult to analyse the data efficiently and accurately. This number was decided due to financial constraints. The researcher had no sponsor to finance the study. Secondly the sample is approximately equal to half of the farming households.

3.3. DATA COLLECTION

The study was first introduced to the head of the district Mr T. B. Gumede who is the head of Mahlabathini District and responsible for the agricultural development of the people of Nkonjeni area. He suggested that the researcher should get the permission from the Regional office, that was done and the go ahead was received from the Regional office. The study was then introduced to the officers that are working in the wards under investigation. They then introduced the researcher to the traditional structures. They also helped with the organisation of the community for meetings to introduce the study and the clarification of the issues that would bring up confusion, for example, the selection of the sample; the fact that the investigation would only be done to a number of people not the whole group. This

would generate some questions if not clearly explained. Secondly, they are the people who are trusted by the rural people. They also got training on conducting a research because it is the process that has not been commonly used in extension work.

Several meetings were conducted introducing the study and making appointments with the subjects to be studied.

The assistants were also trained on how to behave, approach the process and what to do when collecting data. They were also given the overview of the methods of data collection to empower them.

3.3.1. Data Collection Procedure

There are other methods of collecting data besides observation. The first direct method is interviews. An interview involves direct personal contact with the participant who is asked to answer questions. The interviews could be scheduled or non-scheduled.

Interviews with the research subjects and key informants were conducted. The scheduled structured questionnaires with close-ended and a few open-ended questions were used. The latter assisted the researcher in that it facilitated the ease with which the researcher could give attention to both verbal and non-verbal cues accompanying the respondents' responses.

The other method that was used was group discussion, which made provision for more information on the problems they encounter when farming. These discussions were part of the empowering process because they were trained to open up and voice their concerns to the traditional leaders and take the initiative of solving the problems they had.

The women were visited in their homes and they were requested to participate and they were made aware of their rights as participants. They were not requested to sign any consent because they were not subjected to any physical or psychological pain.

The researcher and the assistants filled in the questionnaires. Every afternoon they had review meetings to find out about the progress and problems with the questionnaires. They would code in the responses that were not catered for when formulating the questionnaire.

The women were asked questions on the following topics:

(a) Household composition

The intention was to find out how many people were there in the household to be fed and how many could assist the women in farming practices.

The question on sex was asked to find out how many could help with the food production chores.

The question relating to age was asked to determine the age-level of these farming women, to check whether it was not the reason for their non-involvement in farming as they used to do some years back.

(b) Type of housing and community resources

The type of housing was required to establish the amount of work these women engage in because thatching takes a lot of the little time they have. They are supposed to cut the grass first and thatch the huts.

Source of fuel plays a very important role in lessening the burden of household chores. They were asked this question to determine the time they used for collecting wood.

The information on communication systems and media available to them was asked to determine the extent to which information through the media impacted on their lives.

Transport is an important asset to the community. The question was included to establish the frequency and type of transport accessible to them in the area.

The enquiry about available water resources was incorporated to

determine the extent of the problem.

(c) Land use right and ownership

The questions on this subject were asked to verify the method that is used for women to acquire land, how much land they have as women, is it enough for their needs and what is its fertility level.

The aim was also to determine how much land is cultivated each year, what problems are experienced when cultivating and what solutions they had for this.

The questions on methods of ploughing, weeding and fertilization were asked to examine the effects of these methods on their farming practices.

(d) Decision- making powers for women

The questions on this section were asked to establish the level of decision-making powers for the women in rural areas. For example the questions were who decides what to plant for the family, who decides what and how much to sell and who benefits from the sales.

(e) Educational standards and facilities available

The women were asked about their level of understanding, reading and writing the Zulu and English languages. The aim was to determine

their comprehension of these languages to establish whether they were able to read on their own and get more information relating to farming for instance.

Secondly, it was to compare the level of education between the men and women in the area.

The women were also asked about the help they get from the Extension Officers as part of the non-formal education. The intention was to check the amount and quality of knowledge they receive from these agents.

(f) Household technology available

They were asked about the time saving gadgets and the intention was to determine the added activities they engage in at home besides farming.

They were asked about the availability and use of electricity as one of the time saving amenities.

They were also asked to give their comments on the necessity of these household gadgets to see whether they realise the need for these appliances.

The questionnaire needed a little of patience from their side because it was a little bit long. There was no other way of shortening it because it was collecting all the data needed to draw informed conclusions.

The women were also called into a group to discuss their problems as a group. Two groups were formed i.e. one group per ward. Three women

were taken from each sub-ward and they came together to share their experiences good and bad. The women were asked a number of questions and they were answering freely. The researcher was the facilitator and the assistant was recording the proceedings.

The researcher also interviewed the key informants. The intention was to record as much of their responses as possible.

3.3.2. Attitudes Of Respondents

Some of the respondents that were selected refused to give any information. They had to be replaced with others in their vicinity so as not to disturb the distribution of respondents throughout the ward. We also found that most of the people were reluctant to give the information because of political reasons, they avoided people they did not know as the data collectors were not familiar to them. They were saying people come to them asking questions and they find themselves in organisations they did not choose to be in. In Buthelezi ward the helper needed to be accompanied for a number of days by the person they knew for them to relax and give the information. They also needed further explanation from their Extension officer as to who was conducting the research and whether the traditional leaders had granted her permission to undertake research there. The problem was that the farming people were not eager to attend the meetings if not directly concerned with their problems. They were complaining that the educated were taking the meetings as the most important issue; they wasted a lot of their farming time. This is the reason why they did not

know about the research. At Ntonteyana they were reluctant because they are not getting any state grants or assistance that other people are getting, they are always left out. It was explained to them that the research had nothing to do with grants; it was only concerned with the problems they are faced with in their farming activities, which seemed to be deteriorating.

Their attitudes were very good when we were in the discussion groups analysing their problems. They realised that the research was not for torturing them but it aimed at assisting them. They also opened up because the men were not present and it is the women that are having the burden of providing food for their families, which is almost impossible these days. They also learned the importance of standing up for their problems. We ended on the very good note; they decided to send a number of representatives to the Indunas to request a meeting for the discussion of their problems. They tabled a number of solutions that could be of help to their problems and these were to be taken to Indunas and men of the wards.

3.4. SUMMARY

Data collection is the method of getting information from people about their concerns and getting their thoughts on the issues and their suggestions. It is the way of giving the less popular groups a chance to voice their opinions. Though data collection uses a sample but if it is truly representative of the whole population it gives a clear indication of

what is happening in an area. On the whole, the people were cooperative though they stressed the fact that there are so many promises that were not fulfilled in the past. They hoped the research would bring back the findings as promised.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1. INTRODUCTION

According to Merais (1990) analysis is the resolution of a complex whole into its parts. Analysis also isolates the constituent variables or factors that are relevant to the understanding of the event or phenomenon.

