COMMUNITY PARTICIPATION IN DEVELOPMENT PROJECTS AT TICKYLINE VILLAGE IN TZANEEN

BY

MALATJI KHUTSO PEACE

STUDENT NO: 16012380

A mini-dissertation submitted in partial fulfilment of the requirements for the degree

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Supervisor: Prof N Nkuna

Co-Supervisor: Dr E Mahole

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Abstract

Community participation is a concept which is meant to ensure that community members are an integral part of processes that determine their destination in relation to their development needs. It is a means of empowering people by developing their skills and abilities to enable them to negotiate and make appropriate decisions for their development. Community participation, however, is not without its challenges. In most development projects initiated by local municipalities and other government departments, community participation appears to be an afterthought. In this regard, the study aimed to investigate challenges of community participation in Tickyline. The research methods used for this study were both qualitative and quantitative and data was collected from twenty-two (22) research participants using open-ended interviews and questionnaires. Data was analysed using thematic method and Statistical Package for the Social Sciences (SPSS) software.

Findings

The study revealed that majority of the participants do not participate in development projects because some meetings are arranged during odd times, particularly during the initial phases of the projects. The study further revealed that these challenges of participation are influenced by officials who take decisions on behalf of communities as they regard the participants as less capable of taking independent decisions regarding their own projects.

It was found that community projects are literally imposed to the communities and therefore, participation and community involvement is very minimal which consequently collapses the projects.

Recommendations

Consequent to the findings, it is recommended that community leaders should make community meetings open to all community members. There should be regular community gatherings to discuss issues affecting the community; and there should be inclusion of community members in every phase of projects by municipal and government members to ensure maximum participation in relation to development projects. The officials should regard the participants as important stakeholders in the development of the projects in the area. Community members should be literally made

sole beneficiaries of development projects from the inception to the hand-over phase. By so doing, they will be able to sustain both themselves and the development projects within their area.

Key words: Development, Community participation, Development projects

DECLARATION

I, Malatji Khutso Peace hereby declare that this mini dissertation titled "Community Participation in Development projects at Tickyline Village in Tzaneen", for the degree Master in Public Management (MPM) at the University of Venda hereby submitted by me, has not previously been submitted for a degree at this or any other institution, and that this is my own work in design and execution and that all reference material contained therein have been duly acknowledged.

Malatji Khutso Peace   …………………………………

Student Number: 16012380   Date

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My family, their continuous support and encouragement is unrivalled. My participants, I wish to express my sincere gratitude for their help and support during this arduous task.

DEDICATION

This study is dedicated to my son Omolemo, and my parents, Mrs Tumisang and Mr Bom Malatji for their love, inspiration and encouragement.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

Development of rural areas remains a struggle in developing countries (Molaba, 2016). This is well as the case with Tickyline village in Tzaneen, which is situated in the Limpopo Province. In Greater Tzaneen, the Integrated Development Plan (IDP) of 2017-2018 stipulates that majority of the residents in the area do not progress much in terms of education and that on its own, limits their knowledge regarding development (Greater Tzaneen Local Municipality, 2017). This is evident as it can be observed that within the area, schools are dilapidated, no access to health services and facilities within the reach, no proper sanitation and the roads are not up to standard.

Development policies in many developed and developing countries seek to improve the living standard of the poor in rural areas (Botes & Rensburg, 2000). For lives to be improved, they saw a need to introduce development projects. These development projects are one of the key ingredients to poverty reduction. Most of development projects cannot succeed without involving members of the community where these projects need to be implemented. Therefore, development policies potentially saw the need to stress the encouragement of communities to participate in their development agenda. The rationale for this is that communities, especially those in rural setting, cannot prosper fully without full engagement of its members (Kufuor & Koomson, 2014: 1619).

The idea of involving community members throughout the process of development projects within their areas has proved to show remarkable results (Molaba, 2016). Phologane (2014) highlights that active and dedicated participation of the key stakeholders in the design and implementation of projects, especially those at the grass-roots level, contributes significantly to the sustainability of developmental activities, through increased ownership and more effective use of grass roots level inputs. Evaratt and Gwagwa (2005) further maintain that in most cases, it is in rural

areas where development projects need to be implemented because that is where development is ideally needed.

