

# INFLUENCE OF SOCIO-ECONOMIC FACTORS ON EFFECTIVE WOMEN PARTICIPATION IN DEVELOPMENT WORK: CASE OF TURKANA COUNTY, KENYA

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**Abstract:** The purpose of the study was to investigate the influence of socio-economic factors on effective women participation in development work, a case of Turkana County, Kenya. Specific objectives being to establish the influence of cultural practices on effective women participation in development work, to assess how educational level affects effective women participation in development work, to determine how political environment affects effective women participation in development work and to evaluate the influence of income levels on effective women participation in development work in Turkana County, Kenya. Descriptive survey research design was used in this study. The target population was 5000 women of various women groups in Turkana County registered by department of social services, with a sample size of 370 active women members of women groups participating in saving activities. The study established that there is a significant relationship between cultural practices and level of women participation in development work. The study further stated that there is significant relationship between educational levels and level of women participation in development work. The study stated that there is significant relationship between political environment and level of women participation in development work. The study findings showed that political environment had coefficients of estimate which was significant basing on  $\beta_3 = 0.674$  ( $p$ -value = 0.000 which is less than  $\alpha = 0.05$ ) implying that we accept the hypothesis that there is significant relationship between political environment and level of women participation in development work. The study also revealed that there is significant relationship between income levels and level of women participation in development work. This was supported by the findings since income levels had a positive and significant effect on level of women participation in development work basing on  $\beta_4 = 0.327$  ( $p$ -value = 0.000 which is less than  $\alpha = 0.05$ ). The study recommends that the issue of gender based violence be addressed by the community, religious leaders and the government as a way of creating awareness among the community so that a lasting solution can be reached. The community should also be sensitized on the effect of retrogressive cultures such as those champions for gender based violence and the effect they have on women participation in development work. In addition, the government should consider providing skills and knowledge to women to enable them participate in development work. The study also recommends that during policy development and legislation, women participation should be prioritized to ensure women's views is properly articulated. The study further recommends that Women should also be allowed to own assets to enable them better their income and participate in development work. Finally, the study recommends that women should be given equal opportunity in decision making in the community. In addition, women should be given leadership opportunities to enable them participate effectively in development work.

**Keywords:** Cultural practices, education level, political environment, income level and level of women participation in development work.

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## I. INTRODUCTION

### Background of the study

The concept of Participation is broadly understood as the involvement of the entire population in the choice, execution and evaluation of programmes and projects designed to bring about significant improvement in the lives of the people (Lisk, 1985). Women bear a disproportionate burden of the world's poverty. Statistics indicate that women are more likely than men to be poor and at risk of hunger because of the systematic discrimination they face in education, health care, employment and control of assets. Poverty implications are widespread for women, leaving many without even basic rights such as access to clean drinking water, sanitation, medical care and decent employment. Being poor can also mean they have little protection from violence and have no role in decision making process (Bhutto & Bazmi, 2007). According to situation analysis of children and Women 2017 report by UNICEF (2017), Women play a major role in care giving, household economic management and food production, and have principal responsibility for earning money to buy their children food (many of the basic complementary foods are purchased).

Rural women are key agents for development. They play a catalytic role towards achievement of transformational economic, environmental and social changes required for sustainable development. But limited access to credit, health care and education are among the many challenges they face. These are further aggravated by the global food and economic crises and climate change (Ayferam, 2015). When women are economically and socially empowered, they become a potent force for change. In rural areas of the developing world, women play a key role in running households and make major contribution to agricultural production. But the inequalities that exist between women and men make it difficult for women to fulfil their potential

### Global perspective of effective women participation in development work.

Women and development issues have been on the world agenda since the United Nations organized the first women's conference in Mexico in 1975. Based on report done, women are generally unable to participate fully in the development process. Thus, more women are poor, illiterate, do not enjoy proper healthcare, are victims of violence such as rape, abuse as well as neglect, denied basic rights, discriminated against and suffer other forms of inequality as though their status is below that of men and their situation is far worse than men's. The reality is that there is an obvious disparity between men and women in the aspects of education, health, employment, legal matters, leadership, acquiring power and ownership of resources (Danjuma, Muhammad et al. 2013).

Empowerment of women is critical for the achievement of all the goals related to equality, human rights, development and peace and security established by the United Nations over the past six decades. At the World Summit in 2005, Heads of State and Government stated that "progress for women is progress for all". One of the eight Millennium Development Goals established in 2000 is focused on gender equality and empowerment of women, with targets on education, employment and political decision-making (UNDP, 2017).

### Regional perspective of effective women participation in development work

Most African countries continue to lag behind the rest of the world on women's participation in development, in large part due to deeply entrenched, discriminatory views about the role and position of women and girls in society, which relegate women to an inferior position relative to men and result in unequal power relations between men and women. Referred to as "harmful traditional practices," these discriminatory views legitimize and perpetuate various forms of violence against women including female genital mutilation or cutting (FGM/C); forced feeding of women to make them pleasing to men; early marriage; the various taboos or practices which prevent women from controlling their own fertility; preference for sons over daughters; female infanticide; early pregnancy; and dowry price among others (Kongolo and Bamgose, 2002). These discriminatory views and harmful practices often prevent women from achieving their full potential as productive members of society because they result in their unequal access to education, healthcare, economic opportunities, and participation in governance and politics. Even in countries where women are playing a greater role in development, governance and politics, such as in Kenya, women are treated and judged disparately and more harshly, by institutions as well as the public, in comparison to their male counterparts (Matiku, 2013).

**Local Perspective of effective women participation in development work**

In Kenya women are rarely given the opportunity to participate in the development work, this is even worse in pastoral communities where women bear the biggest burden of taking care of the family and family assets. In this communities' women are considered as part of the family asset. Despite the constitution 2010 which stipulates the need to have two genders rule in every work force, this is yet to be operationalized in the national and county level. In Turkana women endure harmful customs such as early marriage or forced marriage and continue to have less access to public services in areas that already lag far behind the provisions available in other parts of their country. Few options are available to control productive assets, as livestock, land and women are often unable to inherit property. They are excluded implicitly or explicitly from community decision making which is firmly in the hands of the male elders (Connell, 2001).

