

**THE IMPACT OF SOCIO-ECONOMIC STATUS OF THE PEOPLE  
TOWARDS PARTICIPATION IN DEVELOPMENTAL PROGRAMS**

**by**

**NWACHUKWU, PRECIOUS TOBECHUKWU TOBY**

**2011**

**THE IMPACT OF SOCIO-ECONOMIC STATUS OF THE PEOPLE  
TOWARDS PARTICIPATION IN DEVELOPMENTAL PROGRAMMES**

**by**

**NWACHUKWU, PRECIOUS TOBECHUKWU TOBY**

**STUDENT NO: 200905450**

**Thesis submitted in accordance with the requirements for the award of  
the Degree of the Master of Arts in Social Work**

**At the University of Zululand, South Africa**

**Department of Social Work**

**Faculty of Arts**

**Supervisor: DR. N. H. NTOMBELA**

**MARCH, 2011**



## **DECLARATION**

I, Nwachukwu Precious Tobeckukwu Toby, this thesis is original and independently written by the author. It is a record of my research work and has not been presented to any institution or to publication. All sources used or cited have been duly acknowledged by way of direct and indirect referencing.

.....

NWACHUKWU, PRECIOUS TOBECHUKWU TOBY

## **DEDICATION**

I dedicate this work to my late mother who passed away shortly before I embarked on this study.

## **ACKNOWLEDGEMENTS**

I humbly wish to thank the Almighty God, Jehovah for His goodness, care, favour, protection, providence and benevolence through out my study period in the University of Zululand, South Africa. My profound appreciation goes to Dr. N.H. Ntombela, who promoted, painstakingly supervised my research and motivated me to be a better scholar and helped to coordinate this thesis. I appreciate.

My gratitude goes to Mr. Francis Akpagu and Ms Thabile Nkwayana who stood by me encouraging and supporting me during this study. May God reward all your efforts in all your lives. Special thanks go to Mr. Bayo Ogunike and his family who financially and morally aided my study. God repay you a hundred fold. I love to thank Dr. E.I. Etobe who forerun and supported the admission process for my studies in University of Zululand.

I love to thank my friend Thuli for read proofing this work and brothers Bonginkosi, Julius Jani sisters Dr Nokutola and Phindile, Abraham, Quabe, Barrister Chigozie, Ijeoma Mba, Nnenna, Comfort, Tiniyiko, Nozipho and Ofense. I thank you all.

My gratitude goes to my research assistants Edgar, Bethel, Vuyo, Ntando, Natty, Buke, Simphiwe and all colleagues in the Department of Social Work, International Students Society, and the Executives of Post Graduate Society in University of Zululand.

## LIST OF TABLES

Table 4.1 Distribution of Questionnaires.....	83
Table 5.1 Socioeconomic Characteristics of Respondents.....	91
Table 5.2.1 Chi-square Test for Income Level.....	93
Table 5.2.2 Chi-square Test for Employment Status.....	95
Table 5.2.3 Chi-square Test for Educational Attainment.....	96
Table 5.2.4 Chi-square Test for Family Size.....	98

## **LIST OF FIGURES**

Figure 5.3.1 Socioeconomic Impact on Development Programs.....	101
Figure 5.3.2 LED&IDP Municipality Programs.....	102
Figure 5.3.3 Components of Participation.....	103
Figure 5.3.4 Factors that hinders Participation in the communities.....	104
Figure 5.3.5 Ways to encourage women, poor & marginalized.....	105
Figure 5.3.6 Factors to sustain Participation in development programs.....	106

## **LIST OF ABBREVIATIONS**

WHO – World Health Organization

HIV/AIDS – Human Immune Virus/ Acquired Immune Deficiency Syndrome

ARV – Anti Retroviral

IDP – Integrated Development Program

SMMEs – Small, Medium and Micro Enterprise Scheme

NGO – Non-Governmental Organization

OED – Operational Evaluation Department

IEC – Information, Education and Communication

PPP – Public Private Partnership

LED – Local Economic Development

SES – Socio-Economic Status

PLA – Participatory Learning and Action

DAG – Development Action Group

DECLARATION .....	i
DEDICATION .....	ii
ACKNOWLEDGEMENTS .....	iii
LIST OF TABLES .....	iv
LIST OF FIGURES .....	v
LIST OF ABBREVIATIONS .....	vi
ABSTRACT.....	xii
CHAPTER ONE .....	1
1. ORIENTATION OF STUDY.....	1
1.1 INTRODUCTION:.....	1
1.2. STATEMENT OF THE PROBLEM.....	3
1.3. MOTIVATION FOR THE STUDY .....	6
1.4. OBJECTIVES OF THE STUDY .....	7
1.5 THE RESEARCH QUESTIONS.....	8
1.6 RESEARCH HYPOTHESIS .....	8
1.7. OPERATIONAL DEFINITION OF TERMS.....	9
1.8. SIGNIFICANCE OF STUDY.....	10
1.9. RESEARCH METHODOLOGY.....	11
1.9.1 ETHICAL CONSIDERATION .....	12
1.9.2 OUTLINE OF THE STUDY .....	12

1.9.3 SUMMARY .....	13
CHAPTER TWO .....	14
2. LITERATURE SURVEY .....	14
2.1 INTRODUCTION .....	14
2.2 CONCEPT AND APPROACHES TO PARTICIPATION .....	14
2.3 CONCEPTS OF COMMUNITY PARTICIPATION.....	18
2.3.1 Effective Participation through Empowerment .....	22
2.3.2 Effective Participation through Communication .....	23
2.3.3 Effective Participation through the Principle of ownership.....	24
2.3.4 Public Participation and Self-Reliance .....	25
2.3.5 Involvement through Public Participation .....	27
2.4 APPROACHES OR MODELS OF COMMUNITY PARTICIPATION .....	32
2.4.1 Radical /Activist Communitarians and Transformative Approaches .....	32
2.4.2 Empowerment Approaches and Progressive Communitarians.....	33
2.4.3 Technical-Functionalist Communitarians and Managerialist Approaches.....	35
2.4.4 Economic Conservative Approach and Anti/reluctant Communitarians.....	37
2.4.5 INTEGRATED APPROACH TO PARTICIPATION.....	38
2.4.6 SOCIAL INCLUSIVE APPROACH TO PARTICIPATION .....	40
2.4.7 LOCAL ECONOMIC DEVELOPMENT MODEL .....	42
2.5 THE PHENOMENON OF SOCIO-ECONOMIC STATUS (SES) .....	44
2.5.1 Socio- economic Factors and Participation .....	47
2.5.2 The relationship between (SES) Educational attainment and Participation in programs.....	48
2.5.3 The Relationship between (SES) Income level and Participation in program .....	50
2.5.4 The Relationship between (SES) Employment Level and Program Participation .....	52
2.5.5 The relationship between (SES) Family Size and Program Participation .....	53
2.5.6 Socio-economic Developmental Programs and Women’s Participation .....	54
2.6 THEORETICAL APPROACH OF SOCIO-ECONOMIC STATUS (SES) TO PARTICIPATION .....	57
2.6.1 PARTICIPATORY LEARNING AND ACTION (PLA) .....	57

2.6.2 SOCIAL COGNITIVE OR LEARNING THEORY .....	59
2.6.3 SOCIAL STRUCTURAL THEORY .....	62
2.7 FACTORS THAT HINDERS PARTICIPATION IN THE COMMUNITY.....	64
2.7.1 Lack of financial capacity or Economic power.....	64
2.7.2 Political factors .....	64
2.7.3 Lack of information and general knowledge.....	65
2.7.4 Lack of supportive policies and incentives .....	66
2.7.5 Lack of periodic monitoring.....	66
2.7.6 Time constraints .....	67
2.8 SUMMARY.....	67
CHAPTER THREE.....	68
3. ETHNOGRAPHIC SKETCH OF THE RESEARCH AREA .....	68
3.1 INTRODUCTION .....	68
3.2 GEOGRAPHICAL LOCATION .....	68
3.2.1 RICHARDS BAY.....	69
3.2.2 ESIKHALENI.....	70
3.2.3 EMPANGENI .....	70
3.2.4 VULINDLELA .....	71
3.2.5 ENSELENI.....	71
3.2.6 BRACKENHAM.....	71
3.2.7 MANDLAZINI .....	71
3.2.8 NGWELEZANE.....	71
3.3 HISTORICAL BACKGROUND.....	72
3.4 ECONOMIC AND CULTURAL ORGANISATION .....	73
3.5 POLITICAL AND SOCIAL ORGANISATIONS.....	75
3.6 THE ISSUE OF INFORMAL SETTLEMENT .....	77
3.7 SUMMARY .....	79

CHAPTER FOUR.....	80
4. RESEARCH METHODOLOGY .....	80
4.1 INTRODUCTION .....	80
4.2 RESEARCH DESIGN .....	80
4.3 STUDY POPULATION .....	82
4.4 SAMPLE .....	83
4.5 SAMPLE PROCEDURE .....	83
4.6 DATA COLLECTION TECHNIQUES .....	85
4.6.1 QUESTIONNAIRE .....	85
4.6.2 INTERVIEW .....	86
4.7 DATA PRESENTATION PROCEDURE AND ANALYSIS .....	86
4.8 VALIDITY AND RELIABILITY OF DATA.....	87
4.8.1 LIMITATIONS AND ETHICS OF THE STUDY.....	88
4.9 SUMMARY .....	909
CHAPTER FIVE.....	91
5. DATA PRESENTATION AND ANALYSIS.....	91
5.1 INTRODUCTION .....	91
5.2 PRESENTATION OF RESEARCH DATA .....	91
5.3 HYPOTHESIS- BY- HYPOTHESIS ANALISYS OF DATA.....	94
5.3.1 Hypothesis one .....	94
5.3.2 Hypothesis two.....	96
5.3.3 Hypothesis three .....	97

5.3.4 Hypothesis four .....	99
5.4 SUMMARY OF FINDINGS.....	101
5.5 SUMMARY.....	106
CHAPTER SIX.....	109
6. SUMMARY, CONCLUSION, RECOMMENDATION AND POLICY IMPLICATION.....	108
6.1 INTRODUCTION:.....	108
6.4.CONCLUSION.....	111
6.5 RECOMMENDATIONS AND POLICY IMPLICATION.....	113
6.5SUMMARY.....	114
BIBLIOGRAPHY.....	115
APPENDICES.....	127
APPENDIX 1: QUESTIONNAIRE.....	128
APPENDIX 2: TABULATED DATA ANALYSIS.....	133

## **ABSTRACT**

The major objective of this study was to assess the impact of socio-economic status of the people at uMhlathuze municipality on participation in developmental programmes. A qualitative and quantitative mixed method was applied to investigate perception and attitude on participation of people in development programmes. To guide and direct this study four research questions were formulated and transformed into research hypotheses. The multi-stage random sampling technique was used to sample sixty respondents from eight communities in the research area who completed all the questionnaires items were actually used in the analyses. The hypotheses formulated were tested using the Statistical Programme for Social Science, version 18.0 (SPSS), the Pearson Chi-square test and minimum likelihood expected count ratio analysis were used.

Results revealed that income level have significant impact on participation of people in developmental program in the study area; also that alternative income in terms of incentives or stipends provided by the facilitators improves participation in development programmes. Employment statuses have not contributed towards participation in development programmes and that time constraints were a major factor. Prior occupational status and prior satisfaction of previous programmes enhances participation. Small family sizes have impacted significantly to participation. Educational attainments have impacted significantly towards participation. The study found out that, programmes such as the SMMES on skill acquisition, Craft, Tourism and Housing development, have not contributed to alleviate poverty in that people are not aware or well informed of such programs. The study recommended that information dissemination, political tolerance, formation of pressure groups, regular meeting attendance, and provision of supportive policies were factors that would encourage and enhance participation in developmental programmes. Further studies should be geared towards policies that should enhance workers and business peoples' participation in development programmes.



# **CHAPTER ONE**

## **1. ORIENTATION OF STUDY**

### **1.1 INTRODUCTION:**

The desire to do something, which is to improve community life normally, implies some aspect of development. The execution of community development programs have become the major means through which various communities get assistance from government and non-governmental agencies for development. Community developmental programs have inherent capacity of attracting development to an area. However, in spite of the benefits that could come through these means, many people tend to develop cold feet when it comes to effective participation. These lead too many programs for some communities are either abandoned or poorly executed because of either low participation or non-participation of its citizens as well as their negative attitudes (Ering, 2006:10).

Further, it is realized that it is necessary for community development practitioners to facilitate the people to participate fully. “They work with people; their emotions, knowledge and humanness need to be respected all the time. We must realize that it is the democratic right of people to participate in matters affecting their future. Every adult, whether relatively poor or the poorest of poor has the right to be part of the decision- making mechanism affecting his or her development” (Swanepoel and De Beer1998:20-24).

The developmental approach focuses on “integrating economic and social development for the benefit of all members of society. It is argued that any social program that assists a person in

becoming employable contributes to economic wellbeing of a society and also any social program that assists a person in making significant contributions to his or her family, to his or her community contributes to the economic well being of a society” (Zastrow, 2008:10).

To stress the importance of participation in patterning the behaviour of people, Dinello and Popov (2007:144) state that “participation measures the extent to which legal opportunities for mass participation are translated into tangible patterns of citizen behaviour”. “Mass participation is important because it puts pressure on government to be responsive and accountable”. It further states that “equal political rights, however only creates the potential for citizen participation”.

In many countries, citizen apathy significantly hinders the realization of this potential, whenever a large segment of population is effectively disenfranchised, the system cannot be a high quality democracy.

Studies have shown that “the local community, itself should play a major role in initiating, planning and organizing developing programs and services for the poor and other vulnerable population” (Zastrow 2008:139). In his study on dynamics of socio-economics developments, Szirmai (2005:222) observed that education is one of the relevant factors in economic development and that “the volume of investment in physical capital is also of great importance, that countries would benefit more from physical capital accumulation when their initial educational attainment is higher”.

According to the South Africa survey (2001/02:42-44), reported that “the continuing prevalence of high-risk behaviours are the most critical issues of HIV/Aids pandemic”. A national Aids awareness survey conducted in October 1999 showed that despite almost universal awareness of

the dangers of infection, 55% to 65% of the South African populations still have misperception and demonstrated behaviour that exposed it to severe risk.

It was estimated by the World Health Organization (2010 report) that 56million people are living with HIV/Aids and 6million more than ten percent of this number of people living with the disease are in South Africa. The government of South Africa has provided the ARV drugs coupled with awareness campaign all over the country, yet the scourge and infected rates are alarming. This calls for serious concern, is it that people have refused to participate in their locality in various programs geared towards combating the disease? Or what are the conditions that have impeded their participation?

The uMhlathuze municipality's Integrated Development Programs (IDP), Local Economic Development and the Small, Medium and Micro Enterprises (SMMEs) are some of economic policies to alleviate and empower the people.

In this study, some characteristics of socio-economic status of the people such as educational attainment, level of income, employment, occupation of respondents, will be isolated and studied to see whether they could be used in explaining the low or high participation of people in community development programs.

## **1.2. STATEMENT OF THE PROBLEM**

Many programs in some communities were either abandoned or poorly executed because of the poor participation and negative attitude of the people towards community development programs. The challenges facing most communities were how to link them to government programs, the various attempts by government to increase the utilization of the resources of the

communities and to increase the productive capacity of the people have failed. Most people are not actively involved in need assessment and the implementation of such programs. In some cases, community leaders erroneously conclude that the people lack the material and financial resources to contribute to developmental programs hence their non/low involvement in such programs. Poor access to information, education, and affordable healthcare makes individuals less resilient to economic hardship and more vulnerable to poverty.

According to Swanepoel & De Beer (2006:3-6) while addressing the socio-economic situation in the world, quoted the World Bank (2003:4) that “the world’s population is estimated to be six (6) billion people, of this number between 2.5 and 3 billion live on less than \$2 (dollars) per day”. The level of poverty and deprivation experienced in the developing world is that “2.4 billion people are without access to basic sanitation, 968 million people have no access to improved water sources, 854 million illiterate adults in the world of which 543 million of them are women, 325 million children are out of school at the primary and secondary school levels, 11 million children under the age of five dying annually from preventable diseases”.

Ering (2006:98) observed that, at times, programs instituted by non-governmental organizations (NGOs) that require the assistance of the people in provision of sand, chippings, hardcore, etc, are usually abandoned because they want to be paid before service. This apathy shown by the people are unfortunate because low interest and poor attitude serve to discourage others who initially were enthusiastic about such programs. Biodele (2007:18) states that some developmental programs or projects such as road maintenance, market stores, HIV/AIDs programs, etc, what is required is for the people to go out and participate accordingly, but reverse

is the case. One wonders why the people do not show high interest in participating in such programs. It was estimated by end of the year 2000, 34 million people are living with HIV/AIDS (Swanepoel & DeBeer,2006:6), but the number have skyrocketed by the end of 2010 with 56 million people living with this disease, of which 6 million of them are in South Africa. Swanepoel & De Beer (2006:6) observed that “the poor are isolated from job market and find it difficult to gain access to employment opportunities because of distance and poor communication”.

The use of developmental programs for community transformation remains that of anger. The elders and leaders hardly make efforts to address the issue of low or non-participation by the people whom this program are targeted for their upliftment. The low interest and poor attitude serve to discourage others who initially were enthusiastic about such programs. Therefore efforts to pin down the reasons have not helped much due to the dearth of literature in the area.

Swanepoel and De Beer (2006:27) imply that “if we should address the basic physical needs of the people, to the detriment of the people’s human dignity and other abstract human needs such as happiness and contentment will not be okay”. The role is not “only to mobilize people for physical development but also help people gain in self-reliance, happiness, fulfilment and eventually human dignity. People may be ignored, by passed, or be forced into or made dependent on development projects addressing their physical needs”. The people’s “needs are part of oneness that influences their whole existence and cannot be separated because human beings live in an environment that is physical, but also abstract environment such as social,

political, economic and cultural milieu of immense important to human beings” (Swanepoel & De Beer(2006:5).

This research seeks out to help some selected communities in UMhlatuze Municipality to take stock of these difficulties in ensuring maximum participation of the people in developmental programs in the community, have given the impetus for this study.

### **1.3. MOTIVATION FOR THE STUDY**

My major concern in carrying out this study was to assess whether the socio-economic status of a people influences their participation in various programs that were geared towards improving their lives. To help communities, link the people to developmental programs which will help to liberate them, so that they would do things for themselves, so as to get out of poverty, diseases, crime, social injustice etc. In spite of the benefits that could come through the community development programs, many people tend to develop cold feet when it comes to effective participation due to the problem of US vs. THEM mentality in communal affairs(communities vs. government or NGOs).

In some communities, where people are involved in meeting attendance, financial contributions and actual involvement in activities or participation leading to programs implementations, one observed the exhibition of non-chalant attitudes on the part of the people. They do not make any contribution financially nor, participate in these programs. Community needs information to help impact to the people on the need to participate fully in developmental programs. Communities need dependable information to help circumvent the observed low participation in such

programs. This would help to improve their productive capacities that have motivated me to carry out this research.

This study, firstly, would examine the level of people's income on participation in developmental programs. Secondly; it examined the impact of employment or occupation of people on participation in community development programs. It also evaluated if family size and educational qualification influence people's participation in development programs already initiated by government and NGOs in the research area, how it could be channelled to the improvement of their living conditions. The researcher's interests are to probe into the extent to which socio-economic status of the people have contributed towards participation in developmental programs at uMhlathuze municipality.

#### **1.4. OBJECTIVES OF THE STUDY**

This study was poised to achieve the following objectives:

1. To assess the extent the levels of income of people have impacted on participation in developmental programs at uMhlathuze municipality.
2. To examine how employment or occupation have impacted on participation by the people in developmental programs in the research area.
3. To examine if educational attainment or qualification of people in the area of study have influenced participation in developmental programmes.
4. To assess whether family size have imparted on participation in developmental programs.

5. To use the results obtained from this study to draw up conclusions, and make recommendations on how to redress the issue of participation by people in developmental programs.

## **1.5 THE RESEARCH QUESTIONS**

The following questions guided and directed this study:

1. To what extent has the level of income impacted on people's participation in developmental programs?
2. To what extent has employment or occupation impacted on people's developmental programs in the area?
3. To what extent has educational qualification influenced people's participation in developmental programs?
4. To what extent has family size influenced people's participation in developmental programs?

## **1.6 RESEARCH HYPOTHESIS**

These were stated as follows:

1. The income level of people has no significant impact on people's participation in community development programs.
2. Employment or occupation has no significant impact on participation by the people in development programs in the area.

3. Educational attainment or qualification has no significant influence on people's participation in development programs in the study area.

4. Family size has no significant impact on participation by people in developmental programs in the study area.

### **1.7. OPERATIONAL DEFINITION OF TERMS**

- a) **Socio-economic status (SES)** is an economic and sociological classification indicating the close relationship between someone's relative wealth and the person's social status or social position relative to others based on income, education, occupation.
- b) **Participation** refers to different mechanisms for the public to express opinions and ideally exert influence regarding political, economic, management or other social decisions.
- c) **Developmental programs** are the goals, plans, action, processes and strategies that are purposefully initiated towards improving awareness, identifying potentials, enhancing the quality of life, realizing dreams, aspirations formed for the purpose of serving the needs of the people in the community.
- d) **Community** refers to a group of people living in a particular local area; often share common goals, common social rules and family ties.
- e) **Programme** refers to the organization of material resources, people and labour for specific and stated purposes.

- f) **Impact** is actually affected by a project or programme, which may or may not equal the programme objective.
- g) **Evaluation** refers to a measure of progress to determine whether original objectives have been achieved and if they are still relevant.

## **1.8. SIGNIFICANCE OF THE STUDY**

The study was important in the sense that:

(1) it would sensitize the rural or urban community dwellers to the fact that community developmental programs are mechanism for enhancing sustainable development, improving efficiency and effectiveness and allowing poverty initiatives to be community driven thereby making development more inclusive thus empowering people (Ering 2006:23).

(2) Also the findings would help community development practitioners, rural and urban developmental analyst, government policy makers, non-governmental bodies, social developers etc.

(3) Data obtained from this study would be used for assistance to researchers, social work practitioners, scholars, development analysts, policy makers, sociologists, government, regional planners, private sectors organizers, etc.

(4) Another significant aspect of this study is that human development programs could lead to job creation thus empowering the people especially women, unemployed youths and urban poor to become self reliant. It would offer an alternative solution to problems of failure of developmental programs and its implication for policy making.

(5) This study would help people in the community to participate in the process of identifying and prioritizing their needs, decision making, implementation and ensuring sustainability of development initiatives. This would help to check community needs variables that have significant negative effects on community development while promoting those that positively ginger development.

## **1.9. RESEARCH METHODOLOGY**

This study made use of the evaluative research design, it is a more systematic empirical approach that does not give the researcher direct control of the variables. It focuses on practical assessment on the results of social interventions. Evaluation research looks at the relevance, effectiveness and impact of a project, with aim of improving an existing project or influencing future policies, programs and projects. (Rubin; 2000:16).