For these projects to succeed, the community needs to be involved in every aspect and detail concerning the development projects within their area. Community participation in rural development involves an act of sharing all aspects that are common to all participants as stakeholders of the development process (Clearly, 2008).

1.2 Background

The study focuses on Tickyline village just outside the town of Tzaneen. It is a rural village in the Limpopo Province which falls within the Mopani District Municipal area in the Greater Tzaneen municipality. Tickyline falls under municipal Ward 30 located in the Bakgaga Tribal area, under Chief Maake in terms of the municipal demarcation.

Mopani District Municipality came into being after the 2000 Local Government Elections. It consists of five Local municipalities, namely: Greater Giyani, Greater Letaba, Greater Tzaneen, Ba-Phalaborwa and Maruleng. Mopani District Municipality is situated in the North-eastern part of the Limpopo Province, 70 km and 50km from Polokwane (main City of the Limpopo Province), along provincial roads R81 and R71 respectively. It is located, on global view, between the Longitudes: 29 ̊ 52´E to 31 ̊ 52´E and Latitudes: 23 0´S to 24 ̇38´S, with 31 E as the central meridian. It is located in the Degree square 2431 Topographical sheets. In this regard. Tickyline is found along R36 to Lydenburg, just 35km north-east from Tzaneen town.

According to Census of 2011, Mopani District Municipality has a population of 1 092 507 and out of that population, the Greater Tzaneen Municipality, within which Tickyline resides; has a population of 390 095 and out of the population of Greater Tzaneen, Tickyline has population of 33 675 (Greater Tzaneen Integrated Development Plan, 2017/18). What the census has provided here are the figures of six years back and it is inevitable that since then, the given population has grown.

According to the Greater Tzaneen Integrated Development Plan (IDP) of 2017, only 17% percent of the community is educated, 57% is uneducated, 16% is at (tertiary, high and primary) school level and 10% comprises elderly people. From this

background, it can be deduced that the knowledge and understanding of development amongst the residents of the researched village is dismally low and those with knowledge seem less affected as they somehow progressed in life.

In terms of structural lay-out, Tickyline is one of the underdeveloped villages within Greater Tzaneen Municipality (Greater Tzaneen Integrated Development Plan, 2017/18). Within the village, the only social facilities that seem to be functioning apart from the schools, are liquor outlets (tarvens). At these liquor outlets, it is where one would find most people of that village as there is nothing much for them to do. There is not a specific age group that can distinctively be said to be dominant at the liquor outlets. This means that the young, youth, young adults and adults are found in liquor outlets in the area. Basically, it is their hang out spot as they do not have any other places to just to pass time, except going to town (Tzaneen), which is a luxury they cannot afford.

There is a high level of teenage pregnancy, school drop-out, unemployment, health related issues and crime. The proliferation of teenage pregnancy and health related issues might be because there are no health care facilities within the village (Greater Tzaneen Integrated Development Plan, 2017/18). This proliferation of the mentioned issues can be attributed to people not having much to do with ample time at their disposal.

1.3 Problem Statement

Section 42 of The Local Government Systems Act 32 of 2000 states the significance of community participation and involvement in matters affecting communities, which includes encouraging and creating conditions for them to fully participate in their own affairs. Section 42 of the same Act further urges people to participate in development projects which are designated within their areas, and by involving themselves in these projects, it potentially allows them to have ownership of what is and needs to be done for the projects to be successful (DPLG, 2000). Moreover, the White-Paper on Local Government 1998 emphasises that due to lack of access to services, economic opportunities, mobility, safety, absence of pollution and congestion, proximity to social and recreational facilities, it is imperative that communities take part in designing and

participating in projects that are meant to better their lives (Department of Public Service and Administration, 1998).

Usadolo and Caldwel (2016) assert that people's participation in development projects in rural areas bring effective social change rather than impose an external culture on a society and community participation. The design, implementation and hand over of a project greatly enhances the likelihood of project success due to improved goodness of fit and increased sustainability. Molaba (2016) states that people's participation within the community in their development projects, increases the efficiency of development activities by involving local resources and skills.

Their involvement capacitates and develops the abilities of local people to manage and to negotiate development activities (Molaba, 2016). Moreover, participation can often help to improve the status of women by providing the opportunity for them to play a part in development work. However, the residents of Tickyline seem less interested in participating in projects that are meant to improve their lives. Seemingly, there might be push factors that can be harbouring their disinterest in partaking to development projects within their area.