**Statement of the Problem**

Even after Kenya gained independence in 1963, women were still oppressed and not given many opportunities like education except for a small number of young women. Women still faced many problems such as child marriages and arranged marriages, Female Genital Mutilation (FGM), the AIDS epidemic as well as lack of education. Although Kenya still has a long way to go in hearing the plight of women, there continues to be an improvement in financial, social and economic inclusion within the country at different stages ranging from dialogue, policy implementation, representation and so forth. In Kenya, women do not get many decision making roles in the government, despite a gender rule in the 2010 constitution, which further sets women back, Women constitute majority of Kenya Population, Kenya recognizes that women's economic empowerment is critical to achieving gender equality as well as sustainable development which encompasses productive employment and decent work for all, ending poverty and reducing inequalities. Women's limited participation in the social, economic and political processes in Kenya is majorly a factor of the historical patriarchal nature of the society. They are therefore faced with both systemic and cultural challenges in their bid to contribute to the County or National development agenda. Discriminatory social norms and gender stereotypes continue to be entertained in both formal and informal institutions thereby hindering progress towards gender equality. A case in point is in the unequal participation and representation of women in political process, which has been informed by biased customs and stereotypes. Women's enjoyment of economic rights is also limited by the unequal distribution of resources, and limited access to factors of production, such as land and financial capital. There has been a positive shift in the social norms and practices that used to limit women's access to education and their enjoyment of the right to employment and adequate standards of living. The challenge arises when the educated girls become women, and their ambitions of participating in leadership positions are blocked despite the fact that they are qualified. Social norms that condone violence against women and girls also prevent them from equal participation and full enjoyment of life. These entrenched social norms, practices and structural challenges, at all levels have created an environment of gender inequality that prevents the transformation of gender power relations that is necessary to realize the empowerment and advancement of women and girl.

**Objective of the study****General Objective**

The purpose of the study was to investigate influence of socio-economic factors on effective women participation in development work in Turkana County, Kenya.

**Specific objectives**

- i. To establish influence of cultural practices on effective women participation in development work in Turkana county, Kenya
- ii. To assess how educational levels affects effective women participation in development work in Turkana county, Kenya
- iii. To determine how political environment affects effective women participation in development work in Turkana county, Kenya
- iv. To evaluate influence of income levels on effective women participation in development work in Turkana, Kenya

**Research Questions**

- i. How does a cultural practice influence effective women participation in development work in Turkana County, Kenya?
- ii. How does an education level influence effective women participation in development work in Turkana County, Kenya?
- iii. How does political environment affect effective women participation in development work in Turkana County, Kenya?
- iv. How does an income level affect effective women participation in development work in Turkana County, Kenya?

**Research Hypotheses**

- i. **H<sub>01</sub>**: Cultural practices do not have significant statistics effect on level of women participation in development work.
- ii. **H<sub>02</sub>**: Educational levels do not have significant statistics effect on level of women participation in development work.
- iii. **H<sub>03</sub>**: Political environment does not have significant statistics effect on level of women participation in development work.
- iv. **H<sub>04</sub>**: Income levels do not have significant statistics effect on level of women participation in development work.

**Significance of the study**

The study findings will be valuable to all stakeholders working in Turkana county and Northern Kenya at large. It is hoped that it will provide relevant information that can guide organizations, national and county governments, community and other stakeholders in gender sector to employ favourable interventions, policy and practice to support women participation in development work.

**Significance of the study to national and county government**

The outcome of the study will be used by the national and county government in allocation of resources, involvement of women in implementation of the project, the study will help the county assemble to expedite legislation of policies and framework that will create conducive environment for women to participate in development work

**Significance of the study to local and international development organization.**

The document will also be used by local and international development organizations in designing and implementation of community projects while considering women perspective.

**Significance of the study to community**

The entire pastoral communities may use the findings of this study and this will change their attitude towards pastoral women and their role in community development projects. The pastoral men will see the need of incorporating women in socio-economic activities and hence improve the living standard of pastoral community

**Scope of the study**

The scope of the study was to investigate the influence of socio-economic factors on effective women participation in development work, a case of Turkana county, Kenya, with specific objectives of establishing the influence of cultural practices on effective women participation in development work, to assessing how educational level affects effective women participation in development work, to determining how political environment affects effective women participation in development work and to evaluating the influence of income on effective women participation in development work in Turkana County, Kenya.

**Limitations of the study**

The limitation of this study comprised of the time that was needed to carry out the study and the money that was required to successfully collect data in all the six sub counties of Turkana County due to vastness of Turkana the researcher had to spent a lot of time in collecting data. To overcome this challenge, the researcher hired research assistants to help him

reach the respondents that he would not have been able to reach due to time. In addition, language barrier was also a limitation during data collection because majority of the respondents could not speak in English or Kiswahili. To overcome this challenge, the researcher hired a translator to help him in capturing the views of the respondents.

## 2. LITERATURE REVIEW

### Introduction:

This chapter gives review on literature on effective women involvement in development work looking at global, regional and local perspectives. Looking at socio-economic influence of cultural practices, education levels, and political environment and income levels on effective women participation in development work in Turkana County, Kenya. Theoretical and conceptual framework is also outlined in this chapter, with research gaps shown at the end.

### Theoretical Framework

The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. The study is guided by three theories namely Gender and Development theory, Modernization theory and Dependency theory.

### Gender and Development Theory

The Gender and Development (GAD) approach focuses on the socially constructed differences between men and women, the need to challenge existing gender roles and relations, and the creation and effects of class differences on development. Early approaches to women in development recognized that development had ignored the important role played by women in their communities and, as a result, largely excluded them from the design and implementation of development projects. The women in development (WID) approach recognize that more efficient and effective development requires the active participation of women as well as men. (Oshewolo, 2011).

Gender and Development is, therefore, an analytical approach which considers both women's and men's roles and responsibilities within the community and their relationship to each other in order to ensure that women's concerns and needs are addressed in design and implementation of activities. Spivak (2014) argued that it is thus an approach that looks at women as an integral part of the family, community and the larger society. Through gender analysis techniques, the roles and rights of both women and men are studied to help planners and project managers design how development interventions may be made more effectively. Male domineering and gender stereotype factors influence participation of women in development work, therefore this theory as it addresses on gender and development it's relevant in helping understand how women can efficiently and effectively participate in development. Gender analysis helps in establishing more sustainable and effective development.