In evaluative research, a careful formulation of the problem, including relevant measurements and criteria of success or failure is essential. The evaluators must carefully specify outcomes, measure experimental contexts, specify the intervention being studied and the population targeted by the intervention and decide whether to use existing measures or devise new ones (Babbie, 2007:372). It makes use of experimental or quasi-experimental designs.

Evaluative research is embedded in the day to day events of real life. It will as well make use of both qualitative and quantitative data generation techniques in order to increase the heuristic value of its results. Instruments for data collection shall include structured questionnaire, personal oral interviews and focus group discussion.

### **1.9.1 ETHICAL CONSIDERATION**

In this study, the ethical considerations include the following:

- To obtain consent for participation of respondents and gate keepers.
- Maintaining anonymity of respondents willing to participate. It is important due to the sensitive nature of this research as some aspects of the investigation pry into the respondent's privacy.
- Promising not to publish or release material or data to persons, groups and agencies not connected or involved in the conduct of this research without prior due authorization of the respondents.
- Refraining from giving any part or parts of research material such as photographs, video recording and audio-tapes used at any stage of data generations from this study, for publication, prosecution or advertisement without written permission from the subjects.

### **1.9.2 OUTLINE OF THE STUDY**

This research on completion was organized into 6 chapters as follows:

Chapter 1: Introduction

Chapter 2: Literature survey and theoretical framework

Chapter 3: Ethnographic sketch of the research area

Chapter 4: Research methodology

Chapter 5: Data presentation and analysis

Chapter 6: Summary, conclusion, recommendations and policy implication

### **1.9.3 SUMMARY**

This study was aimed at determining some selected factors of socio-economic status, also x-rays the fundamental principle in determination of socio-economic status in understanding people's characteristics and its impact towards participation in developmental programs at some selected communities at uMhlathuze municipality. To attain the objectives of this study, four research questions were posed to guide the study. Subsequently, four null hypotheses were formulated from the research questions to give direction to the study. The next chapter would focus on the literature survey and the theoretical framework of this study.

## **CHAPTER TWO**

### **2. LITERATURE SURVEY**

#### **2.1 INTRODUCTION**

This chapter critically review relevant literature dealing with the phenomenon under study, with a view to examining what has been done by earlier studies on this phenomenon. A literature review was undertaken to assists researchers to comprehend and extend their knowledge of the phenomenon understudy. The purpose of a literature review is “to determine the extent to which the topic under study is covered in the existing body of knowledge” (Babbie & Mouton2001:565).The researcher therefore reviewed theoretical orientations that were correlated to see their applicability to the phenomenon of socio-economic status of a people towards participation in developmental programs.

#### **2.2 CONCEPT AND APPROACHES TO PARTICIPATION**

The principles of peoples’ participation in community developmental programs are very significant. It is imperative that development programmes should be undertaken alongside with people. In the conception and execution of developmental programmes, the felt needs of the community should be seriously taken into consideration and the cooperation, participation and involvement of the people should not only be solicited but actually cultivated (Ering2006:93).We should be realistic about participation; that is, “we cannot assume that people will always participate even when they have the choice” (Taylor, Marais & Heyns1998:13).They asserted that “in many situations people are keen to participate and take control over their lives, but there are limits to how far people can reasonably be expected to get involved”. They implied that “the

day to day stress of life, people struggling to meet their most basic needs, having to fetch water, prepare food without electricity, wash clothes by hand or get to work by public transport takes enormous amount of time and energy”. Knowing all this, we still often expect people to sit on committees to discuss the delivery of water systems and rubbish removal, child-care facilities etc.

Ering (2005:85) asserts that, peoples’ participation entails involving them in what they are sufficiently aware of and this effort should be made to promote community awareness. This implied the cultivation of interest of members of the community in communal affairs and sensitization to community issues. He contends that the emphasis should be on self (community) realization and the desire to do something about it. The awareness of what is happening elsewhere in the society, in other communities, could be very informative and challenging. Community awareness could be promoted through educating the people in the said communities through community mobilization and other related community enlightenment programmes. The idea of participation becoming “a new tyranny” according to Cooke and Kothari (2001) in Perrons (2004:300) that “it has become something that is imposed on people in order to appear to be more inclusive, but in reality only secures local legitimating for plans effectively determined elsewhere”. Broad based peoples’ participation in developmental programs in the community should be encouraged. Their “participation in developmental programmes and community matters should not be limited to only a sectional few members of the community, rather, it should cut across all segments of the community. Perrons (2004:300) states that “the Operational Evaluation Department(OED2000) of the World Bank found out that participation was far more frequent in people related projects such as agriculture and health rather than in finance or in

adjustment leading, which clearly has as important if not so immediately obvious connections with welfare and only limited sections of the population were consulted”. That the “powerful members of the community dominated the participatory process and effective participation of women, the poor and other excluded groups proved limited and elusive”.

Ering (2005:38) asserts that there is need to ensure community involvement, in order for people to participate fully in developmental programmes and inhibits elimination by stimulating the sense of belongingness and the spirit of cooperation. He suggested that, for peoples’ participation in community developmental programmes was to be ensured, by building on past experiences. Therefore, the past experiences of the community were utilized here in community development work. For instance, reference is made to previous developmental programmes or attempts and answers sought as to “why we failed” or “why we succeeded”. The answers go a long way to promote involvement so that “we do not fail again” or score yet another and even greater success. Adequate information is a necessary ingredient in peoples’ participation as it secures involvement. Thus, it is important that people should be kept informed especially in matters affecting their welfare. The trend and pattern of general development in their community and in the wider society should be adequately monitored and community members kept sufficiently informed. Davids, Theron and Maphunye (2005:115) explained that people “participate” by answering questions posted in questionnaires or telephone interviews or similar “public participation” strategies. They assert that “the public do not have opportunity to influence proceedings as the findings of the research are neither shared nor evaluated for accuracy”. This calls for the development of effective information, education and communication (IEC) materials and appropriate strategies to reach out to the community, and with reference to developmental

programmes, undertaken that community should be adequately informed at every stage of the factors that impact on their lives, “People participate” by being consulted as professionals, consultants and planners listens to their views”. The second type is “through helping people gain access to physical and financial resources, such as land, safe drinking water, clinics, schools and meeting places”. The third way is “through involving them in our organizations and ensuring that they own and control the organizations, this is the most direct way to empower communities to increase control over resources and decisions which affect their lives”. It is also the most reliable way of making ourselves accountable to the communities we serve. The fourth way “is a more radical means is to channel funds directly to community- based organization instead of the development organization”. Thus empowered, “the community directly increases their influence and control over services rendered; they buy services from those development agencies that they believe provides value for money”.

The cornerstone of community based development initiatives is the active involvement and positive attitudes of the people of a defined community in at least some aspects of projects design and implementation. When potential beneficiaries also make key programmes decision, participation becomes self-initiated action, that is, what has come to be known as the exercise of voice and choice or empowerment. Participation and positive attitude are expected to lead to better designed projects, better targeted projects, more cost-effective and timely delivery of projects inputs, and more equitable distributed projects benefits with less corruption and other rent-seeking activity.

Kotze (2009:38) agreed that “participation help to counteract the isolation of people and if it is put into effect communication is created and situation is achieved, whereby the local communities that have superior knowledge of local problems and are in a position to identify and analyze a development problem for themselves”. “They make key programs decision, participation becomes self-initiated action, that is, what has come to be known as empowerment” (Kotze 2009:39).

The objective of effective participation is to achieve maximum control over the resources and decisions that affect their lives with the desired impact. Participation and positive attitude are expected to lead to better designed projects, better targeted projects, more cost-effective and timely delivery of programme inputs that will lead to more equitable distributed projects benefits with less corruption. An ideal participation model have been challenged because at most times, financial losses are incurred due to commitment, time, choice and voice of the people are required for effective participation. Also at most times the interest of some powerful groups may run contrary to genuine participation.

### **2.3 CONCEPTS OF COMMUNITY PARTICIPATION**

When people are involved in developmental programmes, “The people should be allowed to take part in the actions of the programmes, and they should not play minor roles” (Swanepoel & De Beer 2006: 28-29). When people are mobilised to participate, they do so fully in all aspect of the programme, this is in agreement with Kotze (2009:52) who said that people should be made to exercise varying degrees of influence over development activities that affect their lives. It is a fact that “simply taking part passively in superficially planned and managed activities, or using

facilities provided through a development project, does not in itself represent participation and even when people are hired to work on a labour-intensive project without having any say over project activities, that is not participation”. Swanepoel and De Beer (2006:28) further agreed that “the people become part of the decision-making, planning of the project and are also part of implementation and evaluation of the project and may decide on course of the programme adaptation, in order to keep the programme on track it is on this note that participation have taken place including taking part fully in the management of the programme”.

It is noted that participation is central to the understanding of development, “because nobody has the right to define or determine the needs of any group of which they are not a part” and that “groups must decide for themselves what their needs are and how they should be addressed, although they may be helped to define, clarify, articulate or even be presented with new options about which they have not known in the past” (Marais, Taylor and Heyns, 1998: 10). It is known that “the local people who lived in deprivation for years, surviving the hardships of their poverty, have certain ingrained knowledge outsiders do not have”(Swanepoel & DeBeer2006:28). Their common sense knowledge of environment dynamics can be immense value to development of the community(Swanepoel & De Beer 2006:29).

Participation takes different forms in the community people playing different roles, “People may participate in development activities by providing information about the community, taking part in identifying needs, problems and priorities, taking part in deciding about development goals, policies and strategies or assuming responsibility and accountability for development actions” (Kotze 2009: 52).

Swanepoel & De Beer (2006:28) asserts that the two views of participation; “the liberal view and the radical view, which comes together in ensuring equity”. They argued that “since the poorest of the poor do not get their fair share of the fruits of development, that participation must include them”. Gran (1983:2) in Swanepoel & De Beer (1998:24) emphasized “that it is the democratic right of people to participate in matters affecting their future and that every adult, whether relatively poor, poor or the poorest of the poor, has a right to be part of the decision-making mechanism affecting his/her development”. The issue is that when people are mobilised to participate in project, they are not there only to make them feel part of the project or to do physical work but they are there because it is their democratic right to be there and to make decisions regarding the project because it involves their future (Swanepoel & De Beer 1998:26).

To achieve a healthy balance between process and product is not an easy task; both are related in the interest of development. This help to “promote participation that maximises the efficient delivery of the products and resources needed by the community while increasing their control over them” (Marais, Taylor & Heyns 1998: 11). They explained that “people delivering the product, i.e. house, community centres, water systems, roads, etc are often frustrated by the participation of the recipients”. Marais et al (1998:12) see the “participation of “under-qualified” people as getting in the way of efficient and effective delivery” and that “they often believed they know better than the community on issues related to their field of expertise and which they are left alone to get on with the job of providing the people with what they so need and constant delay as communities are unable to make decisions or overcome conflicts as waste of money”. Marias et al (1998:13) asserts that those who are “process- oriented are not happy on how those who deliver the products in sensitivity”. The damage they do in the delivery of much needed

resources in such a way that it divides the community and results in severe conflict, even death. They are of the view of “scarce resources being spent on projects that the community never used or people’s participation and involvement were brought to a sudden end by injection of resources at the wrong time and in the wrong way”.

Marais et al (1998:12) stressed that “the need for projects or programmes to be identified, planned and implemented by expert, people get all product and no process or participation which leads to not understanding the needs of the community and delivering inappropriate resources at an inappropriate time and in other, people get all process and participation but no product”. They emphasized that there are no simple ways to achieve the perfect balance between these two extremes, we keep moving somewhere between them, at times when process must take priority and at other time when it is important to get the resources in place first. It is important to get the right balance which is determined by understanding the particular situation and what needs to be achieved.

Finally, participation, has been used as a political statement in liberating the oppressed in the communities by their forming liberation movements and this has been closely linked to the shift in development process of people-centred approaches than the past production focus. The people’s belief in self-reliance, local initiative, involvement in decision-making and power transfers, Korten and Klauss (1984) in Kotze (2009: 53) observed that for community participation to be considered as a means to promote sustainable social-economic development “Three aspects of Empowerment, Communication and Gender are pertinent and imperative which is important and need immediate action or attention”. Swanepoel and De Beer (2006:30)

emphasised on “Empowerment, Ownership and Release as an essential ingredient for effective participation”. These three components which are empowerment, communication and ownership for effective participation will be discussed further to strengthen the paradigm on participation.

### **2.3.1 Effective Participation through Empowerment**

An effective participation can come through empowering of the communities through capacity building as Kotze (2009: 53) observed that “during the implementation stage of programmes, people are trained to acquire skills and through the transfer of hard skills, this will help members in the community to perform specialised tasks”. He believed that “the training programmes during implementation will focus on the transfer of accredited training which will enable community members to officiate their acquired skills and will help them find permanent employment, also the hard skills will includes forms of technical training, as we as skills in organisation, management and supervision”.

Swanepoel and De Beer (2006:30) emphasised that “empowerment for the people is to have a decision-making power, that even though they need certain skills to make decision, that skills are tool of enablement and not as the primary ingredient of empowerment”. They further asserted that people can only make enlightened decisions if they have the correct information or knowledge.

Institution building is another way of empowering people especially at the local level because it is the local people who make sustainable development happen. By making local community organisations more effective is therefore a key development strategy and it is a known fact that

local organisations, that make up the demands and resources of private individuals, can make more effective individual efforts, represent their needs and help solve their problems effectively.

A sustainable participation requires the involvement of community institutional structures and process which require organisations that are accountable and responsive to their members (Kotze 2009: 53). It was the view of Marais et al (1998:15) that “building capacity in communities is about building of basic skills and knowledge that already exist and combining complementary skills and knowledge in organisations so that it would be collective because it would be much more effective in achieving the objectives of its members than the members could have been individually”. They further asserts “that a radical means of empowering the community is to make donors to channel money directly, increased their influence and control over services rendered and they deal with only development agencies that they believe to provide value for their money”.

### **2.3.2 Effective Participation through Communication**

Communication processes are required from the state of a programme for effective participation to be accomplished. “The communities need to be informed and be able to transmit its views, wishes and interest to all bodies charged with arranging the development project” (Kotze 2009: 52). This view was also collaborated by Swanepoel and De Beer (2008: 30) that empowerment also includes “information or knowledge also in service of the people’s responsibility to make wise and informed decision”. This view was in agreement with Marais et al (1998: 14) that “the first type of intervention which comes with empowerment is assisting people to acquire

information, knowledge and skills, which will enable them to increase their understanding and control of factors that impacted on their lives”.

The power for decision-making lies within the people, because it is their development which entails their future and destiny. “The two ways communication process is important from the start of the programme when it is identified by the communities through the processes of planning, designing and preparation, implementation to hand over, the processes of communication need to be in place” (Kotze, 2009: 53).

### **2.3.3 Effective Participation through the Principle of ownership**

In his study on principle of ownership, Wisner (1988: 294) in Swanepoel & De Beer (2006: 31) said that “mobilisation is not inviting people to join someone else’s project or effort on the terms and conditions of that other someone”. He called it “token participation, token empowerment and token ownership maintained by established interests that are threatened by the mass ownership of development”. He stated that mobilisation is to encourage people to take up the responsibility of ownership and manage their future through their project. This view was in agreement with Marais et al (1998: 14) that “involving people in developmental organisations and ensuring that they own and control the organisation”.

This will help the people to increase control over resources and decisions which affect their lives and makes development organisations accountable to the communities they serve. But in the same aspect the people are reluctant to accept this ownership, unsure of what it means, but as they go along, they become more and more aware of their special position. So according to Swanepoel & De Beer (2006:31) their acceptance of ownership is facilitated by the community

development worker. Marais et al(1994:15) also emphasised that “the principle of ownership through helping people gain access to physical and financial resources, such as land, safe drinking water, clinics, schools and meeting places”.

Finally, the concept of community participation encompasses more than involving the people in some part of developmental programmes, to take place playing some roles just for, but allowing them to take part in the actions of the programme, playing major role including decision-making power. The uMhlathuze municipality should take into cognizance’s that participation also involved the community planning of their programme, in transferring of hard skills for permanent employment, needs to be informed and have knowledge to be able to make wise decisions that will help them understand and control factors that impact on their lives, also for the communities to have a mass ownership of development programme which enable them get access to financial and physical resources. The availability of abundant community resources do not matter, what matters is the proper and effective use of the resources in the achievement of the desired goals, the judicious use of community resources will enable the community projects achieve desired result within limited time.

#### **2.3.4 Public Participation and Self-Reliance**

The primary purpose of participation is for all partners to programme towards long-term benefit. “For participation to be effective, all participants must be informed and must hear and respect the view points of others, so that together they can make decisions that meet the specific needs within the realities and constraints of the situations” (Galvin, Colvin, Robbins & Eales, 2009: 14).

Ambert (2000) in Davids, Theron & Maphunye (2005:111) states that “the international rationale for the promotion of public participation and partnership (i.e. integrated development planning (IDP), Public-Private Partnership (PPPs) and local economic development (LED) in South Africa, rests on the belief that if the Public Participate in development programmes, then these programmes will be seen as legitimate”. Other experts like Burkey (1993: 40-70) that if “stakeholders are included in decision-making, they will become self reliant”. He further argues that this positive view on participation also corresponds to different visions of development and participation. He explains that “development as a process in which the public remain the recipients of resources allocated in a top-down blueprint fashion and also that through participation, the public is enabled to determine and controls the allocation of development resources, not merely to influence its direction”. This is in line with the findings of Galvin et al (2009: 1-15) explained that “consultation alone, which is a one-way communication that is used as a mere rubber stamping of decisions already made”. They asserts that “the inability to facilitate meaningful participation is evidence, which jeopardises appropriate decision-making and the sustainability of service which then results in service delivery protests that have escalated”.

Galvin et al (2009:14) were of the opinion that “consultation and public participation” are not happening as they should. They emphasis the “use of two way communication about tariffs, billings systems, repairs and maintenance and people should not be mobilised to play a minor role in a programme. When they do not play major roles in a program only as subordinates, positions to bureaucrats, donors and professionals then participation is futile (Galvin et al 2009:15).

Arnstein (1969) in Swanepoel and De Beer (2006:29) declared that “participation without power is an empty and frustrating process for the powerless”. They assert that people can be used as cheap labour and the excuse is that ordinary people are not capable of anything else than physical labour, that decision-making and planning are outside the ambit of ordinary people because participation is seen as interfering with the effective provisions of basic needs.

### **2.3.5 Involvement through Public Participation**

In comparing participation and involvement, Jagannadham (1979: 137) in Kotze (2009:37) describe participation as “to share in, while involvement implies that there is a feeling of belonging and that people become involved on the basis of this feeling”. He further stressed that “in development efforts if people feel that they “belong” to the various projects or programmes, it means that participation is not enforced”. The feeling of belonging follows according to Kotze (2009:38) and development take place, “when the local people are prepared for and desire to “process” the development plans and are to be permitted to make their own physical and economic input in implementing the plans”.

For development to take place “people’s involvement are important meaning that they are able to influence the organisation, structures and therefore influence efficiency although participation, does not guarantee the success of a project or programme but the right of the users is important”(Kotze 2009:38).

David et al (2005: 115) admits that participation by consultation, “though people “participate” by being consulted as professionals, consultants and planners listen to their views. These professionals define both problems and solutions and may modify these in the light of the

people's responses. But the process does not include any share in decision-making by the public, nor are the professionals under any obligation to consider the public's view point".

Effective participation to take place it "means that all participants must be informed and must hear and respect the view points of others, so that together they can make decisions that meet the specific needs within the realities and constraints of the situation" (Galvin et al, 2009: 14). This is in line with Davids et al (2005: 115) that "public participation includes public involvement in decision-making processes, in implementing programmes and projects, sharing in the benefits and involvement in efforts to evaluate such programmes". De Beer (2000: 271) in Davids et al (2005:117) relates the "distinction between public participation as "involvement" as weak public participation co-option, mobilization, a top-down decision-making process, an anti-participatory and manipulative mode of participation, while public participation as "empowerment" as a strong public participation, social learning process, build capacity, a bottom-up decision-making process". He equates participation with involvement as "the weak interpretation of public participation and that it is probably the most problematic concept in the public participation debate because it is associated with co-option, placation, consultation, informing and similar "slippery" concepts in the development debates". Participation with empowerment equates strong interpretation (De Beer 2000: 272) in Davids et al (2005: 115) that "it implies decentralisation of decision-making". It calls for a bottom-up approach in which power is given to civil society. Kotze (2009: 53) identify participation by empowerment includes "institution building at the local level since, in the final analyses; it is the local people who must make sustained development happen. Local organisations, by aggregating the demands and resources

of private individuals, can supplement and make more effective individual efforts, represent their needs more persuasively and help solve their problems more appropriately”.

Public participation as empowerment entails “self-mobilisation and public control of the development process” (Roodt 2001: 469-481 in Davids et al 2005: 117). This comes in agreement with skills transfer, during the implementation stage of projects in particular, attention is directed towards the transfer of hard skills which will enable community members to perform specialised tasks. By identifying such needed skills, the objective is to equip people with capacities which could be utilised beyond the project’s implementation stage, which will enhance opportunities for finding permanent employment.

Further studies shows that skills training and co-option are softer options for empowerment which could cause vulnerability among the development agencies and loosen their grip on the process of development. Thus, that “sometimes people are mobilised just to do some physical work and then they are taught various skills in order to do that labour and this is then called empowerment” (Swanepoel & De Beer 2006: 29-30). Communities are empowered by giving them more resources and authority to use these resources flexibly.

Empowerment approach to development, which is based on sense of justice and equality in relation to people, as well as ideas that individuals have, a set of entitlements for which the state is responsible to advance, promote and protect (World Bank 2005:5). Tacconi & Tisdell (1993: 413) in Swanepoel & De Beer (2006:30) define “empowerment as people having decision-making power”. They reveals that skills is only a tool of enablement with skills needed it only when people have correct information that they can make enlightened decisions.

Swanepoel & De Beer (2006:31) went further to define “empowerment as a mixture between the right to make decisions and the ability to make decisions which shows that empowerment, also includes information or knowledge, giving the power to make decisions should be coupled with a supportive function by providing the necessary information to make good decision-making possible”. The concept of community empowerment which is inherent in community participation is a form of poverty reduction strategy by which the political, administrative and fiscal powers are moved from the top to the bottom.

However in the study area, the local people are not mobilized to raise their awareness, or where they are trained, there are no effective capacity building programs to accelerate empowerment that will assist them to do things for themselves. The government establishment of small, medium and micro enterprises scheme (SMMES) have not really imparted on the lives of the locals due to no legal framework that can enable them access funds from banks to motivate this programme, which could be geared to integrate townships and rural areas in South Africa and help the them claim their position in developmental programmes.

In the aspect of integrating the rural areas and townships were the mostly the bulk of our marginalised and poor lives, local people cannot be mobilised without having any needs to meet. It becomes imperative to seek and define what the local people needs as expressed by them only.

The legal structures must be put in place so as to mobilise the local people for effective participation. The small scale businesses are vital to the economy, in partnership and sustainability people are propelled to acquire proper skills, if more people can be employed then poverty can be reduced.