Qualitative data is in the form of text, written words or symbols, describing or representing people, actions and events in social life. Researchers for qualitative studies rarely use the statistical analysis but that does not mean qualitative data analysis is based on speculation. The qualitative analysis is less abstract and closer to raw data. It is in a form of words, which are context-based and can have more than one meaning. Qualitative data analysis has moved to more explicit and systematic step-by-step approach but there is no single qualitative data analysis approach that is widely accepted.

Quantitative researchers test the theory whereas the qualitative researchers build theories by blending together empirical evidence and abstract concepts (Hysamen 1993: 36).

This section analyses data and interprets the findings. The intention restates the assumption of the study on the basis of the findings, and to test whether the hypothesis is upheld by the findings or rejected.

4.2 PRESENTATION AND ANALYSIS OF DATA

Data was coded and simple frequencies were calculated manually. The results were illustrated in the form of graphs, tables and charts.

(a) The Distribution Of Respondents Ages

All the respondents were within the targeted population. They were women doing farming on their own.

84.2% of the farming women are above the age of forty and most of these are pensioners.

Table 4.1: The distribution of respondents ages in percentages

Age distribution	Numbers	%
20 –25 years	0	0
26 – 40 years	6	15.8
41 – 60 years	19	50.0
61 and above	13	34.2
Total	38	100.0

This scenario indicates that the women who are doing the farming are the old women who are affected by a lot of diseases and old age problems. These people have been doing the farming all their lives and have reached a point where they are tired and ailing.

The people who are still dynamic and young are not farming at all. Only 15.8% were the women that are 40 years and below. These are the people who should be active in farming because they are still young and healthy.

(b) Availability of communication systems

Communication tools are the most important assets in farming practice because they help you to acquire more knowledge without leaving your farming enterprise.

Table 4.2: Available communication tools

Communication systems	Number	Percentages
Telephone	0	0
Cell phone	20	66.7
Radio	37	94.4
Television	24	63.2

Some of the women had a combination of communication tools as a result the percentages were calculated with reference to each method of communication. All the women that were interviewed had no telephones in their households. Though 66.7% had cell phones but the cell phone is too expensive for problem solving; it could only be used for passing on the messages. The only best communication system they have is the

radio but it also has its disadvantages. It broadcasts the farming programmes early in the morning whilst everybody is asleep. Some of them have televisions but there are very few programmes on farming and they are presented in English and the rural people are mostly illiterate. This implies that they are getting very little from the media and information cannot be communicated to them efficiently unless it is done verbally.

(c) Types of water sources available to women

Reliable water source is very essential for the rural women because they are overloaded with household chores, productive, reproductive and community roles. It is also essential for their good health because family life comes to a halt if the mother of the household is not well.

Table 4.3: Types of water sources available

Water source	Number of people	Percentages
River	9	23.7
Spring	1	2.6
Protected sources	24	63.2
Combination	4	10.5
Totals	38	100

The women of Nkonjeni area that were interviewed are better off because they do not have the problem of travelling long distances to

fetch water. More than 50% have taps next to their households. They spend very little time on fetching water.

(d) Fuel that is used by Nkonjeni women

Traditionally, firewood was the type of fuel that was easily available to women in rural areas but the situation has changed. The indigenous forests have been depleted through farming and wood being cut and used as fuel.

Table 4.4 Varieties of fuel used by women in Nkonjeni

Type of fuel	Number of respondents	Percentages
Firewood	1	2.6
Firewood& paraffin	9	23.7
Firewood &electricity	5	13.2
Paraffin &electricity	4	10.5
Firewood, gas & paraffin	12	31.6
Firewood, electricity & paraffin	7	18.4
Totals	38	100.0

Less than 3% of women in Nkonjeni area depend on firewood only as fuel. Wood collection is the most time-consuming job because women

travel long distances to the forests and they come back tired; faced with a number of extra chores.

(e) The use of electricity

Electricity is one of the most important amenities in the lives of the women in totality. It could be the farming woman or the working person it does not matter.

Table 4.5 The use of electricity

The use of electricity	Respondents	Percentages
Cooking only	0	
Lights only	4	10.5
Cooking and lights	4	10.5
Playing television and radio	30	79.0
Totals	38	100.0

These people already have electricity but more than 75% of these people were using the electricity for playing the radio and television. They were not using it for household chores so that their burden could be eased. This commodity is very expensive for the rural people; they cannot afford to use it for the running of the household. Less than 25% were using it for cooking and lights, whereas cooking is the most time consuming and frustrating chore without easily available fuel.

(f) The size of land

The size of land determines the amount of food that can be produced by an individual. There may be some other limiting factors but the person who can afford can be crippled by the size of land allocated to her.

Table 4.6 The size of land allocated to women

Size of land	Number of Respondents	%
> 1 hectares	15	39.5
One hectares	11	28.9
Two hectares	8	21.1
< 2 hectares	4	10.5
Totals	38	100.0

Almost 50% of the farming women had less than one hectares of land to use for food production. Only a little more than 10% of women own more than two hectares of land, which could be accepted as enough for a single woman to produce adequate food for her family.

(g) How do women access land?

The pride of owning land boosts the ego of the owner. He/she decides on the crops to plant and on the sales and consumption of the produce.

Table 4.7 Means of accessing land for women

Means of accessing land	Number	%
Through marriage	35	92.1
Through inheritance	0	0
Allocated to women as individuals	0	0
Having a boy child over 18 years	3	7.9
Totals	38	100.0

Over 92% of women said the land is obtainable through marriage for the women of the area. They said women never inherit land or have it allocated to them. Less than 10% said it could be allocated to you if you have a male child that is 18 years of age or above.

Obtaining farms in South Africa is the talk of everybody but with the women farmers over 55% said they are not interested. Over 60% said they would not be able to relocate to the farms, since you cannot operate the farm with a remote control. But, over 65% said they would like to have the land that belongs to them as individual women.

The women were asked about the problems they encounter as farming women and they said the stock is consuming their crops. They also said they have the problem of thieves who harvest their produce and sometimes steal their fencing material. The other women said they do not have a right to own land as women in the rural areas; the little they

have is insufficient to feed their families. They also said, the shortage of capital to buy quality seed and fertilizer is posing problems. They also do not have the money to buy fencing material now and again.

(h) Education pattern

Table 4.8 Level of education

Pattern	Respondents	%
No formal education	13	34.2
Below standard five	11	29.0
Standard 5-standard 7	14	36.8
Standard 8-standard 10	0	0
Tertiary education	0	0
Total	38	100

These people have a very low level of education because more than 34% had no formal education. The highest educational level attained is standard seven and a little more than 36% is between standard five and standard seven. These people felt that a low level of education was a constraint to their progress although others had no problem with this.