### Modernization theory

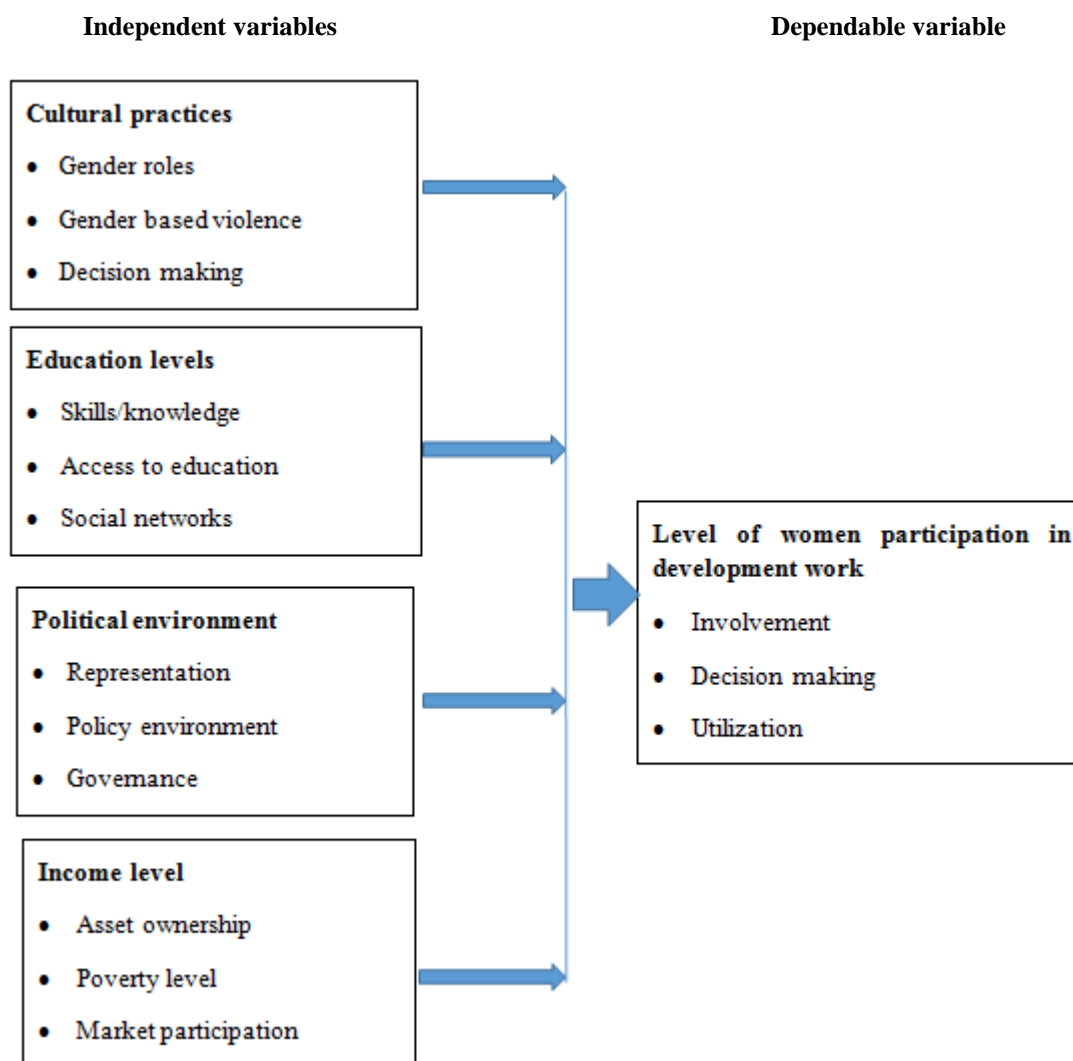
Modernization theory is used to explain the process of modernization within societies. The theory looks at the internal factors of a country while assuming that with assistance, "traditional" countries can be brought to development in the same manner more developed countries have been. This study will look at modernization as a process which focuses on social changes. The process of modernization is adopted or rejected by various groups of people through secondary socialization. For instance, the concept of modernization as defined by Lerner (1968) is the process of social change whereby less-developed societies acquire characteristics common to the developed societies. This concept denotes a total transformation from one type of society into new types of technology and associated social transformation for example a shift from traditional society to modern society (Moore, 1963). Women are expected to adjust to the modern way of life and to allow effective participation of women in development work.

### Dependency Theory

Dependency can be defined as "an explanation of the economic development of a state in terms of the external influences; political, economic, and cultural on national development policies" (Sunkel, 1969: 23, in Ferraro, 1996). Dependency refers to over reliance on another nation. Dependency theory uses political and economic theory to explain how the process of international trade and domestic development makes some Less Developed Countries ever more economically dependent on developed countries. Dependency theory advocated an inward looking approach to development and an increased role for the state in terms of imposing barriers to trade, making inward investment difficult and promoting nationalization of key industries. Third World countries do not exist in isolation. They can only be understood in the

context of the world economic and political system. Political events in Third World countries are directly related to events in First World countries. However, relations between First and Third World countries are asymmetrical. The flow of power and control is from the First World (center or core) to the Third World (periphery). Political and economic events in the First World have a huge impact on the politics and economics of Third World countries, but Third World political and economic events usually have little impact on the First World Cultural, Education, Political and Income factors have made women to depend on men for survival thus undermining their ability to effectively participate in development work at community, county and national levels.

### Conceptual Framework



**Table 2.1: Conceptual Framework**

### Review of the Variables

#### Influence of cultural practices on effective women participation in development work

Culture is defined as the socially transmitted behavior, patterns, norms, beliefs and values of a given community. Others would have that culture “is a set of shared and enduring meanings, values, and beliefs that characterize national, ethnic, and other groups and orient their behavior” (Faure and Sjostedt, 1993). According to Samuel Huntington, culture is the values, attitudes, beliefs, and underlying assumption prevalent among peoples in a society. Culture is dynamic, interactive, and synergistic, and it intermixes with all the elements of a society, especially economic development and the milieu of entrepreneurs (Huntington, 2000).