According to Mansuri and Rao, (2012), illiteracy, political exclusion, transparency, dissemination of information and the rate of unemployment, as people cannot afford means of transport to the designated jobs within projects in most rural areas of South Africa, play a pivotal part in the deceleration of development process amongst these areas. Molaba (2016) further states that development of rural communities in South Africa is a national challenge since most of the unemployed and illiterate people in the country are found in these communities. This is the case with people of Tickyline village as most projects within their village never reach the implementation phase, let alone the handover stage. To this effect, the study sought to investigate failure of development projects in Tickyline village looking at it from an angle of community participation. In this regard, the researcher finds the following aim and objectives relevant.

1.4 Aim

To investigate community participation in community development projects at Tickyline village in Tzaneen to determine strategies that can encourage the involvement of communities.

1.5 Objectives of the study

The objectives of this study are as follows:

- To examine the level of community participation in community development projects
- To determine the challenges of community participation
- To determine strategies to encourage community participation in development projects

1.5.1 Research Questions

Research questions to be pursued in this study are as follows:

- What is the level of community participation in development projects?
- What are the challenges of community participation?
- Which strategies can be used to encourage community participation in development projects?

1.6 Significance of the Study

The study might help Tickyline community and relevant role players to participate in development projects. It might also enable them to realize the significance of community participation and understand the barriers to community participation, its advantages, necessary structures and improvements needed to ensure sustainable development. This might ultimately increase community participation in the development projects within their community.

1.7 Limitations of the study

The major limitation of the study was time as this type of research requires more time. Lack of funds was also a limiting factor as the study required a lot of travelling to achieve the desired objectives. Language was also a problem as the questionnaires

were in English and as it has already been highlighted, most people within the community are uneducated.

The researcher had to extend the time estimated to complete data collection and used more than the estimated budget to achieve the desired objectives of his study. Since there were no funds allocated for the researcher to secure services of a professional translator the researcher (who happens to be multi-lingual), explained and translated the questionnaires and interview question using the languages that the participants would understand.

1.8   Delimitation of the study

The study focused on community participation in development projects at Tickyline in Tzaneen, which is under Greater Tzaneen Municipality. Participants of the study were male and female residents of the researched area,aged between 18- 55 years.

1.9   Definition of operational terms

Community: Tshikwatamba (2004:257) defines community as a cluster of people living together and sharing common cultures and values. Also, van Deventer and Kruger (2009: 256) aver that community may refer to a cultural or ethnic or language group or may refer to group of persons having the same or similar interest. The qualities and characteristics of the given definition by different authors befits what the community of Tickyline is made of.

Development: Todaro and Smith (2006:17) define development as a multidimensional process involving major changes in social structures, popular attitudes, and national institutions, as well the acceleration of economic growth, the reduction of inequality, and the eradication of poverty. Gegeo (1998:289) defines development as a process of growth springing from within, which involves a growing individual and collective self-reliance, and focuses not only on material and economic needs, but also on emotional, ethical, and political empowerment. With how development is being described, Tickyline and its residents do need what is being described as development by the scholars above. For Tickyline and its residents to be considered a developing or developed village, they need to possess most if not all the attributes mentioned in the definitions.

Participation: Participation is an active process by which beneficiaries influence the directions and execution of a development project with a view to enhancing their well-being in terms of income, personal growth, self- reliance or other values as they cherish (Mansuri & Rao, 2012). Westergaard (1986) defines participation as collective efforts to increase and exercise control over resources and institutions on the part of groups and movements of those hitherto excluded from control. This definition points toward a mechanism for ensuring community participation.

Based on how participation is being described, the researched fall out of the description of participation. This can mainly be because of them showing little or less interest in participation. In this regard, without the qualities that qualifies and affirms one to be a participant, they are far from being regarded as participants since they do not display and exercise those qualities.

Community Participation: Theron (2005:120) views community participation as a process to give communities an opportunity to determine their own destination. Furthermore, Theron (2005) says that it is the provision of grassroots level with abilities, which could enable them to negotiate development delivery systems and be able to take informed decisions, in terms of their development needs and priorities. According to Theron and Mchunu (2014), community participation refers to the creation of opportunities that allow space for members of a community to actively input and influence processes in the development endeavour, and to draw equitable benefits from the proceeds of the development endeavour. According to what is being said about community participation, the researched are nowhere near to be identified as a community that participate in community projects which are meant to uplift their living condition.