The Small, Medium, Micro and Enterprises Scheme which have the capacity to alleviate the socio-economic status of mostly our rural areas and informal settlements in South Africa have not been given the necessary awareness it deserves to promote skills especially for the population. The next topic will discuss the various approaches of community participation which is a vital ingredient in connecting the people to the various developmental plan of uMhlathuze Municipality geared towards channelling skills and entrepreneurship of our people.

## **2.4 APPROACHES OR MODELS OF COMMUNITY PARTICIPATION**

Community participation can be viewed as a process of social change in which the people of a community organised themselves for planning and action to define their common and individual problem and execute them with maximum of reliance upon the resources of the community.

In this study, four different approaches to community participation by Fraser would be discussed bearing in mind, Fraser(2005:288) assertion about the definition of community, that need to be explored because many societies have been influenced by the west's(western world) tendency to priorities "private profit" over "public need", "individual" over "society" the "private sphere" over the "public sphere", "man" over "nature" and "expert" over "the public" .The Integrated, the social Inclusive and the Local Economic Development(LED) approaches to participation will also be discussed in this section.

### **2.4.1 Radical/Activist Communitarians and Transformative Approaches**

This approach holds the community in high esteem, it serves as sites of human identification that help subjugated people to survive. It serves as "a place of refuge from aggressive, competitive individualism, where ordinary folk concerned about discrimination, oppression and environmental degradation can meet to discuss common problems and issues" (Fraser 2005:293). It is associated with Marxists, Fabians, socialist, anarchists, and others who use ideas from critical theory, they priorities activities that seek to radically transform the global social-economic order, according to Birkeland (1999) and Mullaly (2002) in Fraser (2005:293). In radical transform the global social-economic order, in terms of goals, it links personal issues to those that are local, natural and global and it is done in all areas of life where people are

oppressed, alienated and excluded from full participation. It means re-distributed on the basis of need not profits making.

The radical/activist or transformative approach sees community participation by state authorities as a “smokescreen to the real issues of injustice not dealt within structural ways but are illusions of progressiveness that domesticate alternative views and re-align them with the interest of patriarchal and neo-colonial capitalism” (Fraser, 2005:295).

In looking at the advantages of transformative /radical approach to community participation, Fraser (2005:296) argue that “they relate to attempts to tackle the hard problems of injustice and environmental degradation, focusing attention on “big picture politics” a very clear vision for people interested in social and environmental sustainability”.

In terms of disadvantages of the approach, Fraser (2005:296), implies that this type of approach is ambitious and relatively difficult to institute, considering the profound changes required. It is not appealing to those who do not want to link their local community activity to global politics. This approach also “alienates many powerful segments of society and many ordinary people who remain unconvinced that there is a viable alternative to global capitalism”. The approach offers limited roles for state authorities and their professionals, and difficult for large bureaucracies to adopt, especially those influenced by electoral politics” (Fraser 2005:297).

#### **2.4.2 Empowerment Approaches and Progressive Communitarians**

This approach concept of community signifies the “temporal possibilities of collective sharing resources and decision-making to address social and environmental problems, across natural borders”. This group values “social justice, especially where the direction of the work and the

type of process instituted are concerned and as it linked to both environments and people, there may be more emphasis placed on incremental reforms than structural change” (Bishop 2002, Ife 2002, in Fraser 2005:291).

This approach are rooted in “liberal humanism, eco-feminism, post-modernism theory and the main goals of community work is to devise policies and programmes that balance social needs, well-being with environmental protection, address the impact of social inequality, and for most part, this is done without many criticisms made about the impact of multi-national corporations on communities and the expansion of global capitalism” (Washington, 2000:198).

Hendriks (2002:68) said that “Egalitarian, democratic and inclusive in orientatism, progressives who use empowerment approaches to community participation often personalise the connections they make with others and try to negotiate differences and/ or conflicts”. Using face to face interactions as well as electronic debates, forums, consultations and juries, conduct research, create and implement plans, including plans to become involved in large scale protest and contribute to wider policy and programme discussions.

This disadvantage of this approach emphasises “complexities and takes risks forming alliances with other groups that do not necessarily share its value base it is vulnerable to being hijacked by dominant groups’ interest and agendas”. Empowerment approaches are also “potentially problematic for talking about inclusion and diversity but facilitating participation that does little to remedy extreme forms of social disadvantage and environmental destruction” (Fraser, 2005:292). Many that use this approach are forced to rely on participation from members of established community groups because sufficient trust has not developed with under-resourced

and under-represented citizens. This means that some “citizens” groups remain under-represented, which Ife (2002) and Mullaly (2002) in Fraser (2005:292) identified as “indigenous and classified as “ethnic minorities”, are young, gay, lesbian, under-employed and reliant on public welfare benefits”.

The advantage of progressive/empowerment approaches to community participation, focus on justice maintenance and its compatibility with the philosophy of social and environmental sustainability. It is used to gather resources and institute rulings for ordinary people, people who otherwise might be at risk of exclusion for bureaucrats with progressive views or leanings and other state office bearers. It has the capacity to deal with anomalies and contradictions without becoming rigid or dogmatic, because it adopts more subtle understanding of power relations (Fraser 2005:293). It is attractive to people who have less faith or interest in completely overhauling the system because it is often less ambitious than radical and transformative approaches.

#### **2.4.3 Technical-Functionalist Communitarians and Managerialist Approaches**

Those who subscribe to this approach, look at “community engagement as important but not something that should disrupt the operations of capital” and they view community “as a body of relatively stable, harmonious and connected collectivises, using the biological metaphor of maintaining equilibrium” (Fraser 2005:289). Verspandenk (2001) in Fraser (2005:290) said that the main goals of this approach are to determine “optimal solutions” with minimal “fuss” and maximum “efficiency”. They seek to institute policies and programmes that are “scientifically proven” to work, they maintain the current social order. They are not averse to overseeing

change processes related to re-structuring, re-aligning and re-organising, they try to “standardise decision-making processes which are unfairly weighted towards those with a great deal of social status, rather than those who have little”.

According to Fraser (2005:290), using managerial community participation, “participation revolves around expert-driven consultations with community “stakeholders” including market research and used as a way to get others to ratify the views of experts”.

Mullaly (2002) in Fraser (2005:290) asserts that “political problems are usually solved by chosen experts who use technical solutions and participants are usually recruited through well-established and well-respected community groups”. They recruit people similar to themselves rather than ideology. Hollick (1995) in Fraser (2005:291) said that “because of their attraction to authority and order, reasoned debate consisting of written documents and website display, careful stage public forums run by politicians and their bureaucrats and public inquiries conducted over relatively long periods of time”. It relies on top-down forms of governance i.e. compulsory, competitive tendering system and other highly regulated form of community work. They have access to state resources and direct lines mainstream media, they are often keen to advertise “success stories” of community participation through news reports, newsletters and brochures (Fraser, 2005:291).

The disadvantage of this approach is that “it has a very limited capacity to ensure that socially and environmentally sustainable practices are incorporated across the board” (Birkland, 1999 in Fraser, 2005:291).

Fraser (2005:291) emphasised the advantages shows that it move efficient and erases conflict, shows neutrality, which is why it attracts the state authorities such as local and provincial governments, large social welfare organisations and established charitable trusts.

This model of community participation are mostly used in uMhlathuze Municipality council in finding the ways of lifting the communities out of poverty and help to actualise the aim of the social and economic development on development strategy(3) of municipal system Act of the Integrated Development Plan. It is used to improve physical and functional integration within the city of uMhlathuze, whilst protecting the city's natural resources and asserted through effective environmental management, in order to improve access to opportunities and create them through economic growth and upliftment communities.

#### **2.4.4 Economic Conservative Approach and Anti/reluctant Communitarians**

Ife (2002) in Fraser (2005:289) said that liberalism are the orientation of most anti or reluctant communitarians. This approach looks at the cost-benefit analyses to decipher whether a project, service or programme should proceed, with people usually described as individual consumers rather than citizens. Mullaly (2002) in Fraser (2005:289) said that “communities that do not contribute to profit-making activities are usually ignored”. This approach having faith in top-down decision-making processes canvasses for a “strong leader who can make the hard decision, also hope to use it to circumvent opposition, secure government sponsorship to maximise private and generate good public relations, lobby government to provide business with tax incentives and other subsidies” (Fraser, 2005:289). This approach does not see community involvement as

not actual effort and does not value the existence of community supports and does not care about justice or social and environmental sustainability.

In summary, Fraser's four way approaches to community participation have similarity to Theron (2005:115) modes which are Anti-participatory mode, the Manipulative mode, the Incremental mode and the Authentic public participation mode, here their well-being are enhanced in terms of income, personal growth and other values that they cherished.

Fraser's approaches depends on the values one holds is the model that should be selected and it shows that the way community participation have been administered in our communities from the perspectives of program initiators or administrators whether government, NGOs and other agencies.

The models of Managerialist/Technical-functionalist and the Empowerment approaches of community participation are mostly used in uMhlathuze Municipality in finding the ways of lifting the communities out of poverty and help to actualise the aim of the social and economic development on development strategy(3) of municipal system Act of the Integrated Development Plan.

#### **2.4.5 INTEGRATED APPROACH TO PARTICIPATION**

The Integrated Approach to people's participation includes identification of problem in policy formation or adoption, identifying the purpose for participation, select appropriate citizen participation techniques, estimate participation and production costs and more from public opinion to public judgement(Copper & Crutcher 2009: 18). The increase in participation on the part of community in decision making, constant interaction between execution, planning and

evaluation as well as diversification and strengthening of the support given to local capacity for institutional organizations in a simple or medium term intervention is what integrated development planning advocates according to (Maxwell & Conway 2000:7).

The integrated approach as advocated by Parnell & Pietersen (2002) in Davids et al (2005:134) should be “used as the vehicle for grass root development and public participation by integrating all sectoral programs and projects with the local authority’s own development activities to comply with requirements of National Acts and white papers that aim to facilitate development and democratisation”. Community participation is “now an institutionalised form of local governance and it demonstrates a shift from pursuing a pure self-orientation to a collective orientation to tackling poverty alleviation for the benefit of the community” (Muthuri, Chapple & Moon 2008:440).

The city of uMhlathuze Integrated development plan especially on human settlement according to the Annual Report (2008/9:12-13) stated that “the municipal government have built houses for low-income earners, refurbished units of hostels and are embarking on some housing projects in the rural areas”. The informal settlements have to be involved in the Integrated Development Plan focus because they are part of the community because this approach seeks to deliver services and programs. The integrated approach to citizen participation to include “identification of problem in policy formation or adoption, inputs to rural areas through change agents and self-help projects (Swanepoel 1998:3). The effectiveness in creation of awareness by educating the people on the need to participate but most rural and informal settlements are mere recipients and not actors (Nekwaya 2007:29).

The South African Yearbook (2008/9:472) states that the “Integrated community-based care program is geared towards encouraging children from child-headed household to remain within and participate in communities of their birth, assisting orphans and vulnerable children(OVC) access to treatment, food, skills training, psycho-social support”. The establishment of community based drop-in centres and child care forum where children are given meals and a packed lunch, homework and life skills programs are part of the integrated development plan put in place to support vulnerable children.

Golobic & Marusic (2007:994-8) observed that the “the in-depth analysis of local knowledge, values and considerations of preparing proposal have proved to be valuable input into traditional participation workshops that foster an interactive participative planning process where by conflicts are resolved through the use of traditional questionnaire combined with mapping of chosen responses in acquisition of existing local knowledge”.

#### **2.4.6 SOCIAL INCLUSIVE APPROACH TO PARTICIPATION**

Social Inclusive and community participation according to O’Riordan (2005:173-174) applies to “negotiating procedures that have full representatives so as to be accepted to all stakeholders and the participatory procedures must be pragmatic and timely”. In the development and “practice of a service user academic post provided for students was a powerful role model that also benefited a wide academic community, the post proved an effective method to promote service user participation and began to integrate service user perspective within the educational process” in this social inclusive model by(Simons, Tee, Lathlean, Burgess, Herbert &Gibson 2007:245).The social inclusive approach help to achieve optimal involvement of participants in the post

program, although “organizational factors inhibited attempts to achieve socially inclusive practices but the expectations of the role and unintended discriminatory had an impact on achieving full integration of the role(Simon et al2007:250). The Australian government in 2008 through the social inclusion units states that “social inclusive society is one in which all Australian feel valued and activities, training, education, connecting with people there by having a voice influencing decisions have the opportunity to participate fully in the life of the society and to achieve this vision. It means that all the people will have the resources, opportunity and capacity to learn, work, engage in the community and have a voice”. Six priority focuses are: “Agenda” were people learn by participating in local civic, “cultural and recreational” that affects them. “Programs and initiatives” these are focused on locations with greatest disadvantaged and helping homeless people and jobless families with children. “Partnership and Collaborations”, “Resources” and “Have your say” (Simon et al 2007:255).

Marchi & Ravetz (2001:5) assert that “some multi-national corporations have changed their approach towards the public by becoming more inclusive and participatory on issues such as the management of environmental, health risks and the development of new products and services and are now carefully monitor public opinion”. The introduction of inclusive participatory mode in the relationship between the multi- national corporations and the communities have brought abandonment of harmful policies on innovations by the corporations because of public dissatisfaction, outrage and anxiety.

The city of uMhlatuze municipality could definitely look inwards to apply this approach in involving effective participation, “proposals are enhanced as part of long-term revaluation of

changing approaches to governance for sustainable development and unless there is a change in the design and management that procedures put in place”(O’Riordan 2005:174).

The social Inclusive approach tends to avoid tokenism and mistreatment where all members of the community have the opportunity to participate fully and feel valued; the uMhlathuze Municipality should approve or apply this approach in service delivery especially in the rural and informal settlements in the study area. This approach stresses that all groups in the community may face different challenges and cherish diverse aspirations notwithstanding the fact that they live within one locality, all should be included in the participation process. The dominant aims of development whether in rural area or elsewhere is to bring about an improvement in the living condition of great majority of the people including the poorest of the poor.

#### **2.4.7 LOCAL ECONOMIC DEVELOPMENT MODEL**

According to Blakely & Leigh(2010:95-98) defined local development as “a process that emphasizes the full use of existing human and natural resources to preserve and increase a community’s standard of living that is based on the principles of equity and sustainability”. The components of the local economic development includes “locality which is the first phase were preservation and quality of available human resource based on its natural resources are determined by opportunities rather than exploitations of the area”. In the “organizing a proper structure from community social and institutional network makes the community an economic viability and invites firms to locate it”. Second phase is the “business and economic based this is where clusters of competitive industries linked in a regional network of all types of firm creates new growth and income, through the accessibility and assemble of information and resources by

the communities itself that they can build their own future on open political process that places local citizens in a position to plan and manage their own economic destiny”.

Third phase is on “employment resources”, the need to have “a technological innovation and a comprehensive skills development that leads to quality jobs, higher wages where by enhances the value of people and community utilizing the natural resource and supply of labour to fit its economic opportunities” (Blakely & Leigh 2010:96).

The fourth phase by (Blakely& Leigh 2010:96) is the “community resources, here many community groups are to be established to have a broad foundation for competitive industries by collaborating among themselves which will contribute to the success of any economic development project that will be initiated in the area”. The project when completed the various groups will be disbanded so to pave way for different network of organizations for the next programme or project.

Blakely &Leigh (2010:98) agreed that “to meet the challenges in creating solid foundation for sustainable development, the public and private sectors must work together identify, support, foster a strong business sector that increases local economic development and governments removes barriers in existing regulations and programs”. This assertion will help checkmate economic inequality, encourage the upliftment of women and vulnerable groups, the poor, as well as “counters trends in global warming, preserve natural resources and raised the standard of living”.

The local Economic Development policy of the uMhlathuze municipality cut across Tourism, Craft development, SMMEs will be analyzed in the responses gathered from the field in other to

verify if they have impacted to the lives of the people in this study and to understand the role these programs have played in upliftment of the communities in the study area.

In summary, the approaches discussed so far, no one independent concept can be used to interpret the mechanism upon which this study was anchored consequently, the study have explored the Fraser's models of community participation and also adopting the empowerment and managerial or technical-functional model because of its closeness with the integrated approach, the local economic approach which are the development plans of city of uMhlatuze government.

The social-inclusive approach should be included as policy of the uMhlatuze municipality to accommodate all groups living in the area whether in the rural, informal settlements etc, in addition to LED, so that participation will be all encompassing and as a continuous process through integrated, inclusion and local economic upliftment of the people to empower the people for capacity building and sustaining participation.

## **2.5 THE PHENOMENON OF SOCIO-ECONOMIC STATUS (SES)**

Socio-economic status denotes the position of an individual in a community with respect to the amount of cultural possession, effective income, material possession, prestige and social participation. Oladipo and Adekunle (2010:64) state that SES "denotes the position of an individual in a community with respect to the amount of cultural possession, effective income, material possession, prestige and social participation". The factors, which accounts for the SES of Individual in a society, are determined by the society.

Willims (2004:7) citing Mueller and Parcel (1981) defines SES as the “relatively positions of a family or Individual on a hierarchical social structure, based on their access to, or control over, wealth, prestige and power”. He remarked that, “in economics, where the intention is often on measurements, tends to be conceived of in terms of its proxies, such as income, education, or occupation while in sociology where the concepts emanates from, SES is very much conceived of interims of societal rank, prestige and position”.

Socio-economic implies two scopes namely social and economic, the social scope includes authority, occupational prestige, education and standing in the community while the economic scope includes employment income, home ownership and financial assets, also it could be divided into three categories which are low SES, middle SES, high SES.

In South Africa, “the hierarchical structure of society, including access to wealth, prestige and power, was constructed to be on the basis of race through decades and even centuries of institutionalized inequality” (Taylor & Derek 2009:7). They said that “the restriction was achieved by placing where people could live, type of education they had, access to and the work occupations they had access to. They asserted that “history shows that SES is distributed along racial lines and it is ill advised to attempt to untangle race and class in the case of South Africa”. Davids et al(2005:37-39) supported this statement reports that “a significant proportion of the South African population does not have access to basic materials conditions of survival such as water, sanitation and electricity and millions of people live in poverty and experience inequality as far as access to economic, political and symbolic power is concerned”. In the general household survey (2006) shows that in South Africa in 2006, “31% of black children between the

ages often and twelve lived in a household with neither parent present, 41% of black children lived with a single parent and only 28% lived with both parents present, 80% of white children and 89% of Indian children between ten and twelve lived with both parents present” (Taylor & Derek 2009:7).

The uMhlathuze municipality Development Strategies contains in the Municipal Draft (2010/2011:52-53) of the Integrated Development Plan shows “the challenges faced by the socio-economic sector to include weakness interims of high levels of poverty, particularly in rural areas, the threat posed by the severe impact of HIV/AIDS on the population”. The key Priorities of the municipality faced with challenges by uMhlathuze IDP processes involves, “community upliftment and empowerment of rural areas, economic development and attraction of investment that is focused in specific nodes to benefit the entire area, maintenance of development standards in urban areas”.

This paper, noting the importance of participation on which any developmental programmes for empowering the communities sought to determine the impact of the socio-economic status (SES) of the people in uMhlathuze municipality, examine the relationship between the SES and some personal characteristics, such as educational level, household survey, household income, employment level, gender, program participation, leadership position of the people in uMhlathuze municipality.

### **2.5.1 Socio- economic Factors and Participation**

According to Musukwa (2001:20) observed that “Citizens are reluctant to participate if they are frustrated by the rising cost of living and economic conditions that could deprive them of their peace of mind and desire to effectively participate in programs”.

Wall, Pettibone & Kelsey (2005:155) and Beaulieu & Smith (2000:88) were in agreement that “leaders must make effort to recruit and involve people both racial and ethnic diversity and with low socio-economic status as their interest and concern should not be ignored, that recruiting only those with higher echelons of the society promotes elitism”. To encourage democracy within the program is to engage individuals from a range of socio-economic status levels through out the community.

Community needs motivation and a thorough understanding of their political system, civil rights and responsibilities of various levels of government in-order to intelligently participate in local issues (Hussien2003:278). Socio-economic factors such as lack of effective civic education, illiteracy and poverty which culminate in a tendency towards apathy, hampering community participation in both development and political processes where identified by Hussien (2003:278). To sustain community participation in development program requires appropriate management styles and adequate numbers of highly qualified personnel. Galvin et al (2009:14) reiterated that “participation is the cornerstone of accountability where officials, politicians and beneficiaries all have a responsibility to ensure the decisions are sound, workable and are abided to”.

Participation in community development programs cannot survive in the absence of political tolerance. Hussein (2003:278) argues that “participation in political process and community development programs may be influenced by attitudes and perceptions of local people regarding their representatives or those who advocated the program, there is need to encourage people at the grass root level to participate and also on the part of the representatives to provide tangible outcomes in terms of roads, bridges, schools, clinics and affordable quality services”. The need to address the socio-economic and political factors at the local level that hinders community development through civic education, and training for management skills, orientation exercises for staff assigned to the program, capacity building on developmental programs at all levels to promote effective participation.

### **2.5.2 The relationship between (SES) Educational attainment and Participation in programs**

The quality of education a person receives is a basic determinant of higher chances in life or the number of opportunities that are open to the person, also the more educated people, the higher level of man power development. Literacy plays a significant role on the “socio-economic capabilities of people not only on culture but also to expand networking and social relations that help to facilitates access to positions of influence and power in the society” (Willims 1997:22). Wall et al (2005:153) points out that “socio-economic status has a significant impact on an individual’s level of participation and also levels of education and income were significantly related to community commitment”.

Angba, Adesope & Aboh (2009:350) finds out that “as one attain a higher level of education, attitudes towards participation in community development is likely to be more favourable”.

Oladipo & Adekunle (2010:74) observed that “individuals with higher educational attainment are usually being faster adopters of innovation” and studies have shown that educational attainment help people to participate and adjust to new trends to better the society, Schaefer (2004) and Rogers (2003).

Taylor & Derek (2009:8) state that “parents with better educational attainment and high SES including social prestige are more likely to get involved in the school community, thus increasing the sense of accountability school staff feels towards the parents and contribute to school quality”. Studies have shown that parents with better educational attainment can adversely influence their children’s education and the ability to integrate well in the society and participate in programs that are geared towards development of the community (Lee & Burham (2002), Hanushek & Woessman (2007). Youths that are educated appreciates more developmental programs than less educated youths (Kryger (2008), Angba et al (2009) and Imoh, Nwachukwu & U James (2009). Agustin & Gultiano (2008:2) observed that mother’s educational status have a positive effect on the cognitive development of children. Study has shown that “lack of meaningful education and urban exposure led to poor participation in development programs especially at the higher levels in committee membership and office holding” (Imoh, Nwachukwu & U James 2009:73). When people begin to experience disadvantages in educational opportunities it could open a set of disadvantages such as inability to participate in developmental programs in the community, also that higher literacy level is one of major determinants of favourable attitudes towards participation in developmental program.

### **2.5.3 The Relationship between (SES) Income level and Participation in program**

One of the determinant indices of one's economic status is the income level; also there is a high correlation between the level of participation" and in another view also "effectiveness of community participation was strong, also one's educational attainment and the type of employment available to the person. Kruger et al (2003:446) asserted that" household income was positively related to grass root, and also positively influenced by the competency of the household leader's ability to access information, higher income and assets, higher sense of democracy and public interest" (Chesoh 2010:146). Studies have shown that individual and economic security variable especially income were major factors affecting community participation, Chesoh (2010:14), and Ur-Rehman Chisholm (2007:173).