Adegoroye and Adegoroye (2008) find out from their study that harmful cultural practices militate against women socio-economic empowerment. There are cultural practices that promote gender-based violence and these acts of violence are usually directed at women (Bisika 2008). The study conducted by (Briere and Jordan 2004) identified socio-cultural factors such as poverty, social inequality and inadequate social support as some of the variables that hamper women socio-economic development. Also, in some societies, inherited tradition prevents women from inheriting land both from their fathers or husbands thereby limiting their access to collateral and productive opportunities (Danjuma, Muhammad et al. 2013). According to Klugman et al, (2014) culture plays a fundamental role in advancing or hindering women access to income and household economic strengthening. In many countries, women's access to resources is quite limited through existing cultural setbacks such as customary laws and prejudicial legal process which result in widened gender disparities. The study carried out in Pakistan on *Socio-Cultural factors affecting Women Economic Empowerment in Pakistan: A Situation Analysis* indicated that the existing legal right for women to have access to property is not operational. The Islamic and other post-independence laws seem to advocate for women access to resources, but the dominant male counterparts have to operationalize the (Choudhry et al 2019). The study that was conducted in Bangladesh by Roy et al (2017) established that women are excluded from income earning which make them dependent on their male counterparts. The existing cultural practices combined with lack of sufficient education and inadequate marketing skills and lack of access to employment opportunities leading to women's low income and inability to contribute significantly to household economic strengthening. The culture in Bangladesh leaves women with the only option being housewives spending most of their time carrying out housework's (Roy, Jannat & Khan, 2017). Cultural restrictions are also a major barrier that limits women movement to search for better job opportunities. In other cases, legal restrictions also limit women's ability to own business or engage in employment (World Bank, 2015). According to Ely and Meyerson (2000) Studies indicated that, despite the role played by the cultural forces, media, and organizations, the change has to be catalyzed by women themselves.

Women's eventual triumph will be realized through unyielding persistent hard work. In the long run, people in power cannot continue to question women's reliability and commitment to their work and organizations if they demonstrate sustained competence, commitment, perseverance, and dedication.

Accordingly, much responsibility lies in the hands of women to balance their overlapping roles, raise their career aspirations, and challenge the predominant anti-women ethos in Lebanese organizations.

### **Influence of level of education on effective women participation in development work**

In many respects, education is considered as a basic human right which ought to be accessible to both males and females. Women who account for approximately half of the global population should not be ignored an access to education because they form a very crucial global resource (Somani, 2017). This implies that for a society to develop, women should be allowed to access education because their involvement is pivotal for society development (Somani, 2017).

Education is fundamental because it improves a person's capability which can enable such person to disseminate a positive social change to the society (Andre's & Charez, 2015). In addition, education is a vital ingredient for any country's poverty eradication and sustainable socio-economic development. To tackle poverty effectively, proper development of human capital is a necessary prerequisite. This can be achieved through establishing equitable education policies (Feksi & Sulle, 2013). Subsequently, education can enhance people's productivity which in turn results into increased income and household economic strengthening. This can reduce poverty through its spill-over effects (World Bank, 2004). The study carried out in Kenya in Mombasa County, on importance of educating Girls for the overall development of society: a global perspective, established that educating women is fundamental in promoting global stability and development. This is because women have a right to education and also they represent approximately half of the world's population, which accounts for a vital global resource. In that regard therefore, isolating women from access to education can result into gender disparity in education and generally in socio-economic development.

Another study that was carried out in Pakistan by Choudhry et al (2019) on *Socio-Cultural Factors Affecting Women Economic Empowerment in Pakistan; A Situation Analysis*, concluded that though education is fundamental for women's economic well-being, women are denied the right to education and access and control of their economic life. This is enhanced by gender discrimination in education attainment. Additionally, the state policies on the right for women to access education have not been promulgated. This results into many women being illiterate leading to their poor economic

life. With the low levels of education, women in Pakistan are unable to access decent jobs and own property asserts. This is detrimental to women's income as well as their economic empowerment (Choudhry, Mutalib, & Ismail, 2019). Women in pastoral communities are left behind in education, its either they don't have access to education or there are no education opportunities for them. Educational level is important for human capital. It is a tool required to stimulate, create, achieve and enhance productivity and foster the active involvement of rural women in development. The rate of women's participation in development initiatives is strongly influenced by their educational levels With many families facing economic constraints, girls' education is usually sacrificed in favor of that of their brothers. Recently there are cases where girls drop out of school and obtain household jobs to support their brothers in completing their studies. This creates an imbalance in society, as the educated people tend to dominate decision-making processes. The imbalance tends to confine women to their reproductive role, which is normally not valued in quantifiable terms as contributing to the economy.

### **Influence of Political environment on effective women participation in development work**

Generally, women are always underrepresented in almost all the elective and even in the non-elective positions. For instance, the recent experience of Kenya shows that women who participate in political competitions are likely to lose as compared to their male counterparts. This leads to more women being nominated than elected (Mead, 2010). In addition, they form a smaller share of party members as compared to men resulting into more men representation than women especially in party executive bodies. It is also improbable for women to be elected to parliament and at the same time to rise to senior decision making decisions such as cabinet secretaries, permanent secretaries among other positions (Metle, 2002). According to Powell and Graves (2003) management is viewed as a career only for men and the majority of top management positions ought to be filled by men. In the circumstances when women ascend to higher positions such as managers they have to deal with discrimination, blocked mobility and stereotypes. In addition to that, women have to exhibit male attributes in order for them to successfully discharge their roles successful managers. On the other hand, women are dominant in lower management positions with limited access to power and meaningful challenges (Omar and Davidson, 2001). The studies carried out in Africa on women management shows that there exist several barriers for women to access careers (Wikinson, 2006). These studies showed that the major hindrance for women access to management pertains to attitude, the driving forces for success that help women on their advancement. The studies further established that cultural factors also limit women in management and participation in development work.

Metle (2002) carried out a study on public sector employees in Kuwait and established that the number of women has improved but it is still far to achieve equality especially equality in advancement even though women are recruited to civil service and private positions on equal pay basis none of them is in a decision making positions as compared to their male counterparts. Subsequently, women in Kuwait are not allowed to hold key power positions in the government sector. The study further established that there is a general believe that men should be given priority over women. This means that men should be prioritized more than women. The study conducted in Oman and Bahraini on women on top management positions (Wikinson, 2006) showed that the major challenge affecting women was cultural taboos discrimination at work, lack of confidence and trust in women managers and negative attitude towards working women. In another study Jamali et al, (2005) on constraints facing women taboos in Lebanon indicated that the main challenge affecting women in career advancement originates from cultural expectations and patriarchal attitudes which emphasizes the role of women as homemakers and mothers. This means even if women aspire to advance in their careers, they are unable to do so because their primary role simply revolves around the family.

According to Meade (2010) with the introduction of democratic elections, the number of women in national parliaments has been decreasing constantly in Kenya. Recent experience indicates that women who engage in political competition have less chance than their male colleagues of being nominated and eventually elected. They usually make up a smaller share of party members than men do and the representation of women on party executive bodies is less than their share in the membership. A report published by National Democratic Institute (NDI) and the Federation of Women Lawyers (FIDA Kenya) highlights a number of important political gains made by women during the 2017 general elections. For the first time in Kenya's history, women were elected to serve as governors and senators, and 29 percent more women ran for office than in the previous election a fact that led to the largest number of women ever seated at all levels of the Kenyan government. Women now hold 172 of the 1,883 elected seats in Kenya, up from 145 after the 2013 elections (FIDA, 2015).