Development Project: According to Wideman (2000: 3), a project is a novel undertaking to create a new product or service, the delivery of which signal completion and begins when resources are dedicated to its specific goal. It is the people themselves who must define their needs, not their development agencies (Mendes, 2008).

Given how development project is being described, the researched area and the residents do not fit within the above-mentioned description of development project.

1.10   The study layout

The study is be structured into five chapters which are illustrated as follows:

Chapter 1: Introduction and the Background of the Study

- The chapter outlines the introduction and the background of the study and the problem statement. It also explains the objectives of the study and critical research questions. The significance of the study, limitations and delimitations of the study are also highlighted. Also, definition of operational concepts is included.

Chapter 2: Literature Review

- The chapter covers the literature reviewed. It includes all theoretical background and the contribution of various theories, strategies and criticism that constitute the idea of participation.

Chapter 3: Research Methodology

- The chapter covers the research process undertaken, design and methodology. This chapter includes the samples, location of the study, data collection methods and data analysis.

Chapter 4: Data Presentation, Analysis and Interpretation

- The chapter presents empirical findings and analysis of the study based on the data collected during the field. The presentation of both qualitative and quantitative data is done using thematic analysis

Chapter 5: Research Findings, Conclusion and Recommendations

- The chapter concludes the research by providing findings and recommendations. This chapter outlines major findings on the challenges, level of community participation and the strategies used for community participation in community development.

1.11   Conclusion

This chapter outlined and explained the overview of the study. Introduction and background of the study were discussed, followed by the problem statement where reasons for conducting this study were highlighted. The aim and the desired objectives were also highlighted together with the research questions that guided the study. The relevance of the study was also highlighted followed by definition of terms and how the study was structured. In the study, the community participation in community development projects at Tickyline village in Tzaneen was investigated. Therefore, given the overview of the study in this chapter, the chapter that follows focuses on the different theories, elements contributing to the research topic and the South Africa Statutory Framework.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, relevant literature and different theories that relate to the researched topic are reviewed. This chapter assembles knowledge on a topic regarding what is known or what has been done about the area and where knowledge gaps exist (Cooper, 2010). Such a literature review helps to provide a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings (Marshall & Rossman, 2011). Therefore, in this chapter, different theories that relate to development are discussed, followed by elaboration of elements that impede communities from participating in development projects. The chapter will conclude by presenting the statutory provision of community participation within the South African context and related to Tickyline as study area on point.

2.2 Theoretical Framework

The theories that follow were used to guide the study as it has been highlighted earlier in the chapter. The first theory that was discussed is the centre-periphery theory. The researcher found this theory significant on the basis that within the researched location, the residents are most likely to refrain from participating in development projects as they are supposed to be at the centre of development, but they are left with less skills to sustain themselves. Thus, they are most likely to be left at the periphery of development and that would mean development was for them and not about them.

The second theory which guided this study is the modernization theory. This theory focuses mainly in development through the transition from a traditional society to a modern one. In this regard, this would mean that the residents of Tickyline must be prepared to move with time as things change as far as development is concerned. However, this type of theory can either bring success in terms of development in Tickyline or it can bring conflicts amongst the residents. Based on the different age groups and the high level of illiteracy in Tickyline, the residents might have a problem in reaching common goals as far as development is concerned.

The last theory that guided this study is the dependency theory. This theory puts its emphasis on what usually happens once development projects are handed over to the sole beneficiaries. In most cases, this means that the rich get richer and the poor remain poorer. In this regard, Tickyline would be a developed area, but the residents of this area might not have the desired skills to sustain what would have been developed within their area. This would mean that the people that the residents of Tickyline depended on during the implementation of development projects might not be there or available to help them with the necessary skills of sustaining those projects. Succinctly, the project holders would have gotten what they wanted (money) and gave the researched development with less skills to keep the development projects afloat.