(i)The understanding of the common languages

Table 4.9. Language comprehension

Understanding of the languages	Respondents	%
Understanding of Zulu	36	94.7
Understanding of English	9	23.7
Little understanding of English	5	13.2
No understanding of English	24	63.1
Completely illiterate	2	5.3

The understanding, reading and writing of the Zulu language as the common language in the area is very good because over 94% are able to read and write it. The understanding of the English language is very bad because over 60% has no English language proficiency. It is only 23% who understand the English language. This is a serious problem when it comes to literature pertaining to agricultural production and extension as it is written in English most of the time. This means they cannot access that information on their own. They will need a second person to read and interpret for them. Secondly, the programmes in the media like television are presented in English so, the illiterate people cannot acquire that information.

(j) Adult education centres

In the Buthelezi ward there is an adult education centre but it is not effectively used as it operates in the evening when the women are busy preparing meals for their families so it is not very possible to go there.

Secondly it is not possible for the females to walk around at night, it is not culturally accepted and it is not safe these days as the rate of sexual abuse is very high.

Mbatha ward does not have a facility of this nature. They showed interest in attending the evening classes but the centre in Buthelezi ward is very far for them and they cannot afford to hire transport to the centre everyday.

(k) Household Technology gadgets

Table 4.10 Availability of time saving devices

Availability of time saving devices	Respondents	%
Manual grinder	7	18.4
Coal stove	14	36.8
Fridge	23	60.5
Freezer	3	7.9
Microwave	1	2.6
Electric food mixer	0	0
Electric stove	15	39.5
Household tap	4	10.5
Water roller	0	0
Borehole nearby	9	23.7
Access to woodlots	21	55.3

Only a little bit above 18% have manual grinders in their households. These grinders save a lot of time because rural women have to grind dry maize to make maize meal and samp. This takes a lot of time and energy. Above 36% have coal stoves that consume wood as fuel that has

to be collected from far away and women waste a lot of time in the process. Though they have access to the woodlots but the firewood is for sale and these people cannot afford to purchase it. Secondly, the smoke emitting methods of cooking are detrimental to the health of the residents but they cannot afford better methods. Almost 40% of the respondents have electric stoves but only 10% are using electricity for cooking which means the stoves are not fully utilised because electricity is very expensive. Almost 10% of the people investigated had taps in their households; this means that all other people are still carrying heavy loads of water on their heads, which is exposing their spinal cords to danger.

4.3 CONSTRAINTS ON AGRICULTURAL PRODUCTION

The groups confirmed a number of constraints that were voiced by the women during the data collection process.

4.3.1 Land allocation

The group confirmed that the land that is allocated to their families is very small. On the average, it is one hectare per person. They have to divide this small land into a number of plots on which they grow their crops.

They also clarified the issue of land allocation to women. They confirmed that land is only allocated to women if they have the male siblings that are over the age of eighteen years. It can also be accessed through marriage. The other method is that a relative can accompany the female to the traditional structures to access the land it cannot be allocated to her as an individual.

4.3.2 Lawlessness amongst the community members

They raised the concern that the community members especially the youth are not obeying the laws of the land. They said that they repair the fences but the thieves unravel the fence for their own use and the stock devastate the crops that are planted. They are also unable to fence their individual lands because the fence lasts for a number of days as it is stolen instantly.

Secondly, the community members that own the stock are not respecting the laws of the traditional structures. They are not looking after their stock during the planting season and the stock destroy other peoples' crops. The Indunas and the landowners do not have a say because they are threatened and people own dangerous weapons such as guns and traditional weapons.

Thirdly, community members are burning fires as they wish. This behaviour destroys the fencing poles and all other combustible fencing

materials that are used for fencing. As a result people are not eager to cultivate the lands anymore.

4.3.3 Excessive cultivation of the lands

They also said their lands are not fertile anymore. They have been ploughing these lands for centuries and getting food. Now, the soil has turned powdery and it easily washes off when it is raining. They use the little money they have to buy the fertilizers but still get the poor yield. They are not able to correct the situation because they are too poor to afford the methods of reversing these circumstances. These are the results of the green revolution that was introduced in the early sixties. People were told to plough their lands deeply each season as the requirement of the strategy. It destroyed the soil structure and the soil turned powdery and it is easily eroded.

4.3.4 High cost of farming implements

The farming implements that are used for tilling the soil are very expensive for the rural people. Even the people that are having the implements are very expensive when hired by other people to till their lands; this makes farming an impossible dream. They again touched on the fact that these people with tractors start by ploughing their lands before they can help other people, and this delays their planting time.

4.4 SUMMARY

These people are having a number of constraints that need to be addressed. Some need their own attention and some need the attention of the authorities. The members of the society cannot easily solve problems like the lawlessness of some of the community members as the culprits are heavily armed and are not afraid of committing crime or killing. The problem of education is not clear to some members but it is obvious. It needs ways and means of putting it into correct perspective.

CHAPTER 5

SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter the researcher summarises the findings of the study and make recommendations. There are a few key areas on which the researcher will make recommendations. They are the change of attitude towards women in farming endeavours and empowering the women to gain confidence in them and be able to stand on their own.

The results of this study cannot be generalised like what is happening in the Mahlabathini district because the study was too small due to financial and time constraints. Nonetheless, the results will be made available to all the stakeholders concerned with the development of women in farming practices.

5.2. THE RESTATEMENT OF THE AIMS AND OBJECTIVES OF THE STUDY

The aim of the study was to investigate the factors that contribute to the deterioration of women's agricultural productivity in Nkonjeni area.

The objectives of the study were as follows: -

- The strengths and weaknesses of the rural women as contributory factors to their agricultural production;
- Their decision making powers, comparing them to those bestowed

on men in the household when it comes to food production;

- The availability of communication facilities and other community resources to enable them to acquire more farming information on their own and;
- The effects of their standard of education and availability of education facilities for adults in the area to empower these rural women;
- To find the ways and means to make the policy makers understand the problems affecting agricultural production of the rural women.

5.3 SUMMARY OF FINDINGS

Nkonjeni area is an area that is known as one of the few best in agricultural production when compared to other areas of the Mahlabathini district. They have good rainfall and the topography is fairly good for farming purposes, nevertheless, there are a number of major problems that hamper effective agricultural production in the area.

5.3.1 The age of the farming community

Amongst the respondents that were investigated, a little above 84% were people above the age of forty. Their responses showed that their age is affecting them dearly and they have a number of health problems. The reason they are still adhering to farming is the fact that this is the only way of putting food on the table. The younger generation has no interest in farming despite generous amounts of motivation from the older people.

5.3.2 The production land

The land they have is very limited, on the average they have only one hectare per family, which is very little for a person to produce effectively. Secondly women are not able to access land as individuals, they have to be supported by the male relative. The only way for the females to acquire land in rural areas is through marriage. They pointed out that the farms are inaccessible to them because they are very far from their households and they cannot relocate as the customary laws that govern them stipulate that they cannot do anything without the approval of their husbands and or the extended family.

5.3.3 The level of education

Out of the total number of respondents, 34% were totally illiterate and no one had attained matriculation or reached tertiary level of education. Out of the total sample, over 63% had no understanding of the English language which is commonly used for disseminating the information on farming. Though most of them said that the level of their education is not a problem to them but it proves to be a problem if only 24% understand English. It means only a few could understand English on their own without the help of the Extension agent. It was also evident that the few adult centres that are available are not accessible as they operate at night and are very far for some people.