Despite these gains, the report makes clear that significant obstacles remain for women seeking elective office. Although Kenya's constitution mandates that all appointed and elected bodies contain at least one-third women, women's actual representation often falls short of that threshold. Women account for just 23 percent of the National Assembly and Senate a figure that includes seats reserved .Breaking down the barriers that prevent women from pursuing public leadership is key to establishing a more representative democracy in Kenya. Although 13 percent of women who ran for office in 2017 won the same success rate as men only nine percent of all candidates were women. In Turkana county only 2 women hold elective positions (one MCA and Woman Representative) exclusively for women representatives.Turkana County still experiences a low participation of women both in leadership and management positions as shown in table below; This is despite the Kenyan Constitution 2010 requiring that not more than two thirds of elected or appointive bodies shall be of the same gender.

**Table 2.2: Political leadership representation in Turkana**

Position	Male	Female	Total
Governor	1	0	1
Deputy Governor	1	0	1
Senator	1	0	1
Constituency MP's	6	0	6
Women Rep.	0	1	1
MCAs (elected)	29	1	30
<b>Total</b>	<b>38</b>	<b>2</b>	<b>40</b>

Of the elected members in Turkana County with decision-making authority, only 0.05% are female. In addition to this, there are 16 nominated female MCA's, three Chief Executive Officers and four Chief Officers out of 15. The Turkana County assembly passed legislation on public participation in governance matters and budgetary processes that requires active participation with gender balance in 2014. Despite this, women participation in public forums is still very low.Traditionally, women in Turkana are neither decision makers nor do they attend any decision-making assemblies in the community, restricting their ability to voice their concerns. They are, however, key participants in crop production, although they don't own any land or assets in the community. They contribute much of the labour in the farms, and they market and sell produce, but have less decision- making on income. This is because decisions are made by men or community elders (mostly composed of men). However, the level of consultation on decision-making issues by both women and men at the household level is higher.

#### **Influence of Income (Economic) levels on effective women participation in development work**

According to (Hunt and Summan, 2016) women are excluded from access to well-paying opportunities, education and access to property assets and financial services.Roy et al. (2017) noted that the development pace of any country lies largely on people's participation, women included. Accordingly, women play a crucial role in shaping economic development of the nation and the family. However, in many countries such as Bangladesh, the status of women remains to be domestic in nature. Women are perceived to be passive receivers of economic development instead of active income generators and household managers (BBS, 2015).FAO (2003) established that female contribution to economic development particularly in the agriculture sector is high throughout Asia. China, Bangladesh, Pakistan, Vietnam, Cambodia and India are estimated that 60 and 98 percent of women are employed in the agriculture sector. The study by the World Bank in Bangladesh pointed out that women play limited role in household decision making, household management and access and control over household resources both financial and physical assets. In addition, women are bombarded with heavy domestic workloads, inadequate skills and knowledge, and low levels of individual assets (Sestad and Cohen, 2000).

In all these cases, rural women are the most affected. Majority of poor and marginalized women live in rural areas where they mostly engage in agriculture (Anon, 1995). But their contribution to food security and well-being of household is not appreciated and incorporated as a development strategy (Murshid and Yasmeen, 2004). For Acharya, 2003) the lack of access and control over productive resources results into limiting women's equal participation in economic activities preventing them from accessing income and household economic strengthening.

Studies conducted around the world indicate that women's access to economic activities augments the overall status of women and make them empowered. The study that was carried out by (Carr et al. (1996) in Asia established that women empowerment is the major cause of women economic development. On the other hand, the study by Rahman et al (2016) concluded that a number of available male adult within the family affect women's decision making on whether to work in the field or not. In African context, women are faced with the challenges in accessing and controlling resources. The most affected population comprises of rural women who are denied access to decent jobs, ownership of resources and participating in decision making process. This is despite their large proportion in the agricultural sector labor force in sub-Saharan Africa which is estimated at 30 to 80 percent (UN, 2019).

Accordingly, women in Africa are viewed by their male counterparts to be less productive. This makes their contribution in the agriculture sector less visible. In addition, gender based inequalities limits women access to and control over productive and financial resources (World Bank, 2014). This limits their productivity in agriculture leading to food insecurity (UN, 2019). In Kenya, women face the similar challenges that are faced with other women globally. For instance, women remain underrepresented in decision-making process at all levels and they have less access to land tenure, education and employment opportunities (USAID, 2019). Women are major breadwinner of the family in pastoral set up, where the main duties of a man if to provide for security and procreation, day to day provision for the family is left for the woman. Without sufficient social capital, pastoralist women find it difficult to build an independent economic status and hence have limited development projects. Although ownership and access to livestock is complex, women are generally not able to benefit from the principal output from the pastoralist economy, despite playing varied and often unacknowledged roles in livestock production

Female-headed households have become entirely dependent on activities such as firewood and grass collection in order to out subsistence living standards. With few assets or savings and with little or no access to financial services, these households succumb more quickly to crises and take longer to recover economically. For those who have lost their entire livestock herd, abandoning the pastoralist economy is often the only option and they are forced to settle on the outskirts of urban areas (Kipuri and Ridgewell 2008). Women in Turkana work in agriculture as farmers, as unpaid workers on family farms and or offer cheap paid labour on other farms and agricultural enterprises. Seventy percent of labour offered in farms is by women. They are involved in both crop and livestock production, mainly at subsistence levels.

The County Government employees are 56% women, with only 10% are in senior management. Less than 5% of women participate in business with the national and county governments; this is due to challenges in capacity and capital. UN Women, in partnership with the State Department of Gender, have conducted Access to Government Procurement Opportunities (AGPO) trainings for women and youth and an 8% increase in women-owned companies has been recorded, since devolution. Women and youth are disadvantaged when it comes to ownership of assets in Turkana. Girls do not gain ownership of assets with transition to womanhood as land, livestock, farms, fishing nets and the income from them belong to men and are then inherited by the man's family after his death. When women are educated, formally employed, engage in small enterprises or run their own business, they achieve recognition and a greater say over the use of their income.