2.2.1 Centre-periphery theory

The concept centre-periphery theory has registered some success at the global level, thus, it has been mostly used in the context of third-wordlist thinking. Blaho (2012) purports that the idea of the two terms, centre and periphery, allows reflecting on interactions between places in the world: links of reciprocal dependency where inequalities are the rule, but which are not working one-way. However, Sachs (2005) argues that the relationships between two types of parts of the world economy flows, and these relationships are asymmetrical. The centre is central precisely because it benefits from this inequality and, in turn, the periphery is characterised by a deficit which maintains its dominated position. Additionally, Jorgen (2003) states that the theory shows development contradiction and/or structural differentiation between spatial settlement of the centre which is also termed as the "metropolis" and the less developed countries - the "periphery".

This theory emphasizes the exploitation of the south from the north. Bonye et al. (2013), give an example of Ghana's relations with the United States of America (USA) and Britain in which structural differences produce unequal development which exemplifies this development paradigm in terms of the relationship between the north and the south. To support the given example, Gren (2003) highlights that many studies and community development practitioners are concerned about centre-periphery paradigm as it assesses whether there is convergence or divergence in development between the centre and the periphery and the factors associated with the 'success' of core regions or the atypical success-stories in peripheral areas.

There are critiques about this theory. According to Shortfall and Shucksmith (2001), the theory discourages competitions among spatial regions and allows the state to take total control of the distribution of resources for development. Also, the relative economic advantages of the centre serve as the pull factors, thereby encouraging migration from the periphery to the core. This phenomenon certainly comes with its attendant problems (Shortfall & Shucksmith, 2001).

2.2.2 Modernisation theory

Modernization theory is based on the broad belief that society moves from traditional to modern, through a series of stages (Smith, 2003). According Coetzee (2001:27), modernisation was seen and acknowledged as the process through which the newly decolonised traditional countries in Africa, Asia and South America would go through to become modern. This was supposed to be achieved through the transfer of the advanced political, social, cultural and economic accomplishments of western societies to become modern.

Modernization theory emphasizes that modern societies are more productive, children are better educated, and the needy receive more welfare (Davids et al., 2009). Bader (2001) highlights that modern societies have the particular feature of social structural differentiation, that is, a clear definition of functions and political roles from national institutions. However, Nederveer Pieterse (2001) argues that although structural differentiation has increased the functional capacity of modern organizations, it has also created the problem of integration, and of coordinating the activities of the various new institutions. The theory is a phase theory, hence it is dependent on Rostow's phase of development and the phases are:

2.2.2.1 The traditional society:

The economic system is stationary and dominated by agriculture with traditional cultivating forms. Productivity by man- hour is relatively lower, as compared to the following growth stages. In this regard, the society characterizes hierarchal structure and there is low vertical as well as societal mobility. Therefore, a historical instance of this kind of society was founded in Newton's time (Mallick, 2005).

2.2.2.2 The preconditions for take -off

During this stage, the rates are escalating and they initiate dynamic developments. This kind of economic development is a result of the industrial revolution. Subsequently, transformation which includes development of agriculture and workforces of the primary sector becomes redundant. A prerequisite for this phase is revolution, which in England lasted for a century (Bader, 2001).

2.2.2.3 Take-off

One major characteristic of this phase is major economic growth and this phase is self-driven and sustained, it does not have exogenous input (Escobar, 1999). With communities able to owning up their development projects, it is to some extent inevitable that project/s will be a success based on the fact that the most people within the community will be equipped with the desired skills for that or those projects.

2.2.2.4 The drive to maturity

This phase it is characterized by continual investments. Economic and technical progress dominates this phase. Consequently, Bader (2001) highlights that new forms of industries like neo-technical emerge and because of transformation, social and economic prosperity, especially the latter, increases.

2.2.2.5 The age of high mass consumption

Nedervreen Pieterse (2001) maintains that most parts of societies live in prosperity, following all the four stages and people living in these societies will now have an abundance and multiplicity of choices.

There are critics around modernization theory and one critique is that its assumption is that the evolution of societies emanates from a common starting point of underdevelopment and transform along a reductionist continuum of economic and social change from traditional to modern society (Cohen & Kennedy, 2000). Nevertheless, Smith (2003) highlights that economic development emphasized by this theory remains perpetual, thus continues in most government initiated community development projects at the expense of other aspects of community life such as cultural, psychological and spiritual development, a holistic approach to development.