5.3.4 Working capital

It was found that women still had a problem in accessing the loans and credit to be used as working capital. They do not have the collateral needed by the banks in order to give them loans. They also need the approval of the husband if a person is married. This becomes a serious problem because men are very sceptical of loans and they are not in favour of allowing their spouses to apply for loans. This makes it very difficult for the women to progress in farming.

5.3.5 Other production constraints for Nkonjeni women

It was also found that the land they are using is not productive as it was before. The soil has turned powdery because of over cultivation, which

are the effects of the Green revolution that was introduced in the 60's.

It was pointed out that the lawlessness amongst the community members is very high. The problem was that the thieves are stealing their fencing material and produce. Secondly, the stock then destroys the crops easily and it becomes very difficult to produce food for their families. The members of the community are no more respecting the traditional laws as a result they do not adhere to the laws of the area. They do not watch the stock when it is planting time.

Lastly, the high cost of farming implements hinders the progress of food production. The cost of hiring the service is also exorbitant and the rural poor people cannot afford it.

5.4 RECOMMENDATIONS

The South African communities are now joining the World communities that are more advanced in all respects and have to compete with these people economically. Farming for women is a very critical issue that needs to be addressed because women are the people who have been minimally producing food for their families. Therefore, it calls for the South African community to change their attitudes in a number of aspects in life.

5.4.1 CHANGE OF ATTITUDE TOWARDS DEVELOPMENT

Development work has been taking place a number of centuries in Africa without significant change. It now needs the rude awakening. It needs radical change taking women into consideration. They have been left behind for a long time.

(a) Group work as the most important tool towards development

All the stakeholders that are dealing with community development are very adamant with promotion of group work i.e. working as clubs and other forms of groups. This approach has surfaced a number of problems that are detrimental to the economy of this country. The vast amounts of money have been pumped into these groups but the development is not taking off. It is recommended that the stakeholders in the development process should consider helping the individuals at a minimal cost. They may also vigorously promote the co-operatives to which the individual farmers may affiliate and receive assistance. This approach will boost the confidence of these individuals because they will know that they are producing for themselves not for the group as it is done at the moment. The stakeholders should learn to listen to the people they are helping instead of coming with the preconceived ideas which are not flexible.

(b) Land tenure system

The females do not have a right to own farming land in rural areas. They

provide labour for others and do not get satisfaction after the achievement because the produce belongs to the person owning land. It is recommended that the traditional land tenure system be changed or adjusted accordingly to accommodate the females. They should be given land that will belong to them as individuals. The gesture will empower women and it will enhance their confidence, as they would have a right to own something. They will be able to make sound decisions rather than having the male to take decisions on their behalf.

Furthermore, it is suggested that the system of allocating land to the rural people should be modified. People should be allowed to own land and have title deeds. This will enable them to use it as collateral for the loans from financial institutions. They will also have the assurance that no one will confiscate their land at any given time. They will have the will to improve the land they own. Amakhosi usually say they are giving the people the permission to occupy the land but it is only given for the residential plot. Some of Amakhosi blatantly refuse to give the permission to occupy for the farming land. There should be regulations put in place that are in line with this recommendation because the word of mouth is not strong enough. Those regulations should carry the penalty for them to be respected.

(c) Education as one of the development tools

Old people are partially and sometimes completely illiterate and there are so many people that are educated and unemployed. These people can

help in educating the illiterate with little incentive from the government. The unemployed youth can help with adult education within their communities. This would solve the problem of the adult schools that are not utilised because they are far away and operate in the evening. The government would help with the training of the people interested and compensate them as it was done to the night school teachers. This would be the incentive to encourage participation. The government could also make it a rule that each academic should give one year of service to the community before the certificate is issued. These people would impart skills to the rural people that are not educated enough. Furthermore, this could save the government the billions of rands that are going down the drain in the name of development.

The extension service has been providing the non-formal training to the rural people for decades with very little tangible achievements. They ought to change their approach to the one that will upgrade the subsistence farmers to the commercial farming stage in a very short span of time. Their farmers should learn to specialise from the beginning. It will help them to acquire vast knowledge on a specific subject and they will learn all the tricks of the trade at the same time. The extension service should also learn to involve women in their training programmes and make sure that the females participate fully without being prejudiced by the opposite sex.

They should also devise a system of working hand in hand with the researchers from all over the world to acquire vast amounts of

knowledge and modify it to suit the South African situation. The government should encourage the exposure of its officers to the appropriate technologies that are successful in other countries. It should arrange as many tours as possible for its junior officials who are directly involved with the poor communities. It is also recommended that the Extension officers that were trained in field of extension work prior to 1994 be exposed to commercial farming by organising the exchange programmes with the farmers all over the world. They could learn a lot of new farming methods e.g. cloning, production of mushrooms on the logs and many more.

5.4.2 EMPOWERMENT OF WOMEN TOWARDS THEIR DEVELOPMENT

(a) Participation

The most serious problem is to try to develop women without their active and full participation. Participation of women in their own development programmes is very crucial and their involvement will hasten the development of the whole society. The analysis of womens' traditional responsibilities demonstrates that women fill the significant role in the economy and in the society. They have the responsibility of cultivation, food processing, animal husbandry and marketing in addition to caring for their homes and families. The women are identified as the neglected human resource of the African development.

The stakeholders that are concerned with development should learn to understand the effects of cultural behaviour on the rural women and try the methods that will help the women get out of their shells so that they will be able to participate fully in programmes of development. Proper planning of womens' advancement will lift both women and men out of the cycle of poverty.

(b) Grassroots solidarity

The women in the rural areas are always in solidarity groups that are helping them to cope with their responsibilities. In South Africa women are involved in savings clubs known as stokvels, burial clubs and skills groups. Though women have been in the groups for centuries but their groups do not carry the same strength as those organised by men.

Women are heavily taxed psychologically and physically, they have a lot of responsibilities and no one notices and acknowledges their contribution towards the sustainability of the social setting. They are always looked down upon and taken for granted which is seriously affecting their performance and psychological behaviour. They have very little time and energy to conserve for their solidarity groups. Secondly, they are lagging behind men in formal and non-formal education and training as a result their solidarity groups are disempowered as women lack the specialised skills for running these groups. They are always depending on men for survival.

The government need to help these rural women by formulating the laws that will govern the running of these money saving schemes. This would help the vulnerable rural women from being swindled by the bad element. The stakeholders also need to educate these women on the principles of group work so that they fully understand the challenges facing them. Womens' capacity for co-operative action is at the core of the rural development strategy, and where possible it needs to be identified and utilised entirely for their upliftment.