### Research Gap

A lot has been done under the role of women in development but not much has been done to understand socio-economic factors influencing effective women in participation in development work. This study tries to understand socio-economic factors affecting women participation in development work, a case of Turkana County. Specifically looking at how culture practices, level of education, political environment and income level influence effective women participation in development work.

## 3. RESEARCH METHODOLOGY

### Introduction

This chapter presents aspects of the research methodology used in the study. Description of the research design used the targeted population, sampling design, data collection instruments and procedures, and the techniques on how the data was analyzed.

### Research Design

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. A descriptive research determines and reports the way things are and attempts to describe such things as possible behaviour, attitudes, values and characteristics, Mugenda & Mugenda ,(2003). The method of data collection was tested for validity and reliability, conditions which according to Kothari,(2005) must be present in descriptive studies

### Target Population

Mugenda and Mugenda (2003) refer to population as an entire group of individuals and objects of having common observable characteristics. Kothari (2004) also concur that population is all items in any field of inquiry or universe. The target population refers to the entire group of people, events or things of interest wishes to be investigated (Sekaran & Bougie, 2010). The population of the study was 5,000 which were represented by registered women groups spread across Turkana County.

**Table 3.1: Target population**

Sub-county	Target Population
Turkana Central	750
Turkana East	600
Loima	950
Turkana North	880
Turkana South	820
Turkana West	1,000
<b>Total</b>	<b>5,000</b>

### Sample size and sampling procedure

Sample size was arrived at using Yamane formula. In a finite population, when the original sample collected is more than 5% of the population size, the corrected sample size is determined by using the Yamane's formula

$$n = N / (1 + Ne^2)$$

Where;

n= corrected sample size,

N = population size, and

e = Margin of error (MoE),

e = 0.05 based on the research condition

$$\text{Sample} = 5000 / (1 + 5000 * (0.05)^2) = 370.37$$

Therefore, the sample size for this study was 370.

### Sample and Sample technique

Sample size of 370 women was used in the study with systematic random sampling being applied across the 6 sub counties of Turkana County.

### Research Instruments

Research Instruments are measurement tools (for example, questionnaires or scales) designed to obtain data on a topic of interest from research subjects. Closed ended Questionnaires with 5 Likert scale were the main instruments used to collect data.

### Data collection Procedure

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection involved self-administered questionnaires, the Researcher dropped off the questionnaires physically to the women at their monthly meeting place and pick them after 3 days once they have filled, due to high level of illiteracy in the region, services of translator cum enumerator was utilized in filling the forms. Each questionnaire had unique code/numbering this helped in tracking the questionnaires during collections so that none is lost.

### Pilot test

According to Kothari (2014), a pilot test is necessary for testing the reliability and validity of the data collection instruments. 37 women which is 10% of 370 women targeted was used in the pilot study to facilitate familiarize with research and its administration procedure as well as identify areas that need modification before the actual survey.

### Validity of research instruments

According to Mugenda (2008), validity denotes to the accurateness and significance of effects which are centered on research hence allowing the researcher to validate the correctness of the instruments used. Validity of instrument was determined by the arrangement and relationships to the topic of study.

### Instruments Reliability

Reliability of an instrument according to Mugenda (2008) is the measure of degree to which a research instrument is achieved by pre-testing these to questionnaires to the staff, which are not part of the sample size of the actual questionnaires. The method chosen is reliable since standard questions in control of the research can be put in the simplest way possible which make the respondent feel free to answer the questions as true as possible. The method is reliable and consistent since the questions are of the same standards which bring out objective response.

### Data Analysis and Presentation

Data was analyzed using Statistical Package for Social Sciences (SPSS). All the questionnaires received were referenced and items in the questionnaire coded to facilitate data entry. After data cleaning which entailed checking for errors in entry, descriptive statistics such as frequencies, percentages, mean score and standard deviation was estimated for all the quantitative variables and information presented in form of tables.

Inferential data analysis was done using multiple regression analysis. Multiple regression analysis was used to establish the relations between the independent and dependent variables. Multiple regressions were used because it is the procedure that uses two or more independent variables to predict a dependent variable. Since there are four independent variables in this study the multiple regression models generally assumed the following equation;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

Y= Level of effective Participation of Women in development work

$\beta_0$ = constant;  $\beta_1, \beta_2, \beta_3$  and  $\beta_4$ = regression coefficients

$X_1$ =cultural practices;

$X_2$ =Level of education;

$X_3$ =Political environment;

$X_4$ =Income levels

$\epsilon$ =Error Term

#### 4. RESEARCH FINDINGS AND DISCUSSIONS

##### Introduction

This chapter presents the study findings on the influence of socio-economic practices on effective women participation in development work, a case of Turkana County.

##### Response Rate

In this study, a total of three hundred and thirty-three questionnaires were distributed across Turkana County. Out of the 333 questionnaires that were distributed, 307 were satisfactorily filled, 10 were not satisfactorily completed and 16 were unreturned for analysis. The three hundred and seven (307) questionnaires that were satisfactorily filled and returned for analysis yielded a return rate of 92.19 percent. This questionnaire return rate was very reliable response rate to enable generalizations of the study findings. This agrees with Zikmund et al., (2010) who noted that a response rate of 70 percent and above is a reliable response rate.

**Table 4.1: Response Rate**

Questionnaire Response	Number	Percentage
Satisfactorily Filled	307	92.19
Not Satisfactorily Filled	10	3.00
Unreturned	16	4.81
<b>Total</b>	<b>333</b>	<b>100</b>

##### Pilot test results

##### Pilot Results

Pilot study was conducted in Turkana Central Sub County to test the validity and reliability of the research instruments. The sample of 37 respondents was selected by getting 10 % of the sample size in each stratum. The respondents who took part in the pilot study did not take part in the actual study. In this study, data collection instrument which was a questionnaire was tested to ensure that it is relevant and effective. Reliability was tested using 37 questionnaires which were duly completed. The questionnaire responses were input into statistical package for social sciences (SPSS) and Cronbach's alpha coefficient generated to assess reliability. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability (Sekaran, 2010). In general terms a Cronbach alpha of 0.8 is good, 0.7 is an acceptable range while if it is 0.6 and below, is poor (Sekaran, 2010). In this study, all the variables yielded a Cronbach's value which was higher than the threshold 0.7 which meant the research instruments were reliable. The results of pilot study are summarized in the table 4.2 below.