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2.2.3 Dependency theory

Dependency theory as a social science theory emerged as a reaction to modernization and diffusion theories and it was originally developed in Latin America, with its analysis informed by Marxist and critical world system theories according to which the problems of the third world reflected the general dynamics of capitalist development (Vis Wiki, 2009). Contrary to modernization theories, dependency theorists' argument was that problems of underdevelopment in poor countries was determined by external factors and the way former colonies were integrated into the western economy (Imoh, 2013:22).

Vis Wiki (2009) highlighted that problems of underdevelopment are political, rather than the result of the lack of information. Therefore, superior economic and political power of the West enabled them to make decisions that enabled them to maintain underdevelopment and dependency in developing countries. Thus, the central contention of this theory is that poor states are impoverished and rich ones enriched based on the notion that resources flow from a "periphery" of poor and underdeveloped states to a "core" of wealthy states enriching the latter at the expense of the former (Vis Wiki, 2009).

Marxism aspired dependency theory from which it derived the thesis that development emerges from conflicts, notably those stemming from changes in the material conditions of life (Imoh, 2013:23). Subsequent to this, imperialism is driven by Euro/American bourgeoisie capitalism at the core of Third world under-development. This depicts socialist revolution as an essential component since development in the Third World requires the profound alteration of the economic, social and political relationships. In the long run, there will be an overthrow of the market and the mobilization of domestic populations in a nationally oriented effort towards the creation of a socialist context for development (Emeh, 2013: 118).

Like Modernization theory, there are critics around dependency theory. Some of the critiques highlighted by Vis Wiki (2009) are that this type of theory leads tohigher rates of corruption in state-owned companies and lack of sustainability as government support may be unsustainable for very long, particularly in poorer countries which may largely rely on foreign aid for the implementation of development programs. Also, the

Euro-centrism of Dependency theory is influenced by Marx's description of the phases of social change wherein most advanced phases corresponded to European experiences, and Africa was outside the historical processes of change (Ajei, 2007).

2.3 People- Centred Approach

The three classical development theories of center-periphery, modernization and dependency have equally failed to explain and justify the continued underdevelopment of the third world nations, epitomized by the proliferation qualities of poverty and inequalities (Theron, 2009:105). This led to the emergence of the people-centered approach.

This approach focuses more on people being at the center of development on micro-level than on macro-level theorizing. Sibanda (2011) highlighted that people-centered development should be a process whereby members of the society increase their personal and institutional capacities to mobilize and manage resources so to produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations. Furthermore, Davids et al. (2009:21) posit that as opposed to what theories of development have been saying in the past about development, humans should be placed at the center, contrary to the "trickle-down" approach in other development initiatives.

Theron (2009:104) argues that in the people-centered approach, there should be four fundamental questions asked regarding development process and they are: From what? By whom? From whom? In what way? To paraphrase Kotze's assertion, which is cited in Theron (2009:105), humanist thinking on development implies more than economic growth and includes transformation of institutional, socio-cultural and political systems and structures, consequently addressing development in a holistic way. The 2000 World Development Report entitled *The role of UNDP in the 1990's*; explains that development needs to have an objective as its pinnacle, which will inwardly capacitate human beings and enable them to manage their own lives and their environment.

2.3.1   Advantages of the People Centered Approach

The following are the advantages of People Centered Approach:

2.3.1.1 People's empowerment

Development is perceived as a process that focuses on the delivery of goods to a passive citizenry. Contrary to that; development is driven by active participation and growing empowerment (Theron & Mchunu, 2016:17-20). Additionally, Davids et al. (2009:21) further highlight that the RDP explains development as a process whose main focus is not only about the delivery of goods to a passive citizenry, but also about the involvement and growing empowerment. As it can equivalently be compared to the concept of conscientisation by Freire, the primary objective of empowerment is to develop individuals' critical understanding of their circumstances and social reality (Davids et al., 2009: 21). Most importantly, once the community's self- awareness of their social reality has been established, it is then that they can be elevate to a platform whereby they can be able make decisions that will improve their livelihood.