Kim, Hagedon & Williamson(2004:14) asserted that "household income positively related to the participation of adults in educational activities program", this assertion was in agreement with studies that showed that adults who have worked in the past 12 months were more likely to have participated in work- related courses than those who had not worked (Kim & Creighton(2000:67) and Bigio (1999:166).

Bagherian, Bahaman, Asnaralkhadi & Ahmad (2009:254) observed that high level of satisfaction of prior programme and high level of alternative income increases level of community participation. Persons who were satisfied with previous programmes, knowledge about programmes are more likely to participate in programme activities.

Zbinden & Lee (2005:269) observed that "household income influences participation in programs with years of schooling and that income is a proxy for management skills and

experience gained from prior program shows significant determinant of participating in future programs”. It was observed that in South Africa, income according to Davids et al (2005:38) “was used as the basis on which eligibility for grants and subsidies such as pensions and housing were calculated”, also “that income perspectives relies on simplistic assumption of full employment”. Seekings & Nattrass (2005:188) states that “under apartheid inequality in the distribution of income remains acute despite economic growth, that in the top end of the scale some lived a luxury lives while in the bottom end many lived in abject poverty”.

Baker (2000:98) in accessing the income gains from TRABAJAR program in Argentina, observed that participants do experience income gains as a result of participating, also “that the net income that accrue to program participants was achieved to be accurate due to the resourceful use of existing national household survey data and this achievement improved the quality of information on household welfare in areas of access to social services and government social programs”.

Link & Phelan (1995:80) found out that “those with higher income levels participate more in community commitment, future directions issues and community dedication; also that socio-economic status of people often limits their access to the decision-making process excluding them from community affairs”.

Income plays a big part in participation due to the incentives or stipends that were given to participants to encourage the poor, disadvantaged ones which becomes an alternative income generating mechanism.

#### **2.5.4 The Relationship between (SES) Employment Level and Program Participation**

Gainful employment is a basic requirement for steady income and sustenance of life especially for household heads. Angba et al (2009:348) linked employment or occupation and educational level influences youth's attitudes towards participating in community development programs. Jepsen, Anderson & Sorensen (2009:3) found out that employment was associated with the survival of cirrhosis patients who took part in that program. Dray-Spira, Gueguen, Ravaud & Lert (2007:1-3) agreed that employment status contributed in participating in HIV/AIDS programs therapies from the early times of the infection. Employment status and occupational types are linked to participating in adult educational programmes and that people with professional or managerial occupation participate more than those in the sales or support occupation (Creighton & Hudson 2002:13).

Wall et al (2005:153) observed that employment status have a significantly impacted on an individual's level of participation and it correlates with the educational and income that are significantly related to community commitment. Prior employment status aid in the participating in local development program in Nicaragua thus enhances improvement of women and vulnerable groups participate in formation of cooperatives alliances through the system of incentives and co-financing (Mitlin & Satterthwaite 2004:114). Prior occupation status have aided in voluntary participation and help to improve participants self-esteem according to Bigio (1999:164). All the above studies have shown the relationship between employment status and participating in programs, but the most of studies did not state if time spent at work affected peoples' roles in taking part in developmental programs in the community.

### **2.5.5 The relationship between (SES) Family Size and Program Participation**

The house hold is the smallest decision-making unit in any society and the decision taken daily affects the household and a collective long-term effect globally. Imoh, Nwachukwu & U-James (2009:73) observe that “as household size decreases, participation in community development programs increases and confirms to prior expectations that community members with small household size will participate more than large households because of the heavier burden of household sustenance”. Seekings & Natrass (2005:193) stated that “African household descent was patrilineal, even when the mothers are unmarried and that kinship was agnatic which comprises of extended families including three generations, also children are often raised in household separate from those of their biological parents, marriage was less important than descent”.

Clark, Kotchen & Moore (2003:245) finds out that participants with higher income and fewer members in the household participate more in programs in community. This agrees with Nokshin, Gwinskayah & Garcia (2000:21-23) that “mothers in larger households are less likely to work and are more likely to use child care facilities and the costs of child care can be expected to affect women’s labour force participation. Arthur (2006:104) observed that small family size enjoy better economic and social lives which have great influence on better understanding of environmental conditions. Haq, Vanwing &Hens (2010:76) agreed with this assertion when they observed that “larger family size hampers participation in programs as a result of lower educational attainment of children from larger family size”. Families with large size may not allow women to participate in socio-economic development due to routine burden of meeting the needs of many children.

### **2.5.6 Socio-economic Developmental Programs and Women's Participation**

The policies and programs are affected by the choice a society makes in any given social and physical environment but to achieve this objective, it requires full participation of all segment of the population. Socio-economic development is concerned with the development of the society in its totality. The Small, Medium, Micro and Entrepreneurship program is one of the socio-economic development programs under the Local Economic Development of the uMhlathuze municipality and one of the key components of developing the South African's economy. The aim of establishing this scheme is to help setting up businesses and skills acquisition in the poor, vulnerable groups in the townships and rural areas. SMMEs program in South Africa "aims to ensure that all sector development policies incorporated the goals of maximizing the contribution of small business to the economy, also ensuring that they form new industrial development flow through rapid inclusion of those in most urgent need of employment and skill development" (Impact 2007/8:23).The Khula Direct Model allows "Khula to lend funds directly to small business rather than stand surety for a commercial bank loan, have improved in offering business ownership training, research and networking opportunities, mentoring and are in partnership with government, business chambers, commercial banks since its inception in 1996" (Mabanga, Financial mail, July 30,2010,p2).The small business which are the backbone and vital to any economy, through the SMMEs are empowered by funding. Munshi quoting Kekana in Financial Mail (Sept10, 2010, p54) states that "if just 10% of the estimated R200 billion spent on BEE deals had been directed at SMMEs, development impact would have been achieved than what BEE has achieved so far". SMMEs needs partnership and sustainability for people to be properly skilled and developed for economic emancipation but the issue of creating awareness is

vital especially to the rural, informal settlement where people are not well informed about most of these schemes. Loyiso quoting Ntuli in *Business Day* (July 29, 2010 p2) observed “that government should be on the drive to cut the bureaucratic red tape makes it difficult for small business to access finance easily, the complicated, taxing and laborious application process to get funding from the institutions must be discouraged so that poor communities could easily access funds”.

Women participation in development programmes is vital with the adage that says “train a woman, you train a nation,” have proved the significant role women plays in the socio-economic development in the community. Nkosi (2010:57) finds out that women plays important role in agricultural labour force in growing fresh vegetables and small rural projects help them to earn money, also that 90% of the community members that took part in such programmes such as brick making, weaving, crafts, tree planting are women. These income generating programmes help to alleviate poverty and stimulate economic growth.

According to the *South African Yearbook* (2010:549), emphasized the need to encourage women to participate in the construction Industry, through the establishment of the Housing Indaba under the theme” Entrenching women’s participation in housing delivery”. It aims to “explore the role women plays in construction and housing delivery, for them to share their experiences, to network and development of skills, training and enterprise in the housing industry”. Nwachukwu (2009:83) found out that low participation in development programme by women in the community rob them of being empowered and ensure socio-economic advancement for women. A study in Zambia found out that households with surviving maternal grand parents or

with a male-head who has many sisters are significantly less likely to originate street children, thus supporting the role women plays in poor countries, to increase the policies aimed at empowering women (Stobble, Olivetti & Jacobson 2010:1).The Victim-Empowerment programme (VEP) provides trauma support and counselling services to the victims of violence and crime, also the One-stop centres, Stop Abuse helpline, Anti-Rape strategy for prevention of sexual violence against women and children are some of the programmes geared towards providing accessibility services to victims with the department of Social development, the National Network on Violence Against Women, United Nations Office for Drug control and crime prevention, Interdepartmental management Team, South African Police Service (South African Yearbook 2005:550). Some of the programmes initiated to empower women and to provide economic and development opportunity and services to “unemployed women with children under the age of five years living in deep rural areas and previously disadvantaged informal settlements” includes poultry and egg production, vegetable gardens, garment-making, beauty saloon, carwashes, eating houses, child minding, paper and fabric printing etc (Yearbook2005:549).Akpabio (2007:6) agreed that “a closer focus on women’s activities and desire will make the society more responsive to the need of the people and women should utilize a group-based approach in their empowerment activities”.

The 1995 Beijing Declaration, the 2000 Millennium Declaration, the FAO Gender and Development Plan of Action (2002-07) have all endorsed comprehensive plans of action to improve the conditions and rights of women and their communities, to combat poverty and hunger and ensure the inclusion of women in all efforts at ensuring sustainable development (Chen et al 2005 cited in Akpabio 2007:1).

## **2.6 THEORETICAL APPROACH OF SOCIO-ECONOMIC STATUS (SES) TO PARTICIPATION**

The theoretical approach to consider in this section includes the Social Cognitive theory, the Social Structural theory and the Participatory Learning and Action (PLA) will be discussed in this section.

### **2.6.1 PARTICIPATORY LEARNING AND ACTION (PLA)**

Local people have the experience and indigenous knowledge base to come up with appropriate solutions to their problems in the environment. The challenge is to integrate the role played by government as change agent with the role of self conscious people by applying their indigenous knowledge system in a planning partnership (Theron & Wetmore 2005:158). There is always a paradox of what development should be in the minds of the local people and the view of the change agent be it government or the facilitators of the development programs in the community.

Participatory Learning and Action (PLA) was described by Chambers (1992:1) to include all methods, approaches and attitudes used to assist people to share, analyze, enhance, to act upon. PLA was envisaged to have “tried to set human beings in their relevant social and historical contexts and upholds the view that human intelligence are active, selective, creative and continuing creating its own social reality” (Johnston 1986:11-54 cited in Theron & Wetmore 2005:158).

Chambers (1992:8-12) identifies “three foundations that are the main blocks in which a participatory self-reliant development should be firmly rooted in which are methods, behaviour and attitudes and sharing, this three dimension in participatory learning and action are rooted in

humanism and a part of social learning or conscientisation that is part of development strategy and a means and end in itself”.

The conscientisation of the local people or social learning is part of the participatory development the people knows what their paramount challenges are and how to tackle it, taking the change agent or facilitator being the catalysts to help to arrange it. In conscientisation, the Freirian theme which emphasizes that the poor and exploited can be enabled and empowered to conduct their own analysis of their reality was developed by Freire (1972). It is in the core principles of the activist participatory research which are one of the five streams that run parallel to PLA, and have its key ideas which, Theron (2005:160) advocated that “outsiders have a role as conveners, catalysts and facilitators’, but should help the weak to be empowered and for the poor who are creative and capable be involved in the investigation, analysis and planning on their own”.

Participatory Learning and Action is a continuous process through participation of the people, develop their own researchers, planners, implementers, actors in order to acquire self-reliant and also for sustainable development to take place there should be a reversal in learning, tasks and status accompanied with the principles in Integrated Development Plan, Local Economic Development, Public Participation Plan and the Integrated Rural Development to serve as development vehicle (Theron & Wetmore 2005:164).

To implement the PLA at the local level, it means that the researcher or changed agent should be in a supportive and facilitative role and should engage in a mutual trust, commitment to working with democratic values with participants, understand, respect and communicate with

communities effectively which Babbie & Mouton (2001:318) called “de-classing and de-professionalizing” as part of social learning process and capacity building.

Group learning process is a vibrant strategy revealing their complexity that could be realized through group analysis and interaction; emphasis should be on the importance of analyzing and overcoming power differentials which work to exclude the poor and the marginalized. The emphasis should not simply to promote participation but to assess the quality and the impact of participation.

PLA is all encompassing in any way it is viewed, the uMhlathuze municipality should endeavour to include the PLA strategy in channelling the participatory development process with their IDP, LED, PPP strategies it has been adopting in development process in the local communities especially the informal settlements and the rural areas for rapid involvement of the local people and speedy development.

### **2.6.2 SOCIAL COGNITIVE OR LEARNING THEORY**

This theory emphasizes that people learn through observing others’ behaviour, attitudes, and outcomes of those behaviours. Bandura is the chief proponent of this theory, he state that “Most human behaviour is learned, observationally through Modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action” (Bandura1986:35). Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences.

Davis (2006:1) point out that Social Cognitive theory “provides a framework for understanding, predicting and changing human behaviour, it identifies humans behaviour as an interaction of personal factors, behaviour and the environment”. Bandura (1986:206) states that “Self – Efficacy is a person’s belief, which the person can successfully carry out courses of action required to deal with various prospective situation containing many ambiguous, unpredictable often stressful elements”.

According to Bandura (1986:207), a necessary condition for effective modelling includes:

Attention —factors increase or decrease the amount of attention paid. It includes distinctiveness, affective valence, prevalence, complexity, functional value. One’s characteristics (e.g. sensory capacities, arousal level, and perceptual set, past reinforcement) affect attention.

Retention — remembering what determinism”, that is, the world and a person’s behaviour cause each other, while behaviourism essentially states that one’s environment causes one’s behaviour, Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behaviour causes environment as well.

Later, Bandura soon considered personality as an interaction between you paid attention to. It includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal. Reproduction- reproducing the image, Including physical capabilities, and self-observation of reproduction. Motivation — having a good reason to imitate, Includes motives such as past (i.e. traditional behaviourism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model).

The self- efficacy judgment are related to whether or not an individual will under take particular goal-directed activities, the amount of energy put into the effort and the length of time that the individual will persists in striving to achieve a particular goal.

According to Lent, Brown & Hackett (1994:82) emphasis that “it recognizes mutual, interacting influences between people, their behaviour and their environment, personal attributes external environmental factors and overt behaviour as all operates as interlocking mechanisms that affects one another bidirectional”. Bandura believed in “reciprocal three components: the environment, behaviour, and one’s psychological processes (one’s ability to entertain images in minds and language).

Social learning theory as part of participants learning through observation have influenced participation in many areas of community participation, studies have shown that prior program satisfaction influences future engagement in participation, Kim & Creighton(2000:67), Bigio (1999:166) and Bagherian et al (2009:254).

This theory explains the impact of low- SES on employment, “the low proportion of adolescents from low- SES background in the workforce might be explained by the combined and interactive result of poor work attitudes, a lack of positive role models and the direct result of workplace discrimination” (Rojewski 1997:112).

The application of this theory on SES reinforces the motivational aspect, in that past motives and prior employment status aids reinforcement to participate in programmes (Mitlin & Satterthwaite 2004:114 and Bigio 1994:164). Higher level of satisfactions of prior program aids participation

(Bagheria et al 2009:254 and Baker 2000:98). Finally, the imagined incentives would reinforce participation as participants would be encouraged by provision of stipends.

### **2.6.3 SOCIAL STRUCTURAL THEORY**

To examine this theory in line with the socio-economic perspective in relation to participation was propounded by Kerckhoff (1976) and Meyer (1987). The theory emphasis “on the role of external factors i.e. the role of extra- individual or structural forces that place individuals into occupations or reward their efforts on the basis of group characteristics such as gender, race or their placement in an external structure, such as dual labour market or an occupation with no, or minimal promotion ladder” (Meyer 1987:46). The Structuralist theory, therefore suggested that the individual low status and low wages emanates as a result of different opportunities available to certain type of person in the society.

Goldbergwood &Tully (2006:17) explains that “structures are intended to be understood as sets of narratives and their related socio-cultural and local interactions that have persisted overtime to the extent that they are considered to become institutionalized”.

Structural Social theory is based on the premise that the environment is the catalyst of social problem and not the individual, also that the clients or sufferers are not the cause of their problems but social arrangements could be the reasons for problematic situations that are defined as products of those who suffer from them.

Bellefeville & Hemingway (2006:7) agreed that “social structural model focuses upon the larger, overarching culture or society, its needs and how it functions, the needs and the behaviours of society at large not those of individuals, also on how well they fits into their cultural milieu and

if their actions enhance or undermine the health, strength and effectiveness of the larger culture”. However, the Goldbergwood & Tully (2006:21) proposed four professional practice ideologies in which the government at any level and other facilitators could use to alleviate the low status of the people are as follows:

- i. The need to connect people to the needed resources
- ii. To change social structures that limits human functioning when possible
- iii. To help people negotiate their problematic situations
- iv. To help people deconstruct socio-political discourse to reveal its connections to their daily struggles.

In the researcher’s views, if these principles can be achieved, it will help alleviate the low status positions of the people thus enable them to effectively participate in decision making. The theories discussed in this section aid to an improved participation in our communities. They should be linked to practice to enhance fruitful, encompassing community participation, there by increasing the scope of community engagement in developmental programmes. If the principles discussed so far are implemented, participation would become a prioritized issue in community.

In summary of this section, the PLA, the Socio-structural and the social cognitive theories were discussed to show how they linked to socio-economic status (SES) to participation, all having to do with social learning, attitudes, behaviours with a positive role modelling, reinforcement of past and imagined (promised) incentives enables to improve and effect participation in developmental programs in the community.

## **2.7 FACTORS THAT HINDERS PARTICIPATION IN THE COMMUNITY**

There are several factors that hinder participation in the community, which will be discussed as follows:

### **2.7.1 Lack of financial capacity or Economic power**

Financial or economic power plays an active role in developing the communities and for them to gain access to resources is necessary for effective participation. The weak economic power or financial positions of the rural, informal settlements, townships even the urban poor communities only reduces their capacity to participate in developmental programs (Kakumba & Nsingo 2008:116). Economic growth without creating jobs and income inequality could induce participation apathy on the citizenry and there is need for redistributive economy especially to the rural and other disadvantaged areas.

Dauids et al (2005:221) citing the United Nations Agenda 21 of 1992, where of the opinion that the local people's ability to practice sustainable development on their lands has been limited by economic, social and historical factor.

### **2.7.2 Political factors**

Participation in developmental programs cannot survive in the absence of political tolerance. Participation in development programs in the community may be influenced by attitudes and perceptions of the local people regarding their representatives and also the need to encourage people at the grass root level to participate and the representatives to provide tangible outcomes such as affordable quality services(Hussien 2003:278). Participation according to Galvin et al

(2009:14) is the “cornerstone of accountability where by officials, politicians and users all have a responsibility to ensure the decisions are sound, workable and abided to”.

Lack of political commitment on the side of the central government towards effective devaluation of powers obvious in the constant control and meddling in the functioning of local government units and this situation may worsen the degree of stability, decentralization, and free enterprise system of the local government (Kakumba & Nsingo 2008:115).

### **2.7.3 Lack of information and general knowledge**

The desire to know about and have access to information about government programs and services are what most communities’ lack. Galvin et al (2009:14) were of the view that “effective participation means that all participants must be informed, must hear and respect the view points of others, so that together they can make decisions that meet the specific needs within the realities and constraints of the situation”. Dukeshire & Thurlow (2002:3) asserted that rural people feel that there is a lack of access to information about programs and services initiated by government and the difficulty in obtaining general knowledge on government policy.

Local knowledge is critical to informed decision making and only local people who understands the local complexities can help to effect participation, it is inevitable that their voices, ideals, fears, aspirations and concerns must be accommodated and put into use. Davids et al (2005:115) agreed that “the participation of people in telephone interview, answering questions from questionnaires and other types of public participation, there was need for information, education and communication (IEC) materials and appropriate strategies to reach out to the community”. It will enable them to contribute and be involved from every stage of the program.

#### **2.7.4 Lack of supportive policies and incentives**

People will boost participation if the government policies and programs are consistent, it will be supported. This could be attained at the local level by “retraining and re-orientating local government officials to become changed agents at the grass roots where they will work as partners with the people in implementing and planning of the programme”(Theron 2005:129).

Incentives being provided by government or the facilitators could trigger effective participation. Kakumba &Nsingo (2008:118) asserts that the pathetic socio-economic position of the people obstructs them from meaningful participation. There should be provision of stipends for participants no matter how small it is, thus, it could enable them to participate. Mitlin & Satterthwaite (2004:114) observed the need to improve the socio-economic conditions of the poor population, with a special interest in women and vulnerable groups through incentives.

#### **2.7.5 Lack of periodic monitoring**

Theron (2005:130) agreed that development could only be supported and sustained if the public are allowed to monitor the development programs and projects, involves in the planning. To form an ideal should be with local settings including implementation in their mind on how participation should be with local settings including implementation of the programmes. The person having been part of the decision making and action takes care in monitoring of the programs and to offer innovative ideas to improve on it. The facilitators either government or non-governmental organizations, even other agencies should ensure periodic monitoring of the programmes and projects initiated in the communities to protect it from theft, vandalisation and the beneficiaries would be keen to protect the it.

### **2.7.6 Time constraints**

Lack of quality time mostly on the part of employees/ workers to get involved and contribute to development of the community has been one of the major obstacles for effective participation. People need to have quality time to interact and network so as to be acquainted with programmes initiated for the community.

Pocock (2010: 9 &24) observed that time constraints prevented people's participation in training programmes and that time shortages affects their households and community interaction. This view is supported in a study on employment status, "that from a labour market perspective; the relation between employment and participation can be explained by a choice issue based on time constraints"(Renaud, Lakhdari, and Morin (2004:730).

## **2.8 SUMMARY**

Relevant literatures dealing with the observable fact of socioeconomic status and concepts of participation have been expansively reviewed to give better appreciation of the socioeconomic status, its characteristics, dynamics and impacts on participation in developmental programs. Various theoretical orientations which aided proper evaluating the socioeconomic status have been examined. Fraser's managerial, progressive and technical approach was selected for. Bandura's Social cognitive and learning theory, Participatory Learning and Action of Chambers&Ferire, and also Meyer, Goldberg & Tully's Social Structural theory gave better insight into the predisposing impact of socioeconomic status, while the Local Economic development, Social Inclusive and Integrated approaches to lend credence to participation. The following chapter discusses the ethnographic sketch of the study area, the uMhlathuze municipal.

## **CHAPTER THREE**

### **3. ETHNOGRAPHIC SKETCH OF THE RESEARCH AREA**

#### **3.1 INTRODUCTION**

The aim of this chapter is to acquaint scholar, readers on informed and familiarization tour of the research area. The geographical location, historical origin, political organisation, economic, social and cultural organisation of uMhlathuze Municipality as well as the world view of the people will be discussed, also their demographic data.

#### **3.2 GEOGRAPHICAL LOCATION**

The uMhlathuze Municipality is situated within the uThungulu district Council area and one of the six local municipalities that make up the district in the province of KwaZulu Natal. It is made up of Richards Bay, Empangeni, eSikhaleni, Port Durnford, Vulindlela, Felixton, eNseleni and Ngwelezana, as well as the rural area under Inkosi uDube, Inkosi uMkhwanazi, Inkosi uKhoza, Inkosi uZungu. On the whole, it has five tribal authority areas, twenty-one rural settlements and sixty-one farms. The area is made up of urban settlement, rural settlement, rural areas, farms and nature reserves. Most of the rural settlements are situated within Tribal Authority Areas (Zulu Kingdom 2008/9:1-2) and (City of uMhlathuze annual report 2008/9:48).

The city of uMhlathuze has a total land area of 795,9707km and have a population of 350,000 people, is situated 180km North East of Durban on the coast and derived its name from the

uMhlathuze River that cut across through the municipal areas and unifies the town, suburbs and traditional areas.