**Table 4.2: Cronbach's Test Results**

Variable	Cronbach's Alpha	Remarks
Cultural practices	0.964	Accepted
Educational levels	0.874	Accepted
Political environment	0.987	accepted
Income levels	0.793	accepted
Level of women participation in development work	0.926	Accepted

##### Demographic Data

##### Age of the respondents

In this study, 5.41 percent of the respondents were of the age bracket between 11-21 years, 43.24 percent of the respondents were between 21-30 years, 21.62 percent were between 31-40 percent, and 27.03 percent were between 41-50 years, while 2.70 percent were over 50 years of age. The results are summarized in table 4.3 below.

Table 4.3: Respondents Age

Age bracket (Years)	Frequency	Percent
11-20	17	5.41
21-30	133	43.24
31-40	66	21.62
41-50	83	27.03
51 and Above	8	2.70
<b>TOTAL</b>	<b>307</b>	<b>100</b>

### Academic qualifications

The respondents were asked to indicate their level of education. From the results obtained, the study indicated that 95.0 percent of the respondents had no any academic qualification. On the other hand, 5.0 percent of the respondents had acquired a primary school level of academics. None of the respondents had a qualification beyond primary school. The low levels of education make women in Turkana unable to participate effectively in development work.

### Main source of livelihoods

The study was also interested in establishing the main source of livelihoods of the people of Turkana County. The study revealed that 60.0 percent of the respondents are involved in burning and selling of charcoal, 7.5 percent make and sell brooms, 30.0 percent sell firewood, while 2.5 percent make and sell local trays. This shows that most women in Turkana County earn their income from informal sources.

### Marital status

The study further sought to find out the marital status of the respondents from the study, 87.5 percent of the respondents were married, 12.5 percent were widowed. None of the respondents were single, divorced, or separated. These findings show that divorce, separation and being single are not tolerated in Turkana County due to cultural practices.

### Presentation of Findings

#### Influence of cultural practices on effective women participation in development work in Turkana county, Kenya

The study sought to determine the influence of cultural practices on effective women participation in development work in Turkana County, Kenya. The findings are presented in a five point Likerts scale where SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree T=Total.

Table 4.4 below contains a summary of data relating to influence of cultural practices on effective women participation in development work in Turkana County, Kenya. First the respondents were asked whether women gender roles in the community prevent them from effectively participating in development work.

The distribution of findings showed that 2.5 percent of the respondents strongly agreed, 82.5 percent of them agreed, 5.0 percent of the respondents were neutral, 10.0 percent disagreed while none of the respondents strongly disagreed. These findings implied that women gender roles in the community prevent them from effectively participating in development work.

The respondents were also asked whether gender based violence hinder women from effective participation in development work. The results obtained indicated that 70.0 percent of the respondents strongly agreed, 25.0 percent agreed, 2.5 percent were neutral, while 2.5 percent of the respondents strongly disagreed, none of the respondents disagreed. These findings show that gender based violence hinder women from effective participation in development work. Finally, the study was also interested in establishing whether women have decision making authority in the development work. The results obtained from the study showed that 2.5 percent strongly agreed, 2.5 percent strongly agreed, 27.5 percent were neutral, 52.5 percent disagreed, while 12.5 percent strongly disagreed. These findings therefore showed that women have no decision making authority in the development work.

**Table 4.4: influence of cultural practices on effective women participation in development work in Turkana county, Kenya**

Statements	SA	A	N	D	SD	T
women gender roles in the community prevent them from effectively participating in development work	% 2.5	82.5	5.0	10.0	0	100
whether gender based violence hinder women from effective participation in development work	% 70.0	25.0	2.5	0	2.5	100
Women have decision making authority in the development work.	% 2.5	2.5	27.5	52.5	12.5	100

**Effect of educational levels on effective women participation in development work in Turkana county, Kenya.**

The study sought to establish the Effect of educational levels on effective women participation in development work in Turkana County, Kenya. The findings are presented in a five point Likerts scale where SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree and T=total.

From table 4.5 below, the respondents were asked whether women have the required skills and knowledge to effectively participate in development work. The findings of the study showed that none of the respondents strongly agreed and agreed respectively, 55.0 percent of the respondents were neutral, while 45.0 disagreed, and none of the respondents strongly disagreed. These findings showed that the respondents doubt that women have the required skills and knowledge to effectively participate in development work.

The study further sought to know whether women have equal access to education in the county. The results obtained indicated that none of the respondents strongly agreed, 30.0 percent agreed, 45.0 percent neutral, 25 percent disagreed, while none of the respondents strongly disagreed. These findings show that women lack equal access to education in the county.

Finally, the respondents were asked to give their opinion on whether women have equal access to education in the county. The distribution of the responses indicated that none of the respondents strongly agreed to the statement, 5.0 percent of them agreed, 67.5 percent of them were neutral, 25.0 percent of them disagreed while 2.5 percent of them strongly disagreed to the statement. These findings implied that women are not aware whether they have equal access to education in the county or not.

**Table 4.5: Effect of educational levels on effective women participation in development work in Turkana county, Kenya**

Statements	SA	A	N	D	SD	T
Women have the required skills and knowledge to effectively participate in development work.	% 0	0	55.0	45.0	0	100
Women have equal access to education in the county.	% 0	30.0	45.0	25	0	100
women have equal access to education in the county	% 0	5.0	67.5	25.0	2.5	100

**Effect of political environment on effective women participation in development work in Turkana County, Kenya**

The study sought to establish the effect of political environment on effective women participation in development work in Turkana County, Kenya. The findings are presented in a five point Likerts scale where SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree and T=total.

From table 4.6 below, the respondents were asked whether there is enough women representation in elective seats in the community and county. The distribution of findings showed that none of the respondents either strongly agreed or disagreed, 2.5 percent of the respondents were neutral, and 72.5 percent disagreed while 25.0 percent of them strongly disagreed. These findings implied that there is no enough women representation in elective seats in the community and county.

The respondents were further asked whether women actively participate in development or legislation on development work in the county. The distribution of the responses indicated that 2.5 percent strongly agreed to the statement, 2.5 percent of them agreed, and 32.5 percent of them were neutral, 60.0 percent of them disagreed while 2.5 percent of them strongly disagreed to the statement. These findings implied that women do not actively participate in policy development or legislation on development work in the county.