(c) Transformed attitudes

Attitudes that impeded womens' self image and mens' perception of the role and status of women are seen as the fundamental obstacle that resulted in women being overlooked or ignored by the developers. This resulted in passive acceptance of the limitations of their traditional roles and being hesitant to try new fields. The following are some issues that are viewed as attitudinal bottlenecks to womens' development: -

- Confining African womens' work to the home
- The idea that relieving the burden on women will leave them idle
- Active labour force is predominantly male
- Employment of women would take the jobs away from the bread winners

It is evident that these entrenched attitudes have no basis on reality. It is also clear that as long as the women's work continues to be seen through

the Western lens, such as confining women to the home, this would hold the development back. Women will continuously be taught the gender sensitive skills like sewing, embroidery and many other female skills that have their origin in the West rather than the new skills for successful farming.

The developers should understand that the African women are different from the Western women and their responsibilities are not the same. They should try and modify their teachings to suit the African women. The government also needs to understand that the women are the backbone of the social development process and formulate laws that can propel this process. The women should be free to acquire land, capital and assistance from the developers on an equal basis with men.

5.5 CONCLUSION

The research findings of this study show that there is a lot that needs to be done to accommodate the plight of women. The women need to be educated and be motivated to change their cultural behaviour to fit in with changing societal needs. They also need to accept the challenge they are facing and overcome the problems hindering their progress. The policy makers also have an enormous amount of responsibility to make sure the laws are translated to actions to help effect the change towards women farming.

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APPENDIX A

UNIVERSITY OF ZULULAND

SURVEY QUESTIONNAIRE

Date:

SECTION 1: GENERAL

101 Enumerator.....
102 District.....
103 Ward.....
104 Sub-ward.....
105 Name of Induna.....
06 Name of Respondent.....
Sex.....(1) MALE(2) FEMALE

SECTION 2: HOUSEHOLD COMPOSITION

No	Name	201 Sex	202 Age	203 Educa- tion	204 Marital status	205 Occupation	206 Relation- ship to H/hHead
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							

Codes:

Marital status	Educational level	Occupation
1.married	1.Illiterate	1.farmer
2.divorced	2.below std 5	2.work for wages
3.widowed	3.std 5-std 10	3.trading/business
4.single	4.tertiary education	4.professional
5.living together		5.scholar
Sex		6.unemployed
1.male	2. Female	7.child
1. Yes	2. No	8.pensioner
Relationship to household head		
1. Husband	3.son	5.grandchildren
2.wife	4.daughter	6.in-laws

207 Who is the head of the household unit?

1. Male

2. Female
 3. Female on behalf of her husband ☐
208. If the household head is the male, how often is he at home?
1. Is there all the time
 - 2 Every weekend
 3. Once a month
 4. Once every 3 months
 5. Once every 6 months
 6. Visit any time
 7. N/A ☐
- 209 How many members of your household:
1. Normally attend school?
 2. Are adults who normally remain at home?
 3. Are adults who are usually absent from home?
 4. Are children not at school but at the homestead?

SECTION 3: HOUSEHOLD AND COMMUNITY RESOURCES

301. What type of housing do you have?
1. Hut
 2. Brick house
 3. Thatched rondavel with mud blocks
 4. Thatched rondavel with cement blocks
 5. Tiled rondavel with cement blocks
 6. Flat roofed house with mud blocks
 7. Flat roofed house with cement blocks
 8. Combination
 9. Thatched square house with cement blocks ☐
302. What source of fuel do you use for food preparation?
1. Firewood

2. Coal
3. Gas
4. Paraffin
5. Electricity
6. Firewood/gas/paraffin
7. Firewood/electricity/gas
8. Firewood /electricity /paraffin ☐

303 Do you have the following at home?

- | | | | | |
|--------------|-----|--------------------------|----|--------------------------|
| 1.Telephone | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |
| 2.Cellphone | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |
| 3.Radio | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |
| 4.Television | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |
| 5.Computer | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |
| 6. Internet | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |

304 How far is the nearest clinic, mobile point, or doctor?
.....Km

305 Is transport available yes ☐ no ☐

306 If yes, what kind?

1. Buses
2. Taxis
3. Own transport
4. Combination of 1 and 2
5. Combination of the first 3 ☐

307 How far is the nearest school?Km

308 Is there a shopping facility near you?
Yes /no ☐

309 Does it supply all your food needs?

1. Meets all food needs
2. Meets some of the needs - have to go to town
3. N/a ☐

310 Do you have access to reliable water source?
Yes /no ☐

311 If yes, what kind?
1. River
2. Spring
3. Protected sources (taps)
4. Combination ☐

SECTION 4: LAND USE RIGHT AND OWNERSHIP

401 Do you have land for cultivation?
Yes /no ☐

402 If yes, how many hectares?
1. Less than 1ha
2. 1 ha
3. 2 ha
4. More than 2 ha ☐

403 Is this land enough for your needs?
Yes /no ☐

404 How is the land accessed in this community?
1. Communal allocation
2. Rent /lease
3. Purchase ☐

405 Do women have equal access to cultivation land in this area?
Yes /no ☐

406 How do women access this land?
1. Through marriage

2. Through inheritance
3. Allocated to women individually
4. Must have a male over the age of 18 years ☐

407 What do you think of the fertility of your land?

1. Fertile
2. Semi-fertile
3. Arid ☐

408 How much of the land is used every year?

1. All of it
2. Part of it
3. Both - depending on the crop
4. none ☐

409 If not used in totality, what are the reasons?

.....

.....

.....

.....

410 If the farms were obtainable, would you take one?

Yes / no ☐

411 Would you be able to relocate to the farm as a married woman?

Yes / no ☐

412 Would you like to have land that belongs to you personally as a woman?

Yes / no ☐

413 What do you think are the problems for women farmers concerning land?

.....

.....

.....

.....

414 What solutions can you think of?

.....

.....

.....

SECTION 5: CROPPING PATTERNS

Which of the crops did you plant last season, in order of priority?

Name	501 Size of land	502 Amount harveste d	503 Watering method 1. Rain fed 2. Irrigated 3. Both	504 Amount sold 1. Less than one Bag 2. One bag 3. More than one bag 4. None

505 How do you plough your lands?

1. By hand
2. Hired labour
3. Own tractor
4. Hired tractor

5. Hired animals ☐
- 506 How do you weed the crops?
1. Use bare hands
 2. Use chemicals (e. g. round up)
 3. Hired labour
 4. Use of hand hoes with the family members
 5. Other (specify) ☐
- 507 What method is used for fertilization?
1. Kraal manure
 2. Chemical fertilizer
 3. Fertilizer and manure
 4. Fallowing
 5. No method is used ☐
- 508 Where do you get the inputs?
1. Local shops
 2. Seed suppliers
 3. District Office
 4. Seed producers' reps ☐
- 509 What kind of seed do you use?
1. Certified
 2. Non-certified
 3. Both ☐
- 510 Who is doing the cultivation of lands?
1. Males
 2. Females
 3. Females and children
 4. In-laws
 5. Combination of 1,2&4
 6. Hired labour ☐
- 511 Do you have any storage facility for the produce?
1. Barns

- 2. Tanks
- 3. None
- 4. Both 1 & 2

☐

512 Did you have any harvest loss last year?
Yes / no

☐

513 If yes, what were the reasons?

.....