The climate condition of the uMhlathuze Municipality are sub-tropical to tropical, during the summer the average daily temperature is 28oC and in winter 22OoC -24OoC also the annual rainfall is 1100mm-1200mm and the humidity level is high. (Impact Economic Strength of Zululand 2007/8:7) and (Zulu kingdom 2008/9:2, City of uMhlathuze annual report 2008/9:48).

The City of uMhlathuze can be reached by air through the main commercial airport at Richards Bay that conducts daily flights to Johannesburg. By road through the N2 highway from Durban (South) to Empangeni and Richards Bay and Pongola (North) also the R34 from Vryheid and Melmoth (West).By sea through the Richards Bay port on the east coast.

The city of uMhlathuze, can be seen from international or national perspective as the KwaZulu Natal's fastest growing city, also as manufacturing investment opportunities, dynamic centre of production, innovation, trade and conservation of natural and human resources, biological diversity as well as a tourist heaven for visitors, a thriving modern port city as the export capital of South Africa, attractive quality of life to all its citizens while protecting its heritage and environment (Impact Economic strengths of Zululand 2007/8:55).

### **3.2.1 Richards Bay**

Richards Bay occupies 37% of total 796sq/km municipal area and to be the industrial and tourism centre. Richards Bay is one of the largest towns forming part of the municipal area which are surrounded by fresh water lakes, timber plantations, sugar cane fields, wetlands. It began as a small fishing town, by May 1971, the construction of the Richards Bay port

commenced with the agreement between the Transvaal coal owners association and Japan to export 26 million tonnes over a ten year period. The port was officially opened on 1 April 1976, as the country's deepest and largest port and has been earmarked by government to attract great investment through the Industrial Development Zone initiative (IDZ). (UMhlatuze visitors guide 2008/9:06, 2008/9:48).

### **3.2.2 ESIKHALENI**

ESikhaleni was previously known as Esikhawini meaning in isiZulu "the estuary where the sea meet", and is known to be the most populated Zululand town. It is home of the "ekasie" (township) culture and have most pristine features of nature the Ecubhu lake and it is home of the king Cetshwayo monument, this is where king Cetshwayo boarded the ship to being imprisoned in Cape town after a defeat of AmaZulu at the battle of Ulundi in 1879, it also have craft centres. (Impact, Economic Strength of Zululand 2007/8:8, Zulu kingdom 2008/9:6).

### **3.2.3 EMPANGENI**

Empangeni "lies on open fertile ground some 152 metre above sea level and falling towards the Empangeni mill and rail lies 61 above sea level. Empangeni occupies 13% of the total 796sq/km municipal area, the name was derived from the isiZulu word "pangaed" meaning "grabbed because of many crocodile attacks on water bearers and visitors to the nearby crocodile infested stream Mpangeni".

It was established as a Norwegian mission in 1941 and is situated slightly inland overlooking a coastal plain with rolling hills of sugar cane. It is home to strong agricultural, commercial sectors, large timbers plantations and other light and heavy industrial uses. Empangeni Arts and

Crafts Centres home to Zikulise community upliftment, which boasts of production of authentic crafts that projects the community, also it serves as a railway junction between Richards Bay east and the interior. (City of UMhlatuze Annual Report 2008/9:6, Impact, Economic Strengths of Zululand 2007/8:8).

#### **3.2.4 VULINDLELA**

Vulindlela is home to the University of Zululand, one of African best comprehensive institution of higher learning north of the uThukela River.

#### **3.2.5 ENSELENI**

ENseleni is a 15 minute drive from Richards Bay on the N2 towards Empangeni and it is home to nature walks such as the Nkonkoni Trial which is about 7km and the Mvubi Trails is about 3km in length.

#### **3.2.6 BRACKENHAM**

It is an urban community situated in Richards Bay.

#### **3.2.7 MANDLAZINI**

Mandlazini agric village is 5 minutes from Richards Bay

#### **3.2.8 NGWELEZANE**

Ngwelezane is a small township situated approximately 5km on the south-west of Empangeni - an urban area in the Richards Bay-Empangeni Complex, designated as the City of uMhlatuze. The City of Empangeni is situated in attractive hilly countryside, overlooking a flat coastal plain, 90 to 150 metres above sea level with panoramic views of Richards Bay and the Indian Ocean from the higher lying 48 suburbs.

### **3.2.9 UMHLATHUZE VILLAGE**

It is a five minutes drive from Empangeni established by the uMhlathuze Municipal government in the year 2001.

### **3.3 HISTORICAL BACKGROUND**

The uMhlathuze Municipality was established on 5th December 2000 after the local government elections and the demarcation process of that date, but assumed city status on 21st August 2001. It has 796 square kilometres a water pipe infrastructure of 735,32km in urban areas while 1077km in rural areas with a reservoir capacity up to 280 mega-litres. The length of sewer pipes in the municipal area is 699.55km and 11 156 mega litres of sewage purified annually. (City of uMhlathuze annual report 2008/9:2-3).

The history of Zululand is the ancestral home of the Nguni people, the archaeological sites reveals that earliest human occupation, before the Bushmen or San early Stone Age progenitor's nomadic hunter-gatherers settled in this land. By 1819, KwaZulu which means place of Heaven was established by a great warrior king Shaka from a relative small Zulu state to become the largest and most populous kingdom in south eastern Africa. "The city of uMhlathuze derived its name from the UMhlathuze River meaning broken up, mhlati-jaw and uze-does not chew, that uMhlathuze river was like a jaw that could not chew, and also according to the legend the river was strong in current and was infested with crocodiles and could not be used by local". (Annual report of City of uMhlathuze 2008/9:2, Impact Economic Strengths of Zululand 2007/8:7).

Zululand became a theatre of war for centuries, engagement in battle for land and supremacy between various tribes and others such as Voortekkers (Dutch pioneers) and the Zulus, the British and the Zulus, the British and Boers (Dutch settlers), "also the historical past of kings

Dingane and Cetshwayo including the great battles of Blood river, Ulundi, uMgungudlovu are well absorbing and awesome tales of the Zulu kingdom”. (Impact, Economic 2007/8:7).

### **3.4 ECONOMIC AND CULTURAL ORGANISATION**

Impact, Economic Highlights(2007/08:7) state that “local economy is an integral part of the international, national economy and is a centre of commerce, agriculture, industry, tourism with their cultural and historical significance reflected in their lyrical isiZulu names”.

The proliferation of industrial activity has led to commercial and residential development shows strong indication of economic expansion with strong urbanisation trends.

Huge investments in large industries, mining of an abundance of mineral resources, extensive conservation reserves, large fertile fields for agriculture especially the sugar cane etc.

Richards Bay minerals, Mondi Kraft, Foskor, Bell equipments, Exxaro KZN Sands, Richards Bay coal Terminal, and almost 95 percent of economic activity are around Richards Bay, Empangeni and Felixton. It contributes to 7.6% of the total gross geographical product and 5.5% of total formal employment.

Richards Bay is home to largest single coal-handling facility in the world, also largest sand mining and mineral processing operation in South Africa is located here.

It is home to one of the world’s most competitive producers of aluminium and world’s largest smelter located here.

Sugar cane is the main crop grown in the lower-lying coastal belt in commercial agriculture, also sub-tropical fruits, vegetables, citrus are grown here but subsistence agriculture are associated

with the majority of the tribal authority areas which are characterised by under-development and high levels of poverty. The people's way of life is simply their culture and this are reflected in their folkways, arts, cuisine, values, language, norms, laws, their socialised attitude, behaviour and beliefs (Impact and Economic Strength of Zululand 2001/8:7).

The important aspect to people at an emotional, moral material level, spiritual aesthetic and intellectual making of meaning at specific times and in specific places. Rituals for transition from childhood or puberty to adulthood are recognised and performed on both females and males. The male's rite of passage is usually male genital mutilation (circumcision). The Zulu reed dance is where thousands of Zulu virgins converge at the Enyokeni Zulu Royal Palace in September each year to celebrate the uMkhosi woMhlanga (Reed Dance Festival). "The Reed Dance is an activity that promotes purity among virgin girls and respect for young women, the virgins fetch the reeds from the river and bring them to the palace for the king to inspect" (Crawford & Radebe 2010:90).

Zulu craftwork are baskets: beadwork, leatherwork, pottery, woven rugs and tapestries, wooden carvings and there are number of centres for arts, crafts and culture to improve the quality of products and advance business skills at uMhlatuze municipality (Impact, Economic Strengths of Zululand 2007/8:39).

The festival of lights known as the Diwali festival, Richards Bay jazz festival and the beach festival provides fun for every family and promotes inclusiveness were some of the cultural diversity of the municipality is showcased. (City of uMhlatuze annual report 2008/9:13).

### **3.5 POLITICAL AND SOCIAL ORGANISATIONS**

The city of uMhlathuze council “consists of sixty (60) councillors, of whom ten are full-time and serve on the council’s executive committee”. The portfolio committee approach was adopted by the council and “administratively the municipality has almost 1900 full-time staff members led by the municipal manager and his team of professionals”, also “the council interacts with its community using the ward committee system”. The establishment of offices in Richards Bay, Empangeni, eSikhaleni, Ngwelezana, eNseleni and Vulindlela makes for easy accessibility and governance to spread around the municipality. (City of uMhlathuze 2008/9:2). The heritage of the people are in their modes of marriages, folk songs, cuisines, cultural dances, festivals. The Zulu cultural villages have become strong tourist attractions in the past years. Cattle herding/rearing is an economic activity of the study area, the citing of many manufacturing companies. Many are engaged in employment with the municipality area amounting to 24% as highest of formal employment while the community service have the second highest 16% (City of uMhlathuze 2008/9:50). “The quality of life experienced in tribal areas is preferred by many people provided that amenities associated with urban areas such as water, electricity, schools and clinics are available”.

Some demographic data according to the city of uMhlathuze (2008/09:48-50) stated that “it has an estimated 81008 household with a total population of about 345,776 people and more than 40 percent of the residents in the municipal area reside in the non-urban (rural and tribal authority) areas outside Empangeni and Richards Bay (showing a densely populated rural area), 80.9% of the total dwellings are of formal type with 15.3% being traditional type and 3.8% being informal type also 64% of household own their dwelling while 17.8% rent”. In population groupings the

black Africans are 299.519, Whites are 31.601, Indians 11.702 and coloureds 2.954 persons. Females are 178.435 while males are 167.341. In household income, “Richards Bay has a higher average monthly income than others while eNseleni urban 23% household does not earn any income and eNseleni rural area is the lowest with over 40% of all households have no income” and that a large number of individuals in eNseleni and eSikhaleni earn less than R400 per month, 29% of those in Madlazini earn no income with a large portion of household in the area earning R4,801 and R38,400 per annum, in comparison of annual household between typical urban areas, 47% of household in Meerensee and 23% in Empangeni earn more than R153,601 per annum only 2% of households in eNseleni urban earn this annual income”.

Small, Medium, and Micro Enterprises Scheme (SMMES) on tourism development, trains participants on skill acquisition to enable them to start their own tour guide business. The hotel school skills programme was created in partnership with the Department of Arts, Culture and Tourism that invited the SMMES to participate in a three month long skills training programme to be efficient, effective and productive in their business.

In craft development, the local crafters were to attend the “one of the kind craft selection event in 2008 to showcase their wares and attend the national exhibition” (City of uMhlatuze 2008/9:16). The city of uMhlatuze IDP, especially on human settlement according to the Annual Report (2008/9:12-13) states that “ seven hundred houses(700) were built for low-income earners and have refurbished one hundred and forty-four houses at eSikhaleni hostels, also plans on rural houses been built in Kwa Bhejane, Madlebe and Kwa Mkhwanazi,

Aquadane”. The informal settlements have to be incorporated in the IDP focus because they are part of the communities, the next sub-heading will discuss the issue of informal settlement.

### **3.6 THE ISSUE OF INFORMAL SETTLEMENT**

An informal settlement evolves from rapid urbanisations of the cities. According to South Africa cities Network Report (2006:8) that five major cities in South Africa comprising Johannesburg, Cape Town, Tshwane, eThekweni and Ekurhuleni provides 46.5% of national unemployment and 77.31% of people living under the minimum level are located within 60km of these same area.

Informal settlements are characterised by unplanned, insecure property tenure, Huchzemeyer (2004:42) observed that “people living in informal settlement share common factors which are firstly they find land to occupy or buy and begin building a shelter”. Secondly “they are willing to live without certain level of comfort, without any public services, build on cheaper land outside city limits or land not zoned for housing or land considered to be environmentally protected and dangerous”. Thirdly, they are ignored by planning authorities who cannot match the needs of the settlers due to their numbers. Solo, Perez & Joyce (2003:5) asserts that “informal settlements started as scattered huts, without street numbers, streets and connections to public services”.

According to UN-Habitat OSCE (December 2007) describe informal settlements as “human settlements which do not provide their habitants the opportunity for enjoying their rights to an adequate standard of living”. It went further to say that “they are communities of people who lived together and built what they have with the available resources and are characterised by

insecure property tenure, unplanned and lack of basic services, registration and infrastructure, also a vulnerability of discrimination for its residents”.

Informal settlement upgrading should be a multi-sectoral responsibility by many stakeholders or partners who will work together to address priorities of community development initiatives that should address urban livelihoods, land tenure, cooperative governance, social inclusion and environmental security (Solo, Perez & Joyce 2003:5).

The Development Action Group (DAG) was established in 1986 by a group of activists who came to support communities facing forced evictions working with various marginalised communities in Western Cape. DAG are implementing advocacy programme which combines demonstration projects, policy engagement, research and training, capacity development which is implemented in partnership with both community based organisation and local government (World development report 2010).

The living condition within these settlements are poor and residents facing challenges such as poor access to basic sanitation, water supply, recurrent shack fire, health hazards etc ([www.ngopulse.org](http://www.ngopulse.org) 2010). According to Gender Advocacy Programme (2007) found out that “3 out of 4 African workers that live in the informal sector are women, who are engaged in lower occupation such as domestic work”. It also states that “2.4 million household living in informal settlements in South Africa, more than 30% are estimated to be women-headed that lack economic security and find themselves relegated to generate income in the informal sector”. This research tried to access if the informal settlement around uMhlathuze municipality are availing themselves to participate in any development program in their settlement also whether the

municipality have initiated any programme to alleviate their predicaments. There is need to have regularisation and infrastructure improvement also preventive measures such as land policy and construction of social housing these are necessary to tackle the problem.

This research was poised to include persons living in informal settlements at uMhlathuze municipality so as to access their SES on participation in developmental programs.

### **3.7 SUMMARY**

This chapter opens with a historical description and geographical location of the uMhlathuze Municipality situated in the uThungulu District Municipality of KwaZulu Natal province in South Africa. The heritage of the people is reflected in the Zulu cultural mode of dressing, cuisines, folkways, marriages, dances and festivals. The significant issue of the uMhlathuze Municipality is its contributions to the economic hub of the province and the republic. The informal settlements in the study area were included in the research, as they are part of the communities under study.

# **CHAPTER FOUR**

## **4. RESEARCH METHODOLOGY**

### **4.1 INTRODUCTION**

This chapter deals with the methodological approaches used in conducting this study. It presents the research design, the study population, the sample size and sample procedure, data collection techniques, data presentation procedure, validity and reliability of instrument. The limitation of the study and the ethical considerations adopted in the course of the study will be discussed.

### **4.2 RESEARCH DESIGN**

Mouton (2007:74) asserts that a research design provides answer to question, “What are the means to be used to obtain the information needed? and it is a plan or blue print on how the researcher intends to conduct the research”. This study would use the evaluation design because, in this study the researcher aimed at finding out the importance, effectiveness of socioeconomic status of people and its impact on development programs in the community as a whole.

Engel & Schutt (2009:21) described evaluation research as “involving searching for practical knowledge in considering the implementation and effects of social policies and the impact of programme.” It also “use the tools of research to do a variety of different tasks, such as describing the clients using a particular program, exploring and assessing the needs of different communities or population groups, evaluating the effectiveness of a particular program, monitoring the progress of clients or monitoring the performance of staff”.

Babbie (2007:350) describe evaluation research “as a process or purpose of determining the impact of some social intervention has produced the intended result, aimed at solving a social problem”. A research design involves the coordination and planning of scientific inquiry- designing a strategy for finding out something (Babbie 2001:89).

It would be complemented by the use of the triangulation research method; this involves both the combination of both qualitative and quantitative methods. Flick (2009:26) state that “triangulation combining qualitative and quantitative methods help to complement each other in the study of an issue, so as to compensate for the weaknesses and blind spots of each single method rather than as rival camps”. It guarantees the strengths, validity and reliability of findings and permits innovations on research design (Sarantakos (2004) & Babbie (2007)).

The quantitative method involves the use of structures and unstructured questionnaire while qualitative would include the use of personal interviews, in-depth interview and focus group discussions with the sampled subjects selected for this research. “Quantitative methods are most often used when the motives for research are evaluated” (Engel & Schutt 2009:23). “The quantitative method refer to the collection of data using numbers, counts and measures of things and qualitative research basically involves the use of words, picture description and narratives” (Neumann 2000:30).

Tere Blanche, Dunheim & Painter (2007:14) asserted that in qualitative research, it aimed to understand how people live, how they talk, how they behave and what captivates or distress them. The most effective evaluation research is one that combines qualitative and quantitative components, making statistical comparisons is useful and so is gaining an in depth understanding

of the processes producing the observed results or preventing the expected results from appearing (Babbie 2007: 362).

Farley (2006:145) point out that evaluative research is one of the approaches to assess the effectiveness in social work, particularly social programs designed to improve the welfare of people.

It was for this sake that this research design was chosen in order to investigate the impact of socioeconomic status on participation of people at uMhlathuze Municipality in development programs initiated and ongoing in their communities.

#### **4.3 STUDY POPULATION**

Population can be defined as the study of objects, which may be individuals, groups, organisations, human products and events or the conditions to which they are exposed (Welman, Kruger & Mitchell 2006:46). There are an estimated 81,008 households and a total of population of about 345,776 (City of uMhlathuze annual review 2008/09:48, Statistic South Africa). 202 indigent household with 197,380 are above 18 years old of age, consequently the eight (8) communities selected for this study which are Brackeham, Empangeni central, Madlazini Agric village, Meramhlope reserve, Ngwelezana rural/urban, uMhlathuze village, eNseleni, and Vulindlela constituted the study population and communities were purposively sampled. The study population comprises of men and women who are age 18 years and above, in conformity with the national population policy on age irrespective of their occupation, literacy level and socioeconomic status, participation was seen as a strategy for community development.

#### **4.4 SAMPLE**

The need for sampling in this study result from the desire to obtain external validity and also to eliminate problems associated with most researches such as population size, cost in terms of finance, time greater speed and accuracy as well as accessibility to the population. Consequently out of the total adult population of 197,380(city of uMhlathuze 2008/9:48), eighty (80) respondents were drawn from eight communities chosen for the study. The aim of sampling in social research is to produce representative selections of population elements (Mouton 2001:132). In the course of the process of sampling the main aim is to get a sample of that which is as representative as possible of the target population. The underlying epistemic criterion of a valid i.e. unbiased sample is representativeness and the method of criteria applied in the process of sampling are clear definition of the population, observing the advantages of multi stage, systematic drawing of the sample and drawing probability rather than non-probability sample.

#### **4.5 SAMPLE PROCEDURE**

The study adopted the multi-stage sampling techniques in which a purposive sampling of each of the eight communities chosen for this study was done. Babbie (2007:208) that in “multistage sampling in social research requires the selection of samples from populations that cannot easily be listed for sampling purposes such as population of a city, state or nation makes it possible and that specific research circumstances often call for special designs also the homogeneity of elements being sampled to reduce the sampling error at this stage”.

The multistage stratified sampling technique was used to enable the research acquire data from residents. Babbie (2007:215) state that “stratified sampling is a method for obtaining a greater degree of representatives by decreasing the probable sampling error, rather than selecting your

sample from the total population at large”. Stratified sampling was used in selecting two streets of respondents in each community under study making a total of sixteen streets and in each street five households per each street were randomly selected which gave rise to a total number of ten households per community in the eight communities understudy, thereby making it a sum total of eighty questionnaires distributed. Out of the eighty copies of questionnaires administered to the respondents, sixty copies were duly filled and retrieved representing 75%, while twelve were wrongly fill and eight could not be accounted for, especially due to the seasonal period and holidays some of respondents have travelled out, therefore making it twenty copies not retrieved or 25%.

The sampling procedures i.e., the distributions of the questionnaire are described at table 4.1as follows:

**TABLE 4.1 Distribution of questionnaire**

SN	Community	Type of Location	No of questionnaires Administered	No of Questionnaires Retrieved	Percentage
1	Brackeham	Urban	10	8	80
2	Empangeni	Urban	10	8	80
3	eNseleni	Rural & Informal	10	7	70
4	Mandlazini	Rural & Informal	10	9	90
5	Mevamhlophe	Rural & Informal	10	7	70
6	Ngwelezane	Township & Rural	10	8	80
7	UMhlatuze	Rural & Informal	10	7	70
8	Vulindlela	Informal Settlement	10	6	60
		TOTAL	80	60	75%

Source: Author’s Fieldwork, December 2010.

Mandlazini agric village community have the rural and informal settlement captured recorded the highest number of questionnaire retrieved with 90% rate, followed by Brackeham, an urban community in Richards bay, Empangeni central an urban community in Empangeni, Ngwelezane have the township and rural community captured with 80% rate. Meramhlope reserve, uMhlathuze village and eNseleni communities with rural and informal settlements captured had 70% rate, while Vulindlela community have only its informal settlement captured with only 60% rate of questionnaire retrieved.

#### **4.6 DATA COLLECTION TECHNIQUES**

The following research data collection instruments were used at the different levels and stages of this study:

##### **4.6.1 QUESTIONNAIRE**

The major instrument used for this study was the questionnaire which sought information about the socio-economic and demographic attributes of respondents and other general questions on development programs and participation. The questionnaire items used both closed-ended and open-ended format to generate both qualitative and quantitative data as intended. It was administered as a face to face interview to all respondents, apart from ensuring a high response rate, the possibility of misinterpretation is eliminated as either the researcher or the trained field enumerators were available to interpret in the local dialect where necessary.

The likert type response categories are preferred because apart from other advantages, it increases comparability of responses in the respective settlements are guarantee. Data collected were those on socio-demographic data of respondents, socio-economic status impact on

participation, factors that hinder participation, components of participation, awareness of the Local Economic and Integrated Developmental Plan of the municipality, ways to encourage women, the vulnerable groups and factors to sustain participation. However information from the oral interview is seen as useful in corroborating the data gathered from questionnaire.

#### **4.6.2 INTERVIEW**

The interview schedule was constructed in English and then translated in isi-Zulu for better understanding of the questions asked and for easier comprehension of the respondents; both structured and unstructured interviews were conducted to gather data on the subject under study. The structured interviews were obtained at standardising the data generated from all respondents, also the same time giving opportunity through the use of unstructured interviews for respondents to explain what they really mean in their answers to generate a qualitative research context for the study.