### Correlations

To establish the relationship that exists between the dependent and independent variables, correlation analysis was conducted. In this study Pearson correlation coefficient was used to determine the magnitude and the direction of the relationships between the dependent variable and independent variables. The values of the correlation coefficient (R) are supposed to be between -1 and +1. A value of 0 implies no relationship, +1 correlation coefficient indicates that the two variables are perfectly correlated in a positive linear sense, that is, both variables increase together while a values of -1 correlation coefficient indicates that two variables are perfectly correlated in a negative linear sense, that is, one variable increases as the other decreases (Collis & Roger, 2013; Neuman, 2006; Sekeran, 2008; Kothari, 2012). Correlation coefficients were the statistical method utilized to explore the five variables: cultural practices, educational levels, political environment, income levels and level of women participation in development work. The results of the correlation analysis are presented in Table. The correlation between income levels and level of women participation in development work was the most significant,  $r = 0.520$ ,  $P < 0.01$ . The correlation between political environment and level of women participation in development work was also significant,  $r = 0.445$ ,  $P < 0.01$ . The correlation between cultural practices and level of women participation in development work was the least significant,  $r = 0.196$ ,  $P < 0.01$ . The correlation between educational levels and level of women participation in development work was also least significant,  $r = 0.324$ ,  $P < 0.01$ .

### Model Summary

Coefficient of determination explains the extent to which changes in the independent variable can be explained by the change in the dependent variables or the percentage of variation in the dependent variable (level of women participation in development work) that is explained by all the four independent variables (cultural practices, educational levels, political environment, income levels). The four independent variables that were studied, explain only 64.5% of the effects of the independent variables on level of women participation in development work as represented by the R<sup>2</sup> which means that other factors not studied in this research contribute 35.5% of the effects of the independent variables on level of women participation in development work. Therefore, further research should be conducted to investigate the other factors influencing level of women participation in development work (35.5%).

**Table 4.6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805	0.649	0.645	.000

- Predictors: (Constant), cultural practices, educational levels, political environment, income levels.
- Dependent variable: level of women participation in development work.

### ANOVA Model

Study findings in ANOVA table 4.7 indicated that the above discussed coefficient of determination was significant as evidence of F ratio of 156.465 with p value  $0.000 < 0.05$  (level of significance). Thus, the model was fit to predict level of women participation in development work using cultural practices, educational levels, political environment, and income levels.



Table 4.7: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	190.608	4	47.652	156.465	.000b
	Residual	103.244	339	0.305		
	Total	293.851	343			

## Hypotheses Testing

### Hypothesis One

**Ho<sub>1</sub>: Cultural practices do not have significant statistics effect on level of women participation in development work.**

The first hypothesis of the study stated that there is a significant relationship between cultural practices and level of women participation in development work. Findings in table 4.28 showed that cultural practices had coefficients of estimate which was significant basing on  $\beta_1 = -0.307$  (p-value = 0.000 which is less than  $\alpha = 0.05$ ) thus we accept the hypothesis and conclude that there is a significant relationship between cultural practices and level of women participation in development work. This suggests that there is up to 0.307-unit decrease in level of women participation in development work for each unit increase in cultural practices. Also, the effect of cultural practices is more than the effect attributed to the error, this is indicated by the t-test value = 7.936.

### Hypothesis Two

**Ho<sub>2</sub>: Educational levels do not have significant statistics effect on level of women participation in development work.**

The second hypothesis stated that there is significant relationship between educational levels and level of women participation in development work. Nonetheless, the study findings showed that educational levels have no significant effect on level of women participation in development work basing on  $\beta_2 = 0.073$  (p-value = 0.061 which is more than  $\alpha = 0.05$ ). Furthermore, the effect of educational levels was stated by the t-test value = 1.876 which implies that the standard error associated with the parameter is less than the effect of the parameter.

## 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Introduction

This chapter presents discussion of findings, conclusion as well as recommendations based on the objectives of the study.

### Summary of Findings

**Influence of cultural practices on effective women participation in development work in Turkana County, Kenya.**

The study sought to determine the influence of cultural practices on effective women participation in development work in Turkana County, Kenya. These findings of the study revealed that women gender roles in the community prevent them from effectively participating in development work. The study further established that gender based violence hinder women from effective participation in development work. Finally, the study established that women have no decision making authority in the development work.

**Effect of educational levels on effective women participation in development work in Turkana County, Kenya**

The study sought to determine the effect of educational levels on effective women participation in development work in Turkana County, Kenya. The findings revealed that the majority of the respondents are not aware if women have the required skills and knowledge to effectively participate in development work. These findings further showed that women lack equal access to education in the county. Finally, the study findings revealed that women are not aware whether they have equal access to education in the county or not.

## Conclusion

In conclusion, the study established that there is a significant relationship between cultural practices and level of women participation in development work. Findings showed that cultural practices had coefficients of estimate which was significant basing on  $\beta_1 = -0.307$  (p-value = 0.000 which is less than  $\alpha = 0.05$ ) thus we accept the hypothesis and conclude that there is a significant relationship between cultural practices and level of women participation in development work. This suggests that there is up to 0.307-unit decrease in level of women participation in development work for each unit increase in cultural practices. Also, the effect of cultural practices is more than the effect attributed to the error, this is indicated by the t-test value = 7.936. The study further stated that there is significant relationship between educational levels and level of women participation in development work. Nonetheless, the study findings showed that educational levels have no significant effect on level of women participation in development work basing on  $\beta_2 = 0.073$  (p-value = 0.061 which is more than  $\alpha = 0.05$ ). Furthermore, the effect of educational levels was stated by the t-test value = 1.876 which implies that the standard error associated with the parameter is less than the effect of the parameter.

## Recommendations

Based on the findings, the study recommended the following:

### **Influence of cultural practices on effective women participation in development work in Turkana County, Kenya**

Since the study revealed that women gender roles in the community prevent them from effectively participating in development work and that gender based violence hinder women from effective participation in development work. It is necessary that the issue of gender based violence be addressed by the community, religious leaders and the government as a way of creating awareness among the community so that a lasting solution can be reached. The community should also be sensitized on the effect of retrogressive cultures such as those champions for gender based violence and the effect they have on women participation in development work.

### **Effect of educational levels on effective women participation in development work in Turkana County, Kenya.**

The study findings showed that women lack equal access to education in the county and that women are not aware whether they have equal access to education in the county or not. In this, the study recommends that the government should consider providing skills and knowledge to women to enable them participate in development work.

### **Areas for further research**

The study has analyzed the influence of socio-economic factors on effective women participation in development work in Turkana County, Kenya. The study recommends that another study should be done on evaluation of effectiveness of women participation in development work in Kenya. Furthermore, conducting a replication study in another County is necessary so that there are sufficient and conclusive results in relation to study.

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