.....

.....

.....

514 Did you store any farm produce for sale last year?
Yes / no

☐

515 If yes, what crops were stored?

- 1
- 2.....
- 3.....
- 4.....

516 What problems or constraints do you have when producing food?

.....

.....

.....

SECTION 6: DECISION MAKING POWERS

601 who decide what development programmes are suitable for the area?

- 1. Traditional Leaders
- 2. Men
- 3. Men and women
- 4. The community as a whole

☐

602 Who decides what crops to plant for the household and sales?

1. Husband

2. Wife

3. In-laws

☐

603 Who decides on the use of money obtained from the sales of produce?

1. Husband

2. Wife

3. Both

☐

604 Who benefits from the sales of the produce?

1. Husband

2. Wife and children

3. The whole family

☐

605 Are you compensated for the amount of work you do in your household?

Yes / no

☐

606 If yes, how?

.....
.....
.....
.....

607 Can you decide to get credit for your own use without the approval of your husband?

Yes / no

☐

608 if no, why?

.....
.....
.....

SECTION 7: EDUCATION

701 Are you able to read, write and understand the ff languages?

	Zulu	English
1. Yes	<input type="checkbox"/>	<input type="checkbox"/>
2. No	<input type="checkbox"/>	<input type="checkbox"/>
3. A little bit	<input type="checkbox"/>	<input type="checkbox"/>
4. Satisfactorily	<input type="checkbox"/>	<input type="checkbox"/>

702 Is your level of education giving you any problem?
Yes / no ☐

703 If giving you problems, what do you think could be the solution?

.....

704 Are there any adult education centers in your area?
Yes / no ☐

705 Are they effectively used by the community?
Yes / no ☐

706 Do you have any Extension Officer in your area?
Yes / no ☐

707 How often do they visit you as a farmer?

1. Once a week?
2. Once a month?
3. Once in two weeks?
4. Once in two months?
5. Never?

☐

708 Do they give you anything to read at home?
Yes / no ☐

709 In your opinion, are these people of help to you?

.....
.....
.....

710 Is there any farming co-operative in your area?

1. Yes
2. No
3. Once existed

☐

711 What do you think of working together as a group?

.....
.....
.....

SECTION 8: HOUSEHOLD TECHNOLOGY

801 Do you have electricity in your house?

1. Yes
2. No
3. About to have it.

☐

802 What is it used for?

1. Cooking only
2. Lights only
3. Cooking and lights
4. Playing T.V. or radio

☐

803 Are there any time saving gadgets in your house that can help to minimise time spent on food preparation and other household chores?

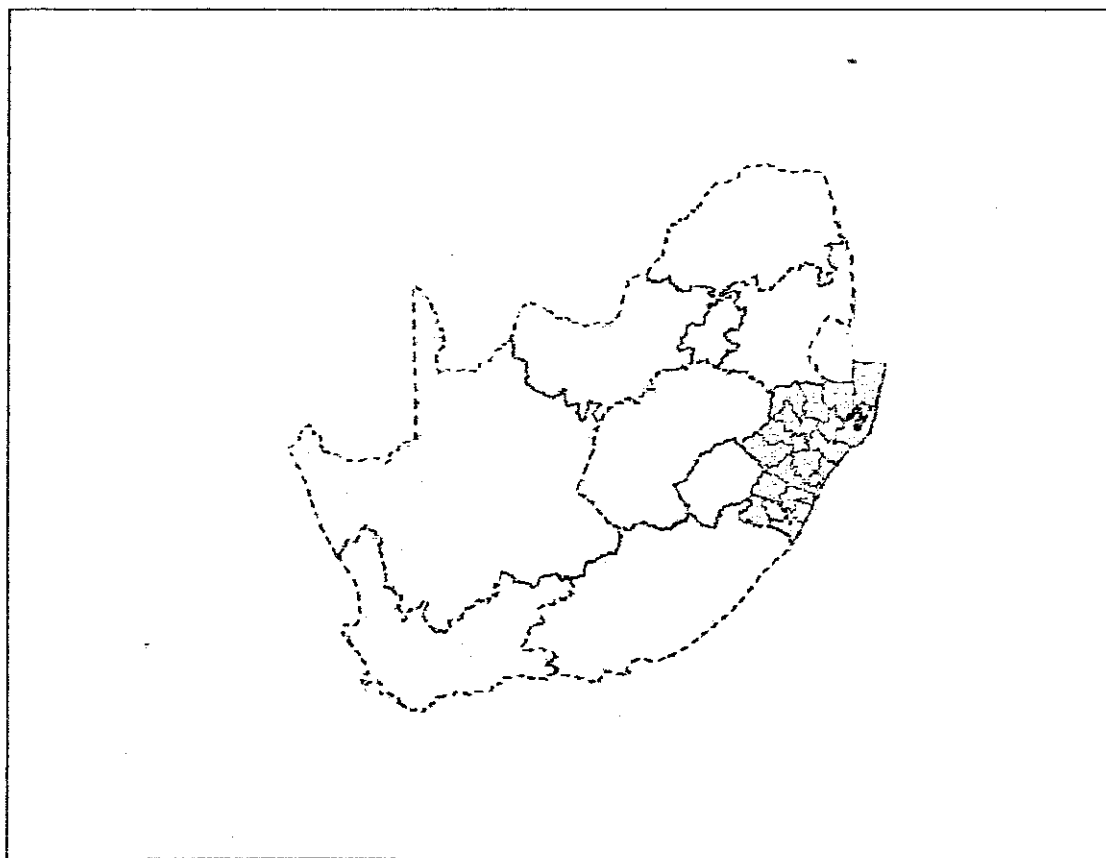
1. Manual grinder
2. Coal stove
3. Fridge
4. Freezer
5. Microwave
6. Electric food mixer

- 7. Electric stove
- 8. Household tap
- 9. Water roller
- 10. Borehole nearby
- 11. Woodlot
- 12. Combination ☐