Newman (2000:121-122) emphasized that “qualitative researchers usually try to present authentic interpretations that are sensitive to specific socio historical contexts and conduction of detailed examinations of cases that arise in the natural flow of social life”. The interview schedule meant for this discussion was strictly adhered to.

#### **4.7 DATA PRESENTATION PROCEDURE AND ANALYSIS**

The information gathered during the collection of data was produced and presented through appropriate graphical and tabular means. Data analysis was designed to establish frequencies and correlation of findings also the analysis of the data was carried out using the statistical program

for social science (SPSS) version 18.0 statistical instrument. This study hypothesis was tested at 0.5 alpha thus ascertaining their level of significance.

Mouton & Marais (2001:103-104) state that “analysis is understood to mean the resolution of a complex whole into parts, which has an interpretative dimension of explanation in the social science, even through the interpretation eventually presents an indication of the manner in which the events may be understood as a process of resolution and that it is relatively easily accomplished when existing theory is used as a form of reference”. The data gathered were coded and arranged in the manner that the reader could easily understand and also the findings of the study were adequately stated.

#### **4.8 VALIDITY AND RELIABILITY OF DATA**

Reliability refers to the degree of consistency with which an instrument measures whatever is supposed to be measuring. Engel & Schutt (2009:94) defined reliability “as meaning that a measurement procedure yields consistent or equivalent scores when the phenomenon being measured is not changing and that it is affected less by random error or chance variation than if it is unreliable”. It means stability, dependability and predictability of a measuring instrument to ensure that the instrument consistently measures what it was supposed to be measured, a trial study was carried out in the study area, a pre-test using a small randomised sample before using a larger sample selected for the study.

To ensure face validity of the instrument used, the items on the questionnaire were drawn up and given to experts in research, Faculty of Arts for checking, a few mechanical errors were identified and corrections were made by the supervisor before it was administered.

The concept of validity and reliability of data can be applied into two research areas i.e. validity of the research instrument(s) and reliability of the research findings obtained (Asika 1993:70). In this study, the research instrument used for collection of data have both content and construct validity and were representatively reliable and also having equivalence reliability.

#### **4.8.1 LIMITATIONS AND ETHICS OF THE STUDY**

The aim of protecting the participants from compromising situation that could affect their self-esteem gives credence to adhere strictly by researchers to a set of ethical guidelines or standards (Bailey 1988:128).

The researchers 'key ethical principles was informed consent, where by the "subjects must based their voluntary participation in research projects on a full understanding of the possible risks involved" (Babbie 2007:64). Even after participation in a study, the respondents must be given a briefing in explaining the study procedures that are involved. According to Flick (2009:41) and Bailey (1988:130) states that the ethical consideration must involve the following context:

- i. Informed consent given to participant by someone competent must be voluntary adequately informed.
- ii. Avoiding harm for participants in collecting data.
- iii. The necessity of in informing the participants about the nature of procedures before their participating in the experiment.
- iv. Maintaining anonymity of respondents willing to participate.

- v. Refraining from giving any part(s) of the research materials such as tapes etc used at any stage of data generation for this study, for publication, advertisement without prior written permission from subjects.
- vi. Doing justice to participant in analyzing the data.
- vii. Confidentiality in writing about the research.

In this study, respondents were given consent verbally and authorizing letter from the supervisor and head of department were shown to them before their participating in the research study; however written consent were not obtained from subjects used for this study.

The study limitations and problems encountered during the conduct of this research were as follows:

(i) Lack of funds constrained the expanding of the scope beyond eight communities and accessibility to most informal settlements; in fact lack of fund is the major limitation for the study.

(ii) Poor responses from the respondents, most of the respondents could only respond to questionnaire and interview schedule through interpreters.

(iii) Some of the respondents were lax, thus the researcher have to make several move to the research area to ensure that respondents responded to the instrument.

(iv) The study was constrained by lack of sufficient literature and studies to SES impact on development programs in South Africa.

#### **4.9 SUMMARY**

The research design, study population, sampled size and sampling technique were highlighted in this chapter. The research instruments for data generation which includes oral interview schedule, questionnaire as well as data presentation procedure, the validity and reliability of research in this study were explained. The next chapter would focus on the presentation and analysis of data generated from the field.

# **CHAPTER FIVE**

## **5. DATA PRESENTATION AND ANALYSIS**

### **5.1 INTRODUCTION**

This chapter deal with analysis and presentation of data collected from field of study in the area. These data were presented in a tabular, graphical and pictorial order, discussed as well as analysed and results used in testing of research hypotheses formulated at the commencement of the study. This chapter's contents guided the conclusion that was reached and at the recommendations and suggestions made.

### **5.2 PRESENTATION OF RESEARCH DATA**

This study's data were obtained using a 20 item structured questionnaire administered to subjects in eight communities spread across the research area. The study used also oral interview and focus group discussion as instruments for data collection which collaborated with the questionnaire. For clarity purpose the chapter will be presented under the following sub headings

- i. General description of data
- ii. Hypothesis by hypothesis analysis of data
- iii. Summary of findings
- iv. Discussion of results

**Table 5.1: General description of data****Socioeconomic Characteristics of Respondents**

S/N Variable

	<b>Frequency (F)</b>	<b>Percentage</b>	<b>Rank</b>
<b>1. Age range:</b>			
18-29 yrs	19	31.60	2
30-40 yrs	21	35.05	1
41-50yrs	12	20.05	3
51-Above	0.8	13.30	4
<b>TOTAL</b>	<b>60</b>	<b>100.00</b>	
<b>2. Sex:</b>			
Male	27	45.00	2
Female	33	55.00	1
<b>TOTAL</b>	<b>60</b>	<b>100.00</b>	
<b>3. Marital Status:</b>			
Married	23	38.33	1
Single	19	31.67	2
Divorce	0.7	11.67	4
Widow/Widower	11	18.33	3
<b>TOTAL</b>	<b>60</b>	<b>100.00</b>	
<b>4. Occupation:</b>			
Farmer	0.2	03.33	4
Civil Servant	18	30.00	2
Business	16	26.67	3
Not Employed	24	40.00	1
<b>TOTAL</b>	<b>60</b>	<b>100.00</b>	
<b>5. Education:</b>			
No Formal	0.4	06.67	4
Primary	12	20.00	3
Secondary	27	45.00	1
Tertiary	17	28.33	2
	<b>92</b>		

<b>TOTAL</b>	<b>60</b>	<b>100.00</b>	
<b>6. Family Size:</b>			
0-2	10	16.67	4
3-5	26	43.33	1
6-8	13	21.66	2
8-Above	11	18.37	3
<b>TOTAL</b>	<b>60</b>	<b>100.00</b>	
<b>7. Level of Income:</b>			
Less than R5, 000	28	46.67	1
R5, 000-R10, 000	21	35.00	2
R10, 000-R20, 000	0.6	10.00	3
R20, 000-Above	0.5	08.33	4
<b>TOTAL</b>	<b>60</b>	<b>100.00</b>	
<b>8. Source of Income:</b>			
Wages & Salaries	18	30.00	1
Profits	14	23.33	2
Rents, Interest and Dividends	0.9	15.00	4
Private/Public Pensions	0.8	13.33	5
Others	11	18.33	3
<b>TOTAL</b>	<b>60</b>	<b>100.00</b>	

Source Author's Fieldwork, December 2010:

Table 5 revealed that (27) 45% of the respondents are males while (33) 55% are females. Distribution of the respondents according to age range reveal that (19) 31.60% of the respondents were between the ages of 18-29 years, (21) 35.05% were aged between the ages of 30-40 years, (12) 20.05% were aged between 41-50 years while the remaining (8) 13.30% were above 51 years of age. Occupationally, it could be seen from Table 5.1 that (2) 03.33% of the

respondents are farmers, (18) 30.00% of the respondents are civil servants, (16) 26.67% of the respondents are business people and (24) 40.00% of the respondents are unemployed.

Table 5.1 equally revealed that (23) 38.33% of the respondents are married couples, (19) 31.67% of the respondents are single persons, (7) 11.67 of the respondents have divorce from their marriage and the remaining (11) 18.33% are widow or widower. Educationally the table revealed that (4) 06.67% of the respondents have no formal education, (12) 20.00% of the respondents had a primary education, (27) 45.00% of the respondents had secondary education and (17) 28.33% of respondents had tertiary education. On family size (15) 25.00% of the respondents have a size of 0-2 members in the household, (26) 43.33% of the respondents have a size of 3-5 members in the household, (13) 21.67% of the respondents have a size of 6-8 members in the household and (6) 10.00% have 8 and above members in the household.

Table 5.1 revealed that in the level of income, (28) 46.67% of the respondents earns less than R5000, (21) 35.00% of the respondents earns between R5000 –R10000, (6)10.00% of the respondents earns between R10000- R20000 and (5) 08.33% of the respondents earns R20000 and above. On source of income, (18) 30.00% of the respondents derives their source of income through wages or salaries, (14) 23.33% of the respondents derives from business profits, (9)15.00% of the respondents derives their source of income from rents, interest and dividends, (8) 13.33% derives their source of income from private and public pensions and (11) 18.33% of respondents derives their source of income from any other means.

## **5.3 HYPOTHESIS- BY- HYPOTHESISANALISYS OF DATA**

### **5.3.1 Hypothesis one**

Ho: The income level has no significant impact on participation by people in developmental programs.

H1: The income level has an impact on participation by people in developmental programs.

DECISION RULE: Reject Ho if p- value is < 0.05 asymp. Sig (2 sided); otherwise accept Ho and reject H1. This hypothesis was tested using the Pearson chi-squared statistical instrument

whose formula was given as 
$$\chi^2 = \sum \frac{(O-E)^2}{E}$$
 by (Lowry 2000:1)

**Table 5.3.1: chi-square Test for income level**

	Value	df	Asymp.sig.(2sided)
Pearson Chi-square	10.339a	3	.016
Likelihood Ratio	11.851	3	.008
No of Valid Cases	60		

a.4 cells(50.00%) have expected count less than 5. The minimum expected count is 1.67

The above result showed a significant relationship between income level and participation in developmental programs. The calculated 4 cells (50.0%) have expected count less than 5. the minimum expected count is 1.67 degrees of freedom. With this result, the null hypothesis which states that income level has no significant impact on participation in developmental programs is rejected. It therefore implies that income level has impacted significantly towards participation in developmental programs. This findings was supported by a similar findings by Kruger et al

(2003:446) asserted that” household income was positively related to grass root, and it was positively influenced by the competency of the household leader’s ability to access information, higher income and assets, higher sense of democracy and public interest” (Chesoh 2010:146). Studies have shown that individual and economic security variable especially income were major factors affecting community participation (Chesoh (2010:14). Bagherian, Bahaman, Asnaralkhadi & Ahmad (2009:254) observed that high level of satisfaction of prior program and high level of alternative income in terms of incentives or stipends by facilitators of development programs increases level of participation (Baker 2000:98).It correlated with individuals whose source of income are pensions, rents, interest or dividends, have participated more than those whose source of income are wages, salaries and business profits.

### 5.3.2 Hypothesis two

HO: Employment or occupation has no significant impact on participation by people in developmental programs.

H1: Employment or occupation has a significant impact on participation by people in developmental programs.

DECISION RULE: Reject Ho if p- value is < 0.05 asymp. Sig (2 sided); otherwise accept Ho and reject H1. This hypothesis was tested using the Pearson chi-squared statistical instrument

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

whose formula was given as: (Lowry 2000:1)

**Table 5.3.2: chi-square Test for Employment Status**

	Value	df	Asymp.sig.(2-sided)
Pearson Chi-square	4.095a	3	.251
Likelihood Ratio	4.723	3	.193
No of Valid Cases	60		

2 cells (25.0%) have expected count less than 5. The minimum expected count is .77.

The above result showed no significant relationship between employment and participation in community development programs. The calculated 2 cells (25.0%) have expected count less than 5. The minimum expected count is .77 degrees of freedom. With this result employment is greater than  $>0.05$ , therefore we fail to reject the null hypothesis which stated that employment has no significant impact on development programs. It implied that employment or occupation have not impacted on participation by people in developmental programs. This was supported by findings from this research, that time constraints limits participation among wages or salaries and profit earners in small businesses in the study area. People with professional or managerial occupation have more time due to the higher positions or occupational status, and have participated more than those in the sales or support occupation (Creighton & Hudson 2002:13).Lack of time on the part of workers hinders effective participation in developmental programs.

### **5.3.3 Hypothesis three**

HO: Educational attainment has no significant impact on participation by people in developmental programs.

H1: Educational attainment has a significant impact on participation by people in developmental programs.

DECISION RULE: Reject Ho if p- value is < 0.05 asymp. Sig (2 sided); otherwise accept Ho and reject H1. This hypothesis was tested using the Pearson chi-squared statistical instrument

whose formula was given as: 
$$\chi^2 = \sum \frac{(O-E)^2}{E}$$
 (Lowry 2000:1)

**Table 5.3.3: chi-square Test for Educational attainment**

	Value	df	Asymp.sig.(2-sided)
Pearson Chi-square	12.559a	3	.006
Likelihood Ratio	13.899	3	.003
No of Valid Cases	60		

a.3 cells (37.5%) have expected count less than 5.The minimum expected count is 1.47.

The above result showed a significant relationship between educational attainment and participation in developmental programs. The calculated 3 cells (37.5%) have expected count less than 5. the minimum expected count is 1.47 degrees of freedom. With this result, the null hypothesis which states that educational attainment has no significant impact on participation in developmental programs is rejected. It therefore implied that educational attainment has impacted significantly towards participation in developmental programs. That people with higher educational qualification tends to participate more in development programs due to the fact that they are well informed and are knowledgeable about programs initiated in the community. The

findings are in line with (Willims 1997:22, Wall et al 2005:153) that literacy plays a significant role on the “socio-economic capabilities of people not only on culture but also to expand networking and social relations that help to facilitates access to positions of influence and power in the society” and that “socio-economic status have a significant impact on an individual’s level of participation and also levels of education and income were significantly related to community commitment”. Angba, Adesope & Aboh (2009:350) found out that “as one attain a higher level of education, attitudes towards participation in community development were likely to be more favourable”. Oladipo & Adekunle (2010:74) observed that “individuals with higher educational attainment are usually being faster adopters of innovation” while studies shows that educational attainment help people to participate and adjust to new trends to better the society, Schaefer (2004) and Rogers (2003). Taylor & Derek (2009:8) states that “parents with better educational attainment and high SES including social prestige are more likely to get involved in the school community, thus increasing the sense of accountability school staff feels towards the parents and contribute to school quality”.

#### **5.3.4 Hypothesis four**

H0: Family size has no significant impact on participation by people in developmental programs.

H1: Family size has a significant impact on participation by people in developmental programs.

DECISION RULE: Reject Ho if p- value is < 0.05 asymp. Sig (2 sided); otherwise accept Ho and reject H1. This hypothesis was tested using the Pearson chi-squared statistical instrument

whose formula was given as:

$$\chi^2 = \sum \frac{(O-E)^2}{E} \quad (\text{Lowry 2000:1})$$

**Table 5.3.4: chi-square Test for Family Size**

	Value	df	Asymp2sided	Exact2sided	Exact1sided
PearsonChisq	51.638a	1	.000		
Continuity Correlation	47.541	1	.000		
Likelihood R	61.711	1	.000		
Fisher's Exact Test				.000	.000
No of Valid C	60				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.65

b. computed only for a 2x2 table.

The above result showed a significant relationship between smaller family size and participation in developmental programs. The calculated 0.cells (.0%) has expected count less than 5. the minimum expected count is 6.65 degrees of freedom and computed only for a 2x2 table. With this result, the null hypothesis which stated that family size has no significant impact on participation in developmental programmes is rejected. It therefore implied that smaller family size have impacted significantly towards participation in developmental programmes.

This finding is supported by a similar finding by Imoh, Nwachukwu & U-James (2009:73) observed that “as household size decreases participation in community development programmes

increases and confirms to prior expectations that community members with small household size would participate more than large households because of the heavier burden of household sustenance”.

In other findings supporting smaller family size impact on participation, Clark, Kotchen & Moore (2003:245) found out that participants with higher income and fewer members in the household participate more in programmes in community. This agrees with Nokshin, Gwinskaya & Garcia (2000:21-23) that “mothers in larger households are less likely to work and are more likely to use child care facilities and costs of child care can be expected to affect women’s labour force participation.

Arthur (2006:104) observed that small family size enjoy better economic and social life which has great influence on better understanding of environmental conditions. Haq, Vanwing & Hens (2010:76) agreed with this assertion when they observed that “larger family size hampers participation in programmes as a result of lower educational attainment of children from larger family size”. Families with large size may not allow women to participate in socio-economic development due to routine burden of meeting the needs of many children.

The researcher’s view on Income level, found out that the inclusion of stipends or incentives by facilitators of development programmes would stimulate and boost participation. It would help alleviate the socio-economic conditions in the communities, the SMMEs programme should be given a prioritized policy consideration, the awareness and publicity it deserved. It would aid community involvement and participation, thereby making our people to be self-reliant and generate alternative income for participants.

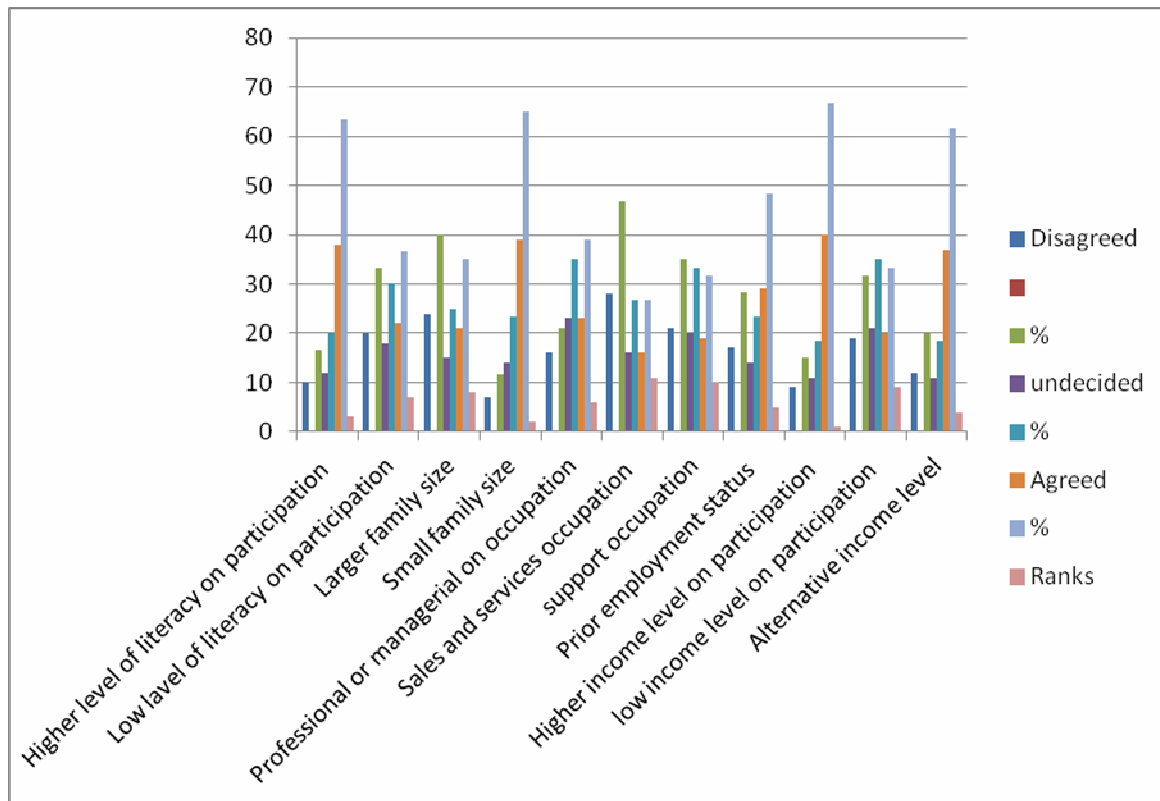
On Employment level, the researcher's views, from the outcome of the findings of the study showed that time constraints and job-stress have contributed to the low or non participation especially of salary/wage earners to developmental programmes in the study area. Policies should be made to enable this important group to create time for them to participate, their experiences could be highly appreciated because findings from this study showed that people with prior occupational status showed favourable contribution towards participation.

On Educational attainment, the researcher was of the view, that information dissemination and a literate society would enhance development strides in the society .Findings from the study showed that people with higher educational qualification tend to participate more in developmental programmes because they are well informed and knowledgeable about its value.

On Family size, the researcher was of the view, that families with small number would have more time to avail themselves to participate in development programmes due to less burden of caring for sustenance, especially if no incentives for participation were involved.

## **5.4 SUMMARY OF FINDINGS**

**Figure5.4.1 Distribution of respondents according to socio-economic impact on programme**

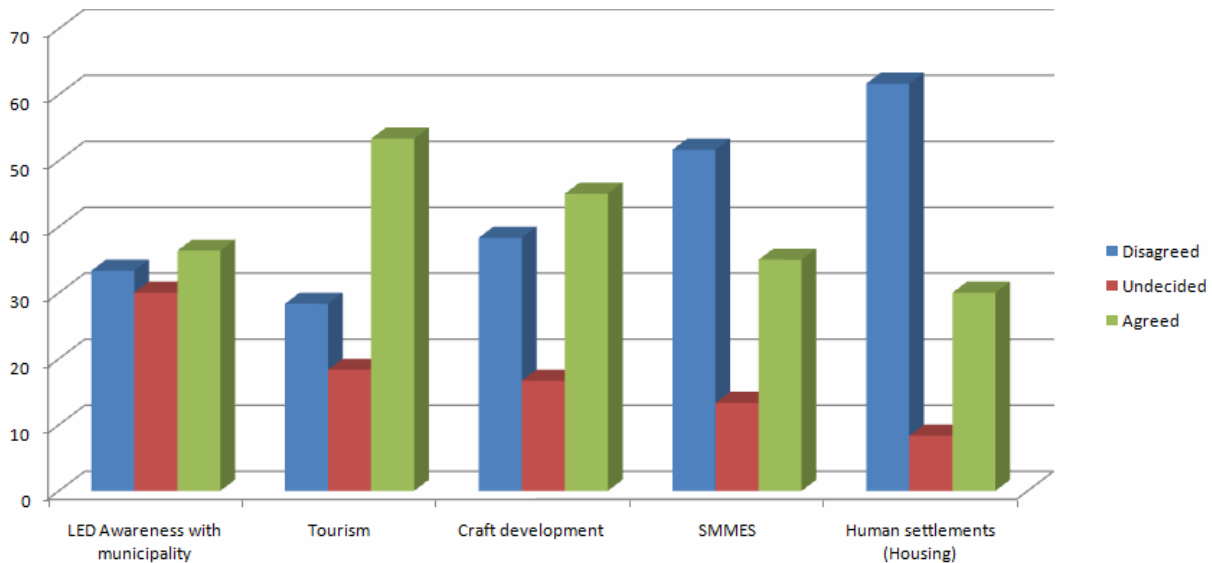


Source: Author’s Fieldwork, December2010

The above figure showed that higher income level with (40) 66.67% ranked first have effective contribution to participation, small family size with (39) 65.00% ranked second have effective contribution to participation, higher level of literacy with (38)63.33% ranked third, alternative income level with (37) 61.67% ranked fourth have effective contribution to participation, prior occupational status with (29) 48.33% ranked fifth have no effective contribution, professional and managerial occupation with(23) 38.33% ranked sixth have no effective contribution to participation, low level of literacy with (22) 36.66% ranked seventh have no effective contribution to participation, large family size with(21) 35.00% ranked eighth have no effective contribution to participation, low income level with(20)33.33% ranked ninth have no effective

contribution to participation, support occupation with (19) 31.67% ranked tenth have no effective contribution to participation and finally, sales and services occupation with (16) 26.67% ranked eleventh have no effective contribution to participation in developmental programmes.

**Figure 5.4.2 Distribution of respondents according to LED and the IDP of the municipality**

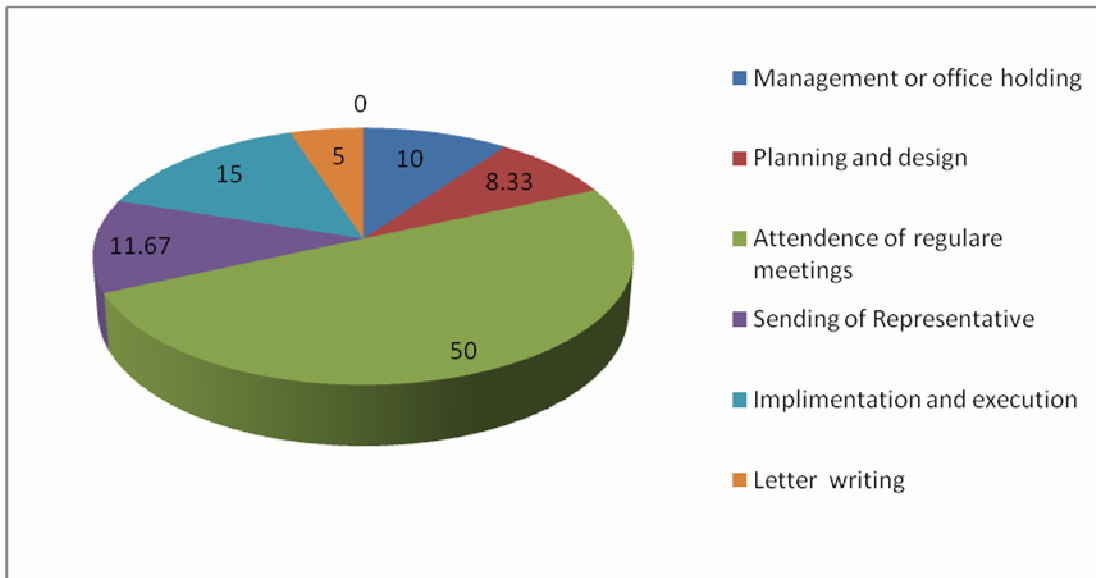


Source:: Aurthor’sFiesldwork,December2010

The above figure showed the level of satisfaction and achieved results to the Local Economic and Development and the Integrated Development Plan strategies of the uMhlathuze municipal government. Tourism ranked first with (32) 53.33% showed that respondents are satisfied on municipality tourism development, Craft development ranked second with (27) 45.00% showed that respondents are not satisfied with craft development policy of the municipality, LED/IDP awareness ranked third with (22) 36.67% showed that respondents are not aware of it and achieved results in the municipality, Small, Medium and Micro Enterprises schemes(SMMES) ranked fourth with (21) 35.00% showed that respondents are not satisfied with its aims of skill

acquisition and training have not contributed to development strides in the municipality and Human settlement on rural housing ranked fifth with(18) 30.00% that respondents are not satisfied with the municipal government in provision of housing.

**Figure 5.4.3 Distribution of respondents according to components of participation**

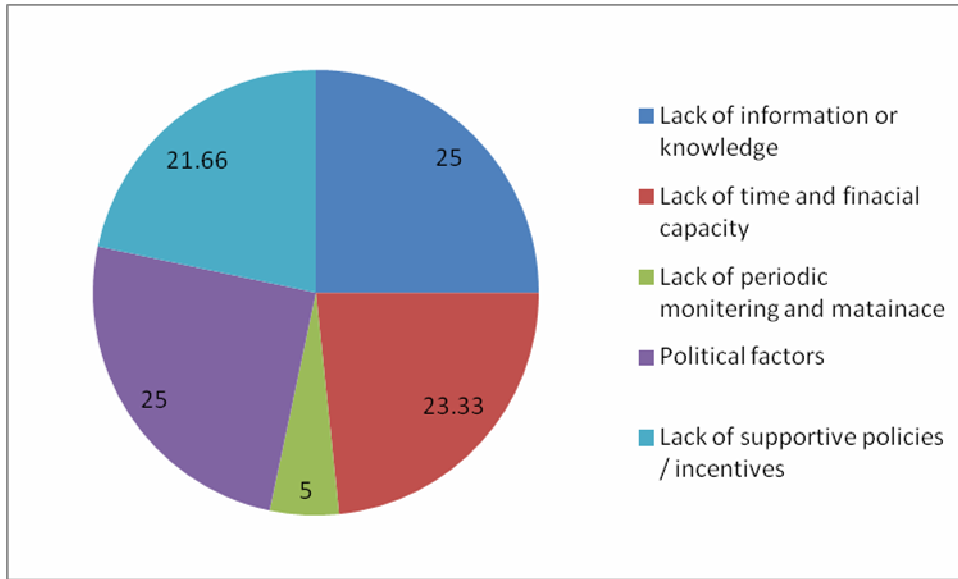


Source: Author’s Field work, December2010

The figure above showed the involvement of respondents in participating in development programmes in the community. Attendance of regular meetings ranked first with (26) 43.33% shows ways respondents participate in development programmes, respondents partakes in development programmes in the Implementation and execution stage ranked second with(11) 18.33%, respondents took part in development programmes by sending representatives ranked third with (8) 13.33%, respondents partakes in developmental programmes by office holding or management ranked fourth with (7) 11.67%, respondents partake in development programs in

planning and design ranked fifth with (5) 08.33% and respondents takes part in development programmes by letter writing that ranked sixth with (3)05.00%.

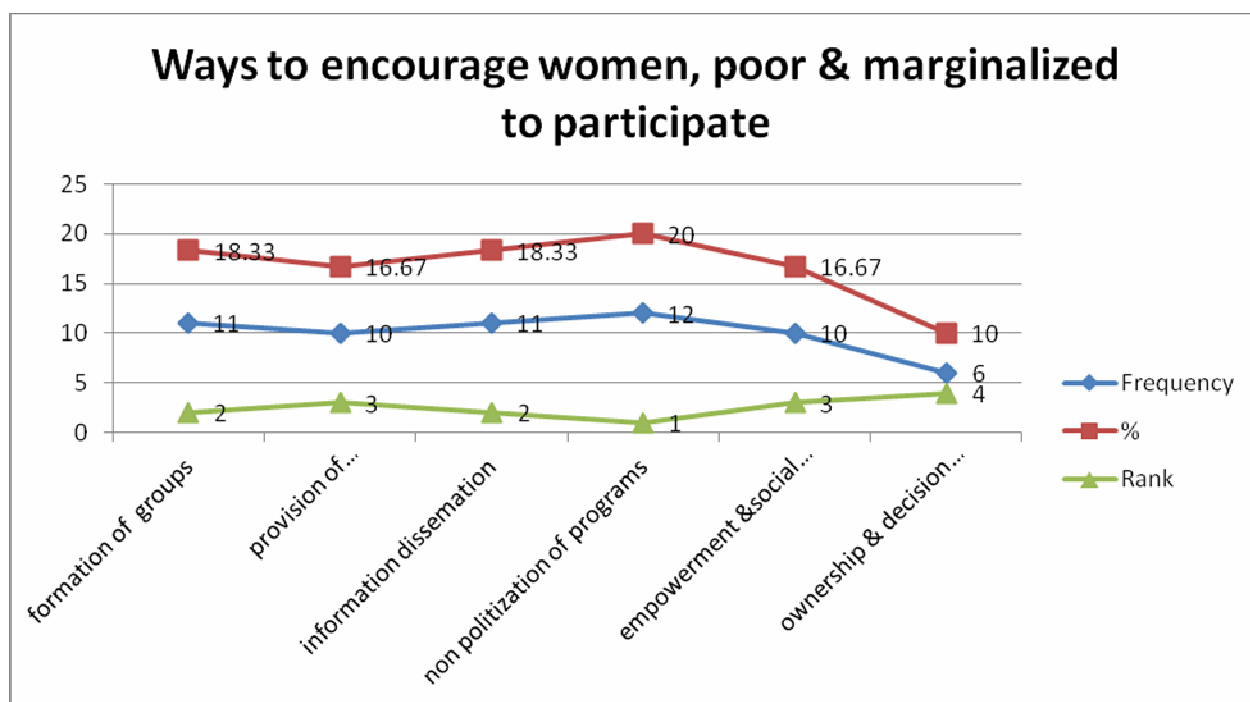
**Figure 5.4.4 Distribution of respondents according to hindrances against participation**



Source: Author's Field work, December2010.

The above figure depict respondents likelihood factors that hinders against participation in development programmes, lack of information or knowledge and political factors both with (15) 25.00% each ranked first on the lists, lack of time (constraints) with (14) 23.00% ranked second on the list, followed by lack of supportive policies, incentives or financial capacity ranked third with (13) 21.66%, the above named variables have likelihood factor and lack of periodic monitoring ranked fourth with (03) 05.00% have non likelihood factor to hindrances against participation.

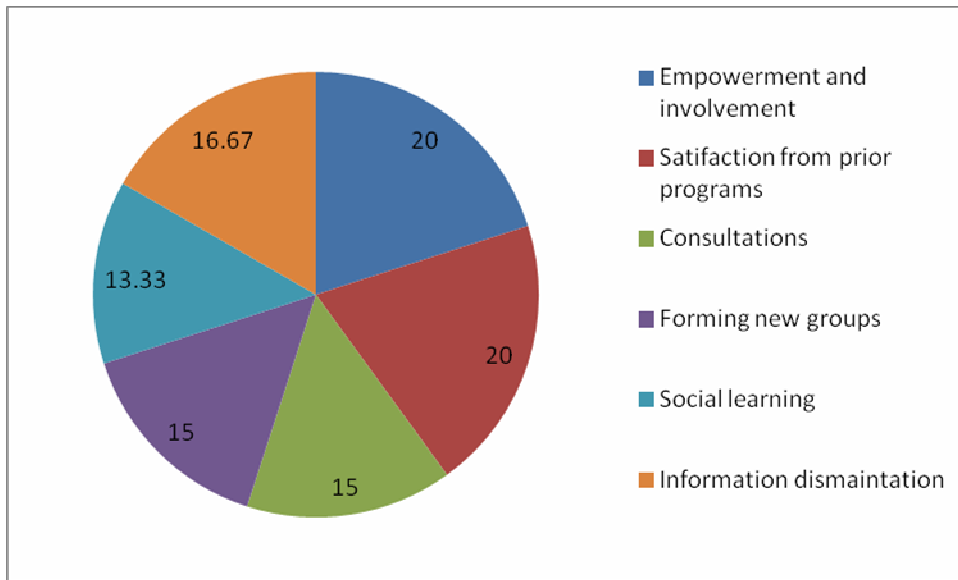
**Figure 5.4.5** Distribution of respondents according to ways to encourage women, poor and the marginalized



Source: Author's Field work, December 2010

The figure above depicts respondents' views on ways to encourage women, poor and the marginalized to participate in developmental programmes. Non-politicizing of development programmes with (12) 20.00% ranked first, Formation of pressure groups and information dissemination both with (11) 18.33% ranked second, Provision of stipends or incentives and participating for empowerment and social learning both with (10) 16.67% ranked third and participating for ownership and decision making ranked fourth with (6) 10.00%.

**Figure 5.4.6 Distribution of respondents according to factors to sustain participation**



Source: Author's Fieldwork, December 2010

The above figure depicts respondents' views on factors to sustain participation. Empowerment and involvement with prior programmes satisfaction ranked first both had (12) 20.00% and was likely factors, information dissemination ranked second with (10) 16.67%, consultations and formation of new groups both had (9) 15.00% ranked third and social learning with (8) 13.33% ranked fourth.

## **5.5 SUMMARY**

Data generated from the field has been presented in this chapter using tabular, graphical and pictorial format. The data were analysed and tested against research hypotheses for the relationship between variables. The following concluding chapter focuses on summarising the research findings and making conclusions and recommendations.

## **CHAPTER SIX**

### **6. SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATION**

#### **6.1 INTRODUCTION**

This chapter encapsulate the summary, conclusion and recommendations and suggestions reached at the end of this study. Generalizations reached provided the pivot for policy implications and the drive for further research on the phenomenon of socio-economic status and its impacts on participation in developmental programmes.

#### **6.2 SUMMARY**

The main thrust of this thesis was to assess the impact of socio-economic status on participation in developmental programs at uMhlathuze municipality. To guide and direct the study four research questions were formulated and transformed into research hypotheses. The hypotheses formulated were stated as follows:

1 The income level of people has no significant impact on people's participation in community development programmes.

2 Employment or occupation has no significant impact on participation by the people in development programmes in the area.

3 Educational attainment or qualification has no significant influence on people's participation in development programmes in the study area.

4 Family size has no significant impact on participation by people in developmental programmes in the study area.

Relevant and related literature was reviewed based on the major variables. The research design used was the evaluative research design. The major instrument for data collection was a structured questionnaire, interview schedule and focus group discussions were used as a triangulation strategy to validate as well as strengthen data reliability. Four hypotheses formulated at the commencement of this study were tested using appropriate statistical techniques whose results showed significant relationship between the dependent and independent variables.

The four hypotheses were tested using the chi-squared statistical technique and their results were 10.339 at 3df and 0.05 alpha significance for hypothesis 1 on income level, 4.095 at 3df and 0.05 alpha significance for hypothesis 2 on employment status, 12.559 at 3df and 0.05 alpha significance for hypothesis 3 on educational attainment and 51.638 at 1df and 0.05 alpha significance on family size. The result of the analyses revealed that:

Income levels have significantly impacted toward participation in developmental programmes in uMhlathuze municipality.

Employment statuses have not impacted toward participation in developmental programmes in uMhlathuze municipality.

Educational attainments have significantly impacted toward participation in developmental programmes in uMhlathuze municipality.

Small family sizes have significantly impacted toward participation in developmental programmes in uMhlathuze municipality.

For the purpose of relating the research findings to the socio-economic milieu, an ethnographic sketch of the study area was provided.

### **6.3 THE FINDINGS OF THE STUDY IN TERMS OF THE OBJECTIVES OF STUDY**

On the basis of empirical evidence, the findings of the study have been presented as follows:

- 1. To assess the extent the levels of income of people have imparted on participation in developmental programmes at uMhlathuze municipality.**

The study revealed that there were 66.67% of respondents who indicated that higher income level have impacted to participation and it was ranked first on effective contribution analysis (figure 5.4.1). Persons whose sources of income were on pensions and on rents, dividends or interest participate more in developmental programmes and that alternative income with 61.67% of respondents who indicated that it stimulates interest to participation in developmental programmes should be upmost priority of facilitators to provide incentives or stipends for participants and it was ranked fourth in the effective contributing analysis.

- 2. To examine how employment or occupation have imparted on participation by the people in developmental programmes in the research area.**

Employment status has not impacted significantly to participation in developmental programmes, time constraints and work stress have serious implication on participation

especially on salary or wage earners who were 30.00% of respondents having low participation rate. Support occupation and Sales or Services occupations with 31.67% and 26.67% respectively have no effective contributively effect on participation ranked tenth and eleventh in the effective contributing indices while Professional and Managerial occupation with 38.33% of respondents ranked sixth have no effective contribution to participation in development programmes.

**3. To determine if educational attainment or qualification of people in the area of study can influence participation in developmental programs.**

The objective of the study was achieved. Educational attainment or qualification have imparted significantly to participation in developmental programmes and that there were 63.33% of respondents ranked third in the effective contributing analysis who indicated that higher literacy level impacts on participation. Among those who have tertiary education, have high rate of participation with fourteen respondents out of the total seventeen respondents in that category, while those with secondary education have nineteen respondents participating regularly among the twenty seven respondents in that category. The high rate of persons having higher educational qualifications were participating more in developmental programmes, due to the fact that they were well informed and knowledgeable about programmes initiated.

**4. To assess whether family size have imparted on participation in development programmes.**

The objective of the study was achieved. The study revealed that there were 65.00% of respondents who indicated that smaller family size have impacted on participation and it was ranked second on the effective contributing indices. Among those with smaller family size thirty-nine out of the total forty-one respondents have high rate of participation in developmental programmes in the research area.

- 5. To use the results obtained from this study to draw up conclusions and make recommendations on how to redress the issue of participation by people in developmental programmes.**

The objective of the study was achieved. The next heading would discuss the conclusions and recommendations outlined from the findings of this research as follows:

#### **6.4 CONCLUSION**

Based on the findings of this study, the income levels of the research area have significantly impacted on their participation in developmental programmes and that persons whose sources of income were on pensions either public or private and persons whose sources of income were on rents, dividends or interest participate more in developmental programmes than those persons whose sources of income were on salaries, wages and on business profits. Also individuals who are higher earners participate more in development programmes than low income earners.

Employment status have not impacted significantly to participation in development programmes, time constraints have serious implications on participation especially on salary and wage earners while prior occupational status shows favourable contribution towards participation. On family size, families with small family structures participate more in developmental programmes than

larger families also mothers in larger households are less likely to work and are more likely to use child care facilities and costs of child care can be expected to affect women's participation. Educational attainment or qualification have impacted significantly to participation in developmental programmes and that people with higher educational qualification participate more in developmental programmes due to the fact that they are well informed and are knowledgeable about programmes initiated in the community.

This study found out that development programmes initiated by the uMhlathuze municipality on housing delivery especially in rural areas are not performing well. On craft development programmes the people are not even aware of such programmes and on small, medium and micro enterprises especially on skills acquisition that the people are not satisfied with the program and are not knowledgeable of its aims in alleviating poverty and empowering the people. Tourism development have a contributed effectively to development in the community and the training of tourist guides have enabled the upliftment of socio-economic positions in the community.

This study reveals that most people participate in development programs in the research area mostly in attending regular meetings than in planning, implementations or execution and in the management team. In accessing factors that hinders participation, the study found out that lack of information or knowledge and political intolerance, time constraints, lack of supportive policies and incentives were major factors. The study also found out that formation of pressure groups, satisfaction from prior programs, participating to be empowered and involvement at every stage of program implementation, provision of incentives or stipends, consultations and social learning

among themselves are the factors that would sustain and encourage women, the poor, the vulnerable and the marginalised to participate in development programs.

## **6.5 RECOMMENDATIONS AND POLICY IMPLICATION**

Based on the findings of the study, the following recommendations were made that there should be information disseminations; the uMhlathuze municipality should create ways to inform the beneficiaries of development programs initiated in their areas. A well informed society could make service delivery easier and free from manipulative tendencies.

Developmental programs in the communities should not be politicized be it at the administrative level or in delivery to the benefiting communities because the goals of developmental programs are to emancipate the people and up lift their socio-economic positions from the clutches of abject poverty and neglect.

The informal settlements and rural areas in uMhlathuze municipality should be provided with adequate service delivery because they are part of the municipality and undergo severe service discrepancies and neglect. The integrated development plan and the local economic development program plans of the municipality coupled with the Municipality system Act (Act no 32 of 2000) defines development as sustainable development and includes integrated, social, economic, environment, spatial, infrastructural, institutional, organisational and human resources aimed at improving the quality of life of its members with special reference to the poor and disadvantaged sections of the community should be implemented.

To further strengthen, sustain, improve participation and encourage women, the vulnerable, also the marginalised to participate in developmental programs there should be formations of pressure groups by these categories of people in the community to press home and have a formidable group that will help to them achieve their aims. It will also help them in social learning and to network and evaluate programs in their community and compare with other communities.

Finally, the facilitators either government, agencies, multi-national corporations in initiating developmental programs should include incentives or stipends, this would stimulate participation and becomes alternative income for participants in such programs.

The small, medium and micro enterprises should be given adequate publicity and be included in the policy implementations of uMhlatuze municipality because small and medium industries are the backbone of every economy, also it enhances job creation and economic emancipation.

Further studies should be geared towards policies that should encourage workers especially salary earners and business persons to create time to participate in development programs and contribute to the upliftment of their various communities.

## **6.5 SUMMARY**

This chapter is a postscript of this study articulating a resume of the objectives, motivation for study, methodology used and the results of the findings. Based on the significant findings of this study, recommendations for policy formulations and implications were made for future research on the phenomenon of socio-economic status and its impacts on participation in developmental programs.

## **BIBLIOGRAPHY**

Agustin, S;& Gultiano,S.(2008).Mother's work participation and children's cognitive development in the Philippines.University of San Carlos-*Office of the populations*(USC-OPSF).

Akpabio, I. (2007).Women NGO's and the Socio-economic status of rural women in Akwalbom state, Nigeria.*Journal of Agriculture and Social Science*. <http://www.fspublishers.org>.

Angba, Adesope & Aboh(2009). Effects of socio-economic characteristics of rural youths on their attitudes towards participation in community development projects.*International NGO journal*. Vol. 4 (8) pp 348-351.

Arthur, J. (2006).Family size and quality of life Nexus: A Case of the Sunyani municipality, Ghana. Paper presented at the 5th African Population Conference, Arusha, Tanzania 10th-14th December, 2007.

Asika, N. (1991). *Research methodology for the Behavioural Sciences*.Ikeja: Longman publishers

Babbie, E. (2007).*The Practice of Social Research* (Eleventh Edition).Belmont: Thomson Wadsworth.

Babbie, E. (2001). *The Basics of Social Research*. Belmont, CA: Wadsworth

Biodele, D. (2007). *Social clubs and a rural development*. Enugu: Fourth Dimension Publishers.

Babbie, E & Mouton, J. (2001). *The practice of Social Research*. Oxford: Oxford University Press.

Bagheria, R; Bahaman, A; Asnarulkhadi, A; Ahmad, S. (2009). Community participation in watershed management programs. *Journal of Social Science*. 5(3)pp 251-256.

Bailey, K. (1988). Ethical Dilemmas in Social Research: A Theoretical Framework. *American Sociologist*, 19; 121-137.

Baker, J. (2000). Evaluating the impact of development projects on poverty: A hand book for practitioners. Washington: *The International Bank for Reconstruction and Development/World Bank*.

Bandura, A. (1986). *Social Foundations of thought and Action: A Social Cognitive Theory*. Englewood cliffs, N.J Prentice Hall.

Beaulieu, L & Smith, M. (2000). Identifying local decision-makers: Expanding citizen's involvement in the Public Process. Policy Education Program. *Southern African Development Centre*.

Bellefeville, G & Hemingway, D (2006). A co-operative Inquiry into Structural Social Work students' Ethical decisions making in Field Education. *Journal of Social Work values and ethics*. Vol. 3, No 2.