804 Do you see any need of having these time saving gadgets?
Yes /no ☐

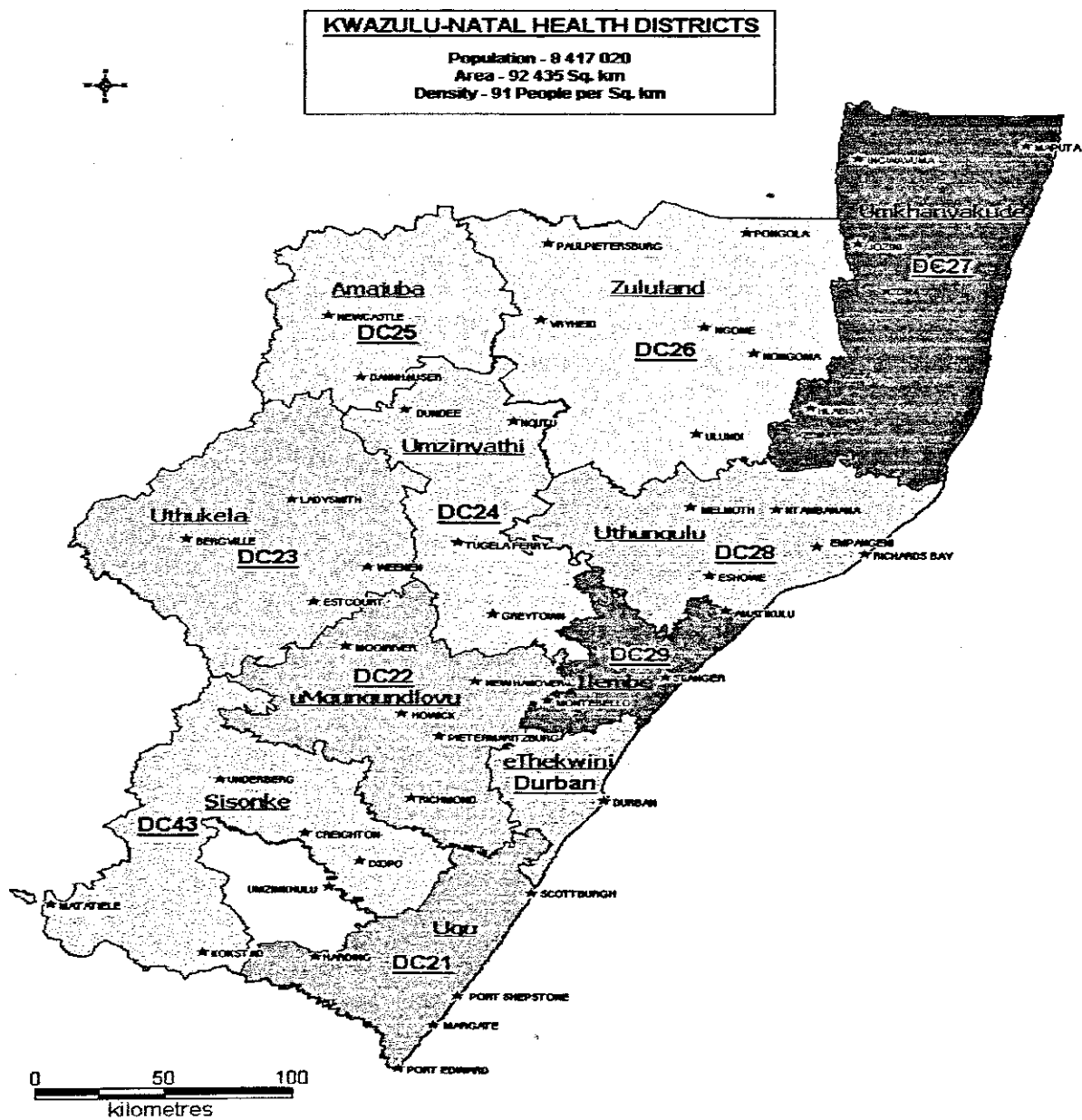
805 If yes, how would they help you?
.....
.....
.....

APPENDIX B



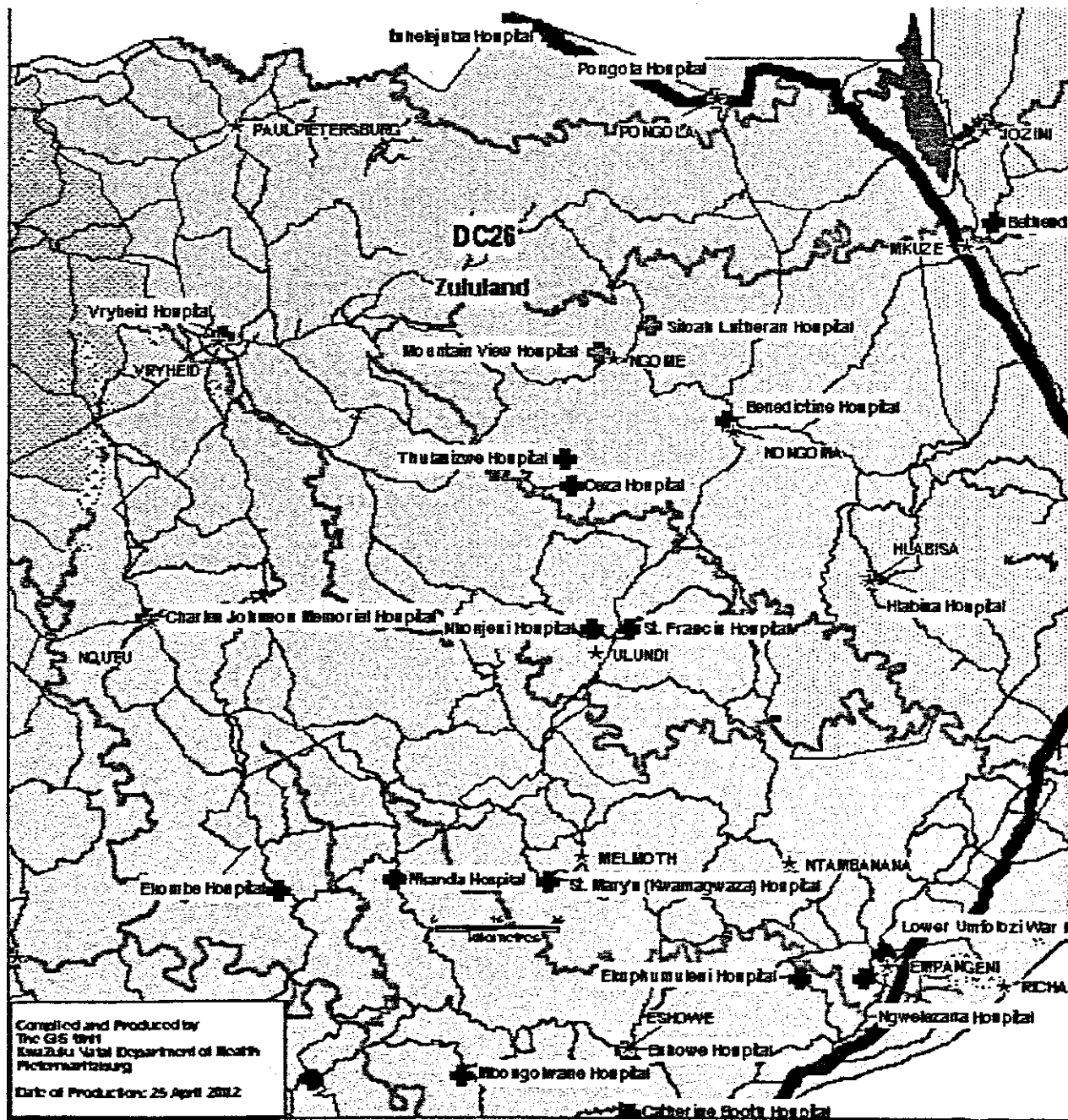
MAP OF SOUTH AFRICA

APPENDIX C



Map of KwaZulu/Natal (showing district council 26)

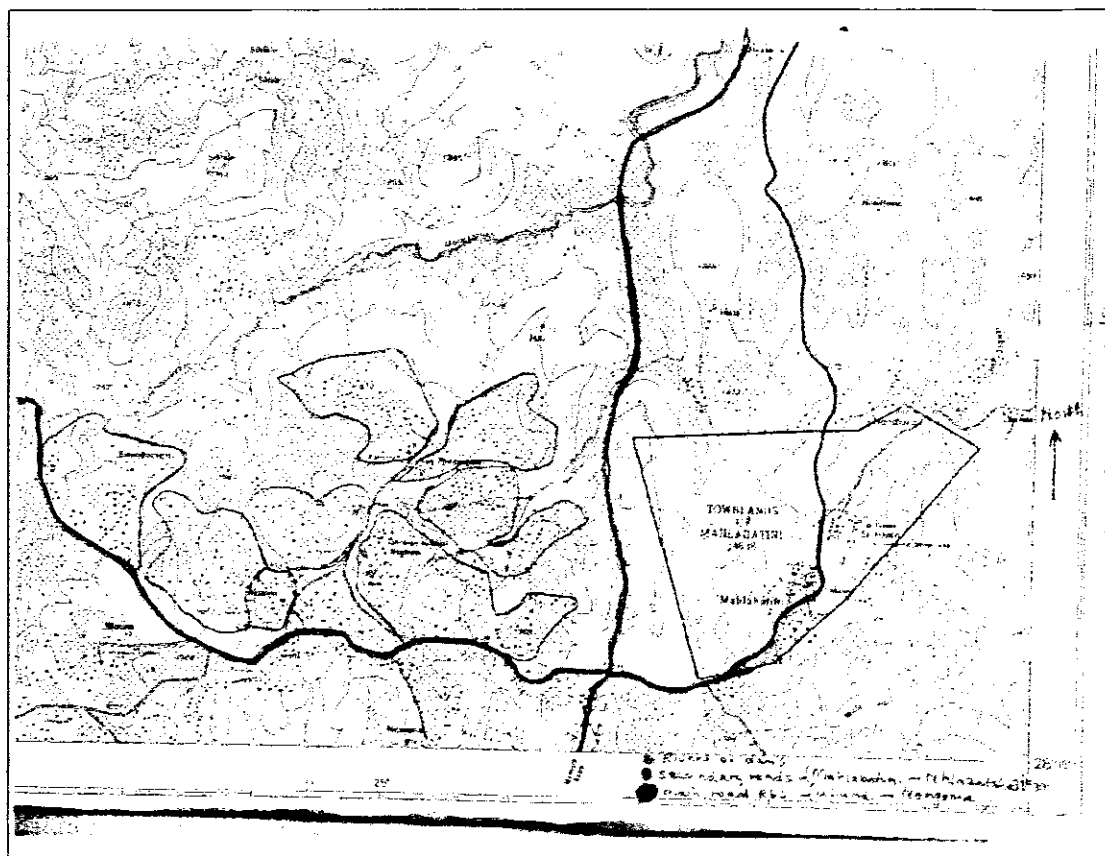
APPENDIX D



LOCATION OF MAHLABATHINI DISTRICT IN ZULULAND DISTRICT COUNCIL (26)

APPENDIX E

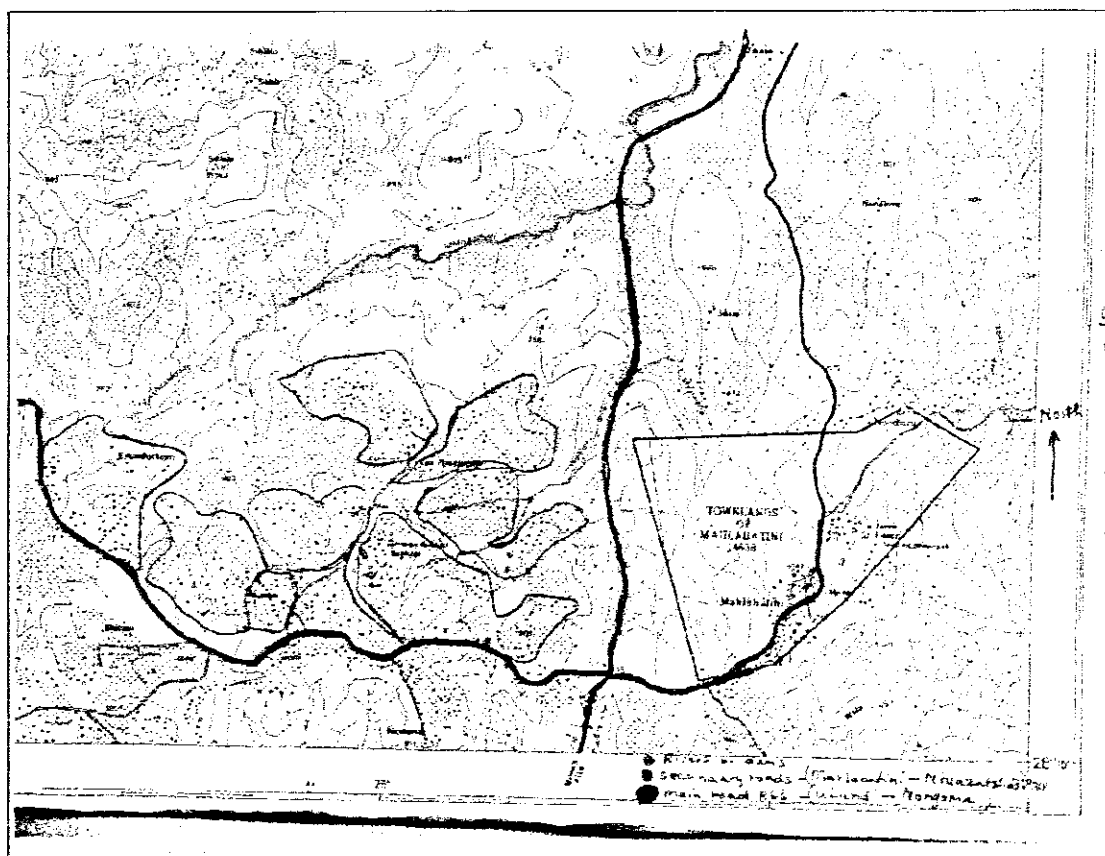
Map copy of 2831.AB Mahlabathini



MAP OF MAHLABATHINI DISTRICT (showing Nkonjeni area)

APPENDIX F

Map copy of 2831.AB Mahlabathini



MAP OF NKONJENI AREA (Showing the sub-wards that were surveyed)