Bigio, C. (1999). Social funds and reaching the poor: Experiences and future directions: *Economic Development Institute of the World Bank.*

Blakely,E; & Leigh, N. (2010). *Planning local Economic Development.4th Ed.Theory and Practice.* Washington: Sage Publishers.

Burkey, S. (1993).*People first: Guide to self-reliant participatory rural development.* New Jersey: Zed Books.

Business Day, June 2, 2010.

Business Day, July 29, 2010.

Chambers, R. (1992). Rural appraisal: rapid, relaxed and participatory. *In Institute of Development Studies, Discussion Paper no.311.*

Chesoh, S. (2010). Community perception, satisfaction and participation toward power plant development in Southernmost of Thailand. *Journal of sustainable Development.*

City of uMhlathuze Annual Review (2010). Mevamhlophe Communications cc

City of uMhlathuze Annual Report (2008). Mevamhlophe Communications cc

Clark,C; Kotchen,M;& Moore,M. (2003).Internal and External influences on pro-environmental behaviour:Participation in a green electricity program.*Journal of Environmental Psychology* Vol.23,Issue 3,pp 237-246.

Crawford,R & Radebe, M. (2010).*Arts and Culture for today.* Florida: Vivlia Publishers (Pty).

Cooper, T& Crutcher, M. (2009).An Integrated approach to Citizens participation.*The American Review of Public Administration*.January.Vol.41. No13-22.

Creighton, S& Hudson, L. (2002).Participation trends and patterns in Adult Education: 1991-1999. (NCES 2002-119) .U.S Department of Education. Washington DC. *National Centre for Education Statistics*.

Davids, I; Maphunye, K; & Theron, F. (2005).*Participatory development in South Africa: A Development Management Perspectives*.Pretoria: Van Schaik Publishers.

Davis, A. (2006). *Theories used in Research: Social Cognitive theory* .New York: York University.

Dinello, N; & Popov, V. (2007).*Political Institutions and development*. Edward Elgar: Cheltenham.

Dukeshire, S;& Thurlow,J ;( 2002).*Rural communities impacting policy challenges and barriers to community participation in policy development*.Dalhouse University Press.

Dray-spira, R; Guegen, A; Ravaud, J;& Lert, F. (2007). Socio-economic differences in the impact of HIV infection on workers participation in France in the Era of Highly Active Antiretroviral Therapy.*American Journal of Public Health*.Mar, 97(3): 552-8Epub2007.

Engel, R; & Schutt, R. (2009).*The Practice of Research in Social Work.2nd Ed*.Washington DC: Sage Publications.

Ering, S. (2006). *A Monography in reading in Sociology of Development*. Calabar: University of Calabar Press.

Farley, W. (2006). *Introduction to Social Work*. New York: University of Utah Publishers.

Financial Mail, July 30, 2010.

Financial Mail, September 10, 2010.

Flick, U. (2009). *An Introduction to Qualitative Research. 4th Ed.* London: Sage Publications.

Fraser, H. (2005). *Four different approaches to community participation*. Oxford: Oxford University press.

Galvin, M; Colvin, R; Robbins, G; Eales, K. (2009). Straight talk to strengthen delivery in the water services sector. *The water Dialogues. South Africa Synthesis Report*. August 2009.

Gender Advocacy. (2007). *Program (GAP)*. Wednesday, April 04 (<http://www.gender.co.za>)

Goldbergwood, E. & Tully, T. (2006). *The Structural approach to direct Practice in Social Work: A Social Constructionist Perspectives. 3rd Ed.* New York: Columbia University Press.

Golobic, M. & Marusic, I. (2007). Developing an Integrated approach to public participation: A case of land-use planning in Slovenia. *Journal of Environment, Planning and Design*. Vol. 34, pp 993-1010.

Hanushek, E. & Woessman, L. (2007). The Role of Education quality for economic growth. *Policy Research Working Paper Series*. World Bank.

Haq, A; Vanwing, T. & Hens, L. (2010). Perception, Environmental Degradation and Family Size preference: A Context of Developing countries. *Journal of Sustainable Development* Vol. 3, No 4 pp102-104. www.ccsenet.org.

Hendrick, C. (2002). Institutions of deliberative democratic processes and interest groups: roles, tensions and incentives. *Australian Journal of Public Administration*, 61(1), 64-75.

Huchzemeyer, M. (2004). *Unlawful occupation: Informal settlements and Urban Policy in South Africa and Brazil*; Asmara, Eritrea: Africa World Press Inc.

Hussien, M.K. 2003. The role of Malawian local government in community development: *Development Southern Africa*, 20(2) pp271-282.

Imoh, A; U-James, I; & Nwachukwu, E. (2009). Comparative Analysis of poverty status of community participation in rural development projects of Akwa Ibom state, Nigeria. *New York Science Journal*, 2(6).

Impact Economics strength of Zululand (2007/2008). Norma Beyl & Associates Publishers.

Jepsen, P; Vilstrup, H; Anderson, P. & Sorensen, H. (2009). Socio-economic status and survival of Cirrhosis Patients: *A Danish Nationwide Cohort study*. www.ccsenet.org.

Kim, K; & Creighton, S. (2000). Participating in Adult Education in the United States: 1998-1999. National Centre for Educational Statistics (NCES 2000-027). *National Household Education Survey*.

Kim, K; Hagedom, E. & Williamson, J. (2004). Participating in Adult Education and Long Life Learning: *National Household Education Surveys of 2001* (NCES 2004-050).

Kakumba,U. &Nsingo,S.(2008).Citizen Participation in Local Government and the Process of Rural development.The Rhetoric and Reality of Uganda Management Institute.*Journal of Public Administration*.Vol.43.No2.pp107-123.

Krueger, P; Rogers, R; Hummer, R; Leclere, F, & Bondhule, S. (2003).Socio economic status and Age: The effect of Income source and Portfolios on U.S Adult mortality.*Sociological Forum*, Vol. 6.No 3.

Kotze, D. (2009). *Development Administration and Management*.Pretoria:Van Schaik.

Link, B;&Phelan, J. (1995).Social Conditions as fundamental causes of disease.*Journal of Health Social Behaviour*.Vol. 5,pp 80-94.

Lowry, R. (2000:1). Chi-square procedures for the Analysis of categorical frequency data.[Macintosh%20OHD/webtest/%A5-PS-Preview-html].

Marchi,B;&Ravetz, J. (2001).Participatory Approaches to Environmental Policy.*Journal of EuropeanValuationEnvironmentPolicyResearchBrief*.No10 ,pp120.

Maxwell, S & Conway, T. (2000).New Approach to Planning: *OED Working Paper series No.14*  
in Nekwaya, J (2007) Assessing community participation in Development Planning and service delivery. A case study of the Omusati Regional Council.

Meyer,K. (1987). The early labour market experience of adolescents: Differences in Status and Monetary Reward. *Journal of Vocational Education Research*.18(3)pp45-57.

Mitlin, D; &Satterthwaite, D. (2004).*Empowering squatter citizen: Local Government,Civil society and urban poverty reduction*.London: Earth scan.

Musukwa, H. 2001 Assemblies lack plans. *The Nation*, 8(208): 1-2

Muthuri, J; Chapple, W & Moon, J. (2008). An Integrated Approach to implementing community involvement: Lessons from Magadi Soda companyin Kenya.*Journal of Business Ethics* (2009) 85:431-444.

Mouton,J.(2007).*Understanding Social Research*.Pretoria:Van Schaik.

Mouton, J &Marais,H. (2001).Basic Concepts in the Methodology of Social Science.Pretoria:*Human Science Research Council*.

Nekwaya,J, J. (2007).*Assessing community participation in development planning and service delivery*.A case study of the Omusati Regional Council.Master of Sustainable Development and Management:UniversityofStellenbosch.<https://etd.sun.ac.za/bitstream/100019/690/>[July2010]

Newmann, W. (2000).*Social Research Methods:A quantitative approach*.3rdEd.London:Ally &Bacon.

NGO Pulse. (2010). [www.ngopluseorg/node/13699.1](http://www.ngopluseorg/node/13699.1)

Nkosi,Z. (2010). *Impact of income generating project on women at Utrecht*. Unpublished thesis submitted to Department of Social Work, University of Zululand, South Africa.

Nokshin, M; Gwinskayah,E. & Garcia,M.(2000).Effect of early childhood development programs on women's labour force participation and older children's schooling in Kenya. World Bank Development Research Group/ Poverty impact Reduction and Economic Management Network. Working Paper Series, No15.

Nwachukwu, P. (2009). *The impact of European Union Projects and Programs at Calabar*.Unpublished MastersThesis submitted to Department of Sociology,University of Calabar,Nigeria.

Oladipo, F & Adekunle, O. (2010).Empirical Determination of Socio-economic Status and its relationship with selected characteristics of rural male farmers in Kwara state, Nigeria.A *Research Journal of Agriculture and Biological Sciences*, 6(1):64-76, 2010. INSInet Publication.

O'Riordan,T.(2005).Inclusive and Community participation in the coastal zone:Opportunities and dangers .*Journal of Environmental Science*, pp173-184.Springer link Publishers.

Perrons, D. (2004).*Globalization and Social change:People and Places in a divided world*.London: Routledge.

Phahlamohlaka, J; Braun, M; Romyin, H; Roode, D (2008).*Community-DrivenProjects: reflections on a success story* .Pretoria: Van Schaik.

Pocock, B. (2010).Skill development, Decent work and Work-life Issues.*Paper presented at 2010 Group Training Australia,National Conference,Adelaide*.

Renaud, S; Lakhdari, M; &Morin,L. (2004).The determinants of participation in non-mandatory training. *Relations Industrielles*, Vol.59, No4,pp 724;720.

Rojewski, J. (1997). Effects of economic disadvantaged status and secondary vocational education on adolescent work experience and post secondary aspirations. *Journal of Vocational and Technical Education*. Vol. 14, No 1. pp45-57.

Rubin, C. (2000). *A Basic guide to Evaluation for Development workers*. Dublin: Oxfam Press.

Sarantakos, S. (2004). *Social Research 2nd Ed*. New York: Palgrave Publishers.

Schaefer, R. (2004). *Sociology: A brief introduction 5th Ed*. The McGraw-Hill Companies, Inc.

Seekings, J. & Natrass, N. (2005). *Class, Race and Inequality in South Africa*. New Heaven & London: Yale University Press.

Simons, L; Tee, S; Lathlean, J; Burgess, A; Herbert, L; & Gibson, C. (2007). Social Inclusive Approach. *Journal of Advanced Nursing*. Vol. 58, No 3, pp246-255.

Solo, T; Perez, E. & Joyce, S. (2003). Constraints in providing water and sanitation to urban poor. *WASH Technical Report no.85*. Washington, DC.

South Africa Cities Network: State of the Cities Report (2006). Partners in City Development Strategies. *Urban Renewal Report*.

South African Survey of Research and Development (R&D). 2001/2002 Pretoria: *Human Science Research Council*

Strobbe, F; Olivetti, C. & Jacobson, M. (2010). Breaking the Net: Family Structure and Street children in Zambia. *Brooks World Poverty Institute Working Paper Series*. The University of Manchester.

Swanepoel, H. & De Beer, F. (2006). *Community Development*. Lansdowne: Juta Ltd.

Swanepoel, H. & De Beer, F. (1998). *Introduction to Development Studies*. Lansdowne: Juta Ltd.

Szirmai, A. (2005). *The Dynamics of socio-economic development*. Cambridge: Cambridge University Press.

Taylor, S. & Derek, Y. (2009). Importance of Socio-economic status in determining educational achievement in South Africa. *Stellenbosh Economic Working Papers*. Matieland, University of Stellenbosch.

Taylor, J; Marais, D. & Heyns. (1998). *Community participation and financial sustainability*. Lansdowne: Heinemann Publishers.

Terre Blanche, M; Dunheim, L. & Painter, D. (2007). *Research in Practice*. Cape Town: University of Cape Town Press.

United Nations-Habitat OSCE December 2007.

Ur-Rehman, M. & Chisholm, M. (2007). Analysis management activities in district Abbottabad, NWFP, Pakistan: A Multivariate factors affecting households' participation in the natural resource. *Journal of Asian and African Studies*. 42(6), 495-516. [www.ccsenet.org/jsd](http://www.ccsenet.org/jsd).

Wall, L; Pettibone, T; & Kesley, K. (2005). The impact of Socio-economic status on leadership potential in an Agricultural leadership program. *Journal of Southern Agricultural Education Research*. Vol. 55, No1.

Washington, R. (2000). Citizen mobilization for environmental justice: Facilitating and inhibiting factors, in G.de Roo & D. Miller, *Compact Cities and Sustainable Urban Development: A Critical Assessment of Policies and Plans from an International Perspective*, Ashgate, Aldershot, UK, pp191-203.

Willims, P. (1997). Home Literacy portfolios: Cooperative tools for assessing parents involvement in their Prekindergarten child's literacy development. [[www.ericdigests.org/2001-3/Hispanic.html](http://www.ericdigests.org/2001-3/Hispanic.html)].

Wellman, C; Kruger, F. & Mitchell, B. (2005). *Research Methodology. 4th Ed.* Cape Town: Oxford University Press.

World Health organization Report 2010

Yearbook South Africa 2005. Foremos Publishers

Yearbook South Africa 2008. Foremos Publishers

Yearbook South Africa 2010. Foremos Publishers

Zastrow, C. (2008). *Introduction to Social work and social welfare: Empowering People 9<sup>th</sup> Ed.* Belmont, C.A: Thomson Brooks/Cole.

Zbinden, S. & Lee, D. (2005). Paying for Environmental Services: An Analysis of participating in Costa Rica's PSA program. *Journal of World Development*. Vol. 33, No2. pp255-272.

# APPENDICES

## APPENDIX 1: QUESTIONNAIRE

University of Zululand  
Department of Social Work  
Private Bag X1001  
Kwa-Dlangezwa 3886  
KwaZuluNatalProvince  
South Africa

P.T Nwachukwu

Student No.: 200905450

Mobile No.: 0739244001 or 0761282757

Email: [precioustoby@yahoo.com](mailto:precioustoby@yahoo.com)

Dear Respondent,

I am a Masters Research student of the above named Department and University in South Africa, conducting a study on: “THE IMPACT OF SOCIO-ECONOMIC STATUS ON THE PEOPLE AT UMHLATHUZE MUNICIPALITY TOWARDS PARTICIPATION IN DEVELOPMENT PROGRAM”. This research is purely an academic exercise that is not driven by economic, cultural, political and social underpinnings.

I kindly ask for your time to complete this Questionnaire to the best of your knowledge. Your free and frank feedback will be taken as an important contribution to the present research work. All ethical considerations and confidentiality of information will be adhering to.

Thank you

**QUESTIONNAIRE**

**SECTION A: DEMOGRAPHIC DATA**

Construction: Please tick ( ) the correct answer as appropriate to the following questions. You may be required to provide your answer(s) to some of the following questions

1. GENDER: MALE [ ] FEMALE [ ]
  
2. AGE: (a) 18-29 Yrs [ ] (b) 30-40 Yrs [ ] (c) 41-50 Yrs [ ] (d) 51 Yrs and above [ ]
  
3. MARITAL STATUS: (a) Married [ ] (b) Single [ ] (c) Divorce [ ] (d) Widow/Widower [ ]
  
4. EDUCATIONAL ATTAINMENT: (a) No Formal [ ] (b) Primary [ ] (c) Secondary [ ] (d) Tertiary [ ]
  
5. OCCUPATION: (a) Farmer [ ] (b) Civil Servant [ ] (c) Business [ ] (d) Not Employed [ ]
  
6. LEVEL OF INCOME: (a) Less than R5000 [ ] (b) R5000-R10000 [ ] (c) R10000-20000 [ ] (d) From R20000 and above [ ]
  
7. FAMILY SIZE: (a) 0-2 [ ] (b) 3-5 [ ] (c) 6-8 [ ] (d) 8 and above [ ]
  
8. NAME OF THE COMMUNITY YOU LIVE -----  
-----

**SECTION B: PHENOMENAL DATA**

**SOCIO-ECONOMIC IMPACT ASSESSMENT**

1. What is the source of your income?

(a) Wages & salaries [ ] (b) profits [ ] (c) Rents, interest and dividends [ ] (d)  
private or public pension [ ] Other specify -----

2. In your view do you think that people with higher educational qualification participate in development programs in the community?

(a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) Other please specify-----

3. Do you think that low level of educational attainment affects participation in development programs?

(a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) Others please specify -----

4. In your view, families with many children or large family structure do not participate effectively in programs in the community?

(a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) others please specify-----

5. In your view, families with few children or small size do not participate effectively in programs in the community?

(a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) Other please specify-----

6. Do you think that people with higher income level participate more in development programs?

(a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) Others please specify -----

7. Do you think that people with low income level participate more in development programs?

(a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) others please specify-----

8. If you have alternative income, do you think it will affect your participating in development programs? (a)Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify-----

9. Do people in managerial or professional occupation likely to participate in development programs?

(a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify-----

10. Do people in sales and services occupation participate more in developmental programs in your community?

(a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify-----

11. Do people in support occupation likely to participate in development program in the community? (a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify-----

12. In your view, do you think that previous occupational status affects participation in programs? (a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify-----

13. I have participated in developmental programs in the community in the following ways:

(a) Management or office holding [ ] (b) Planning and design (c) Attendance of regular

meetings [ ] (d) Sending representatives [ ] (e) Implementation and execution [ ] (f) Letter writing [ ] (g) specify-----

14. In your view what are the factors that hinder participation in development programs in the community? Specify -----

15. How many community development programs have been carried out in your community in the past three years?-----

16. How many of the programs have you participated in the past three years in your community?-----

17. Do you think that political factors or party affiliation impacts on participation in development programs?-----

18. How can different groups within the community especially women, poor and the marginalised encouraged to participate in programs in the community?-----

19. Do you agree with the Integrated and Local Economic Development of the Municipality has achieved the desired result? (a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify-----

i. On Tourism? (a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify -----

ii. On Craft Development? (a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify -----

iii. On Small, Medium and Micro Enterprises (SMME's), "Skills Acquisition programs"? (a) Yes [ ] (b) No [ ] (c) Undecided [ ] (d) specify -----

iv. On Human Settlement especially in Rural Houses?(a)Yes [ ] (b) No [ ](c) Undecided [ ] (d) specify -----

20. In your view how can participation be sustained in your community?-----

**INTERVIEW SCHEDULE FOR FOCUS GROUP DISCUSSION (FGD)/INDIVIDUAL DEPTH INTERVIEW (IDI) DISCUSSION GUIDE (Chiefs, Community leaders, Youth and Women Organisations)**

1. Whether the governments have been forth-coming in the development of their community or have done something for them as individuals.
2. Which agencies they know have been doing something for them- government agency (National), government agency (Province), government agency (Local), UN agency, Bilateral agencies etc.
3. What specifically have the agency mentioned done.
4. Are the programs that have been put in place to enable them generating income on your own? Especially the SMME scheme, Integrated Development Plan etc.

5. Teaching you new hand works [ ] (b) Scholarship/Bursary awards [ ] (c) Mass education training [ ] (d) Skills acquisitions [ ] others specify.
6. Do you know how many people have benefited from these programmes in your community?
7. How satisfied they were workers who were not part of these programmes?
8. How else would they have preferred done?
9. What problems are they having with other members of the community who were not participating?
10. How should the problems be solved?
11. What do they like about government?
12. How often do workers and business people participate in development programs in the community?
13. How else can we encourage women, poor and marginalized to participate more fully?
14. Which type of family size encourages participation?
15. How often do the literate and the illiterate ones participate in programs in the community?
16. Other comments.

## **APPENDIX 2: Tabulated Data Analysis**

sourceInc \* compartCrosstabulation

Count

		compart		Total
		High	Low	
SourceIn	others	7	4	11
c	pension	6	2	8
	s			
	profits	9	5	14
	rents/int	8	1	9
	wage/sal	7	11	18
Total		37	23	60

**Income \* compartCrosstabulation**

Count

		compart		Total
		High	Low	
Income	<5000	13	15	28
	10000-20000	5	1	6
	20000>	5	0	5
	5000-10000	17	4	21
Total		40	20	60

**education \* compartCrosstabulation**

Count

		compart		Total
		High	Low	
education	noformal	0	4	4
	primary	5	7	12
	secondary	19	8	27
	tertiary	14	3	17
Total		38	22	60

**familysize \* compartCrosstabulation**

Count

		compart		Total
		High	Low	
familysize	largesize	0	19	19
	smallsiz	39	2	41
	e			
Total		39	21	60

<b>Distribution of respondents</b>	<b>Disagreed</b>	<b>%</b>	<b>undecided</b>	<b>%</b>	<b>Agreed</b>	<b>%</b>	<b>Ranks</b>	<b>Remark</b>
Higher level of literacy on participation	10	16.67	12	20	38	63.33	3	EC
Low level of literacy on participation	20	33.33	15	25	25	41.67	6	NEC
Larger family size	31	51.66	16	26.67	13	21.67	11	NEC
Small family size	7	11.67	14	23.33	39	65	2	EC
Professional or managerial occupation	16	26.67	21	35	23	38.33	8	NEC
Sales and services occupation	28	46.66	16	26.67	16	26.67	10	NEC
support occupation	21	35	20	33.33	19	31.67	9	NEC

Prior employment status	14	23.33	18	30	28	46.67	5
Higher income level on participation	9	15	11	18.33	40	66.67	1
low income level on participation	18	30	18	30	24	40	7
Alternative income level	12	20	14	23.33	34	56.67	4

<b>Distribution of respondents</b>	<b>Disagreed</b>	<b>%</b>	<b>undecided</b>	<b>%</b>	<b>Agreed</b>	<b>%</b>	<b>Ra</b>
LED Awareness with municipality	20	33.33	18	30.00	22	36.37	3
Tourism	17	28.33	11	18.33	32	53.33	1
Craft development	23	38.33	10	16.67	27	45	2
SMMES	31	51.67	8	13.33	21	35	4
Human settlements (Housing)	37	61.67	5	8.33	18	30	5

<b>Components of participation</b>	<b>Frequency</b>	<b>%</b>	<b>Rank</b>	<b>Remark</b>
Management or office holding	6	10.00	4	NEC
Planning and design	5	8.33	5	NEC
Attendance of regular meetings	30	50.0	1	EC
Sending of Representative	7	11.67	3	NEC
Implementation and execution	9	15.00	2	NEC
Letter writing	3	05.00	6	NEC

<b>Sustain participation</b>	<b>Frequency</b>	<b>%</b>	<b>Rank</b>	<b>Remark</b>
Empowerment and involvement	12	20	1	LF
Satisfaction from prior programs	12	20	1	LF
Consultations	9	15	3	LF
Forming new groups	9	15	3	LF
Social learning	8	13.33	4	NLF
Information dissemination	10	16.67	2	LF

**Remark**

<b>Hindrances against participation</b>	<b>Frequency</b>	<b>%</b>	<b>Rank</b>	<b>Remark</b>
Lack of information or knowledge	15	25.00	1	LF
Lack of time and financial capacity	14	23.33	2	LF
Lack of periodic monitoring and maintenance	03	05.00	4	NLF
Political factors	15	25.00	1	LF
Lack of supportive policies / incentives	13	21.66	3	LF