2.3.1.2 Capacity building of the people at the center of development

Capacity building in the context of community development can be referred the process of enabling institutions to be more effective and efficient in the process of identifying, implementing, monitoring and evaluating of developmental projects and the overall ability of the individual or group to perform their responsibilities (Tshabalala, 2006). Therefore, when a community is continuously able to fulfill their needs, people will then learn to realize their objectives more easily. According to Davids et al. (2009), capacity building as a mechanism can enable local people to determine their own values and priorities and act on their own decisions, as in the concept of conscientisation, the maximum potential of individuals can be realized after they have been made aware; then, depending on their capabilities, they can then exercise what they have learnt during empowerment to determine if they can achieve their goals and objectives. Therefore, with capacity building being well implemented; the community will utilize their experiences by infusing them with capacity building and empowerment and apply them in related projects in the future.

2.3.1.3 People's self-reliance

In the past, most community development projects relied heavily on the outsourced resources for interventions which consequently resulted to the collapse of projects, hence the emphasis in development had to change from production and objects to people and their enhancement to collectively participate in development projects that are meant to improve their standard of living by People-centered approach (Davids et al., 2009: 21). Reliance on outsourced resources has increasingly resulted in most interventions being unsustainable. A people-centered approach stimulates and enhances self-reliance in communities. Therefore, self- reliance in this context can be viewed as the ability for individuals or communities to generate resources for their own initiatives without over reliance from donor help. If the community members start appreciating their strengths and explore the use of cheap and locally available resources, there is a greater chance for sustainability of projects (Tshabalala, 2006).

2.3.1.4 Sustainability of the projects

In most rural areas, development projects are not sustained as they are not accepted whole by community, but by few people within the targeted communities. According to Theron and Mchunu (2016:17-20), for any development to be sustainable, it must be accepted by majority if not the whole community, and to achieve and maintain the sustainability of the project, a sense of ownership by community members needs to be engendered. Furthermore, ownership can only be achieved through active participation of the target community. Andersson et al. (2001:24) states that successful development is entirely not determined by the quantity or quality of the product but also on the process of introduction. It can generally be agreed that participation without power "is an empty and frustrating process for the powerless" (Sibanda, 2011). Thus, once the community is empowered, the community members can take ownership as the development project belongs to them.

Sustainability of any project is crucial since the development process is not a once-off thing but continuous. If the community is denied ownership of development project meant for them, there can be dire results such as vandalism, corruption and sometimes premature termination of projects which are supposed to benefit the community (Swilling & Annecke, 2012).

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2.4   Development Process

The development process is cyclic and its success is to some extent dependent on participation. It is of importance that participation should take place at every stage of the development initiative for the interventions to be effective. However, there are aspects that need to be considered during this process. Firstly, there is a need to understand that development does not entail and affect tangible assets only, but also the psycho-social and economic entities of the people that need to be developed (Oni, 2005: 27). Therefore, it is crucial to organize a community as it will be easy to mobilize it regarding issues that affect them in their daily lives, which makes it essential for them to undergo development. Once the organization and mobilization of the community has been established, it is easy for them to indicate and identify their problems at hand. Furthermore, Oni (2005: 27) explains that through mobilizing and raising awareness, intervention to sustainable development is identified, thereafter, community visioning and planning takes place, which is a process through which the community identifies its future vision. The visioning process establishes a desired end state for the community and a vision for the future towards which they strive (Botes & Rensburg, 2000: 49).

Secondly, Scoones (2009) posits that after the community has effortlessly identified their needs and formulated their desired objectives, it is then that the process can transgress to the implementation stage. Additionally, Scoones (2009) asserts that whilst still in the process of implementation, monitoring and evaluation are very essential; as they assist in providing indications of whether corrections need to be made in the action plan and evaluation helps in collecting and analyzing the information provided and the work of the targeted organization at a single point in time. Monitoring and evaluation are vital in community development because the community can identify whether they are taking the necessary steps towards fulfillment of their goals and objectives.

Development process can only be a success when the targeted community for development works collectively as they will be able to identify their problems and formulate strategies to be used in the implantation stage that can help in addressing

and satisfying the desired objectives. Thus, they get to the completion and hand over stage where and this would mean that the development process has been achieved.

2.5 Community Participation

Community development projects and community participation are two intertwined concepts, which if well facilitated, ensure successful achievement and sustenance of development projects (Wilson et.al, 2014). Contemporary development theories emphasize the significance of participation on the basis that it potentially negates effective and participatory governance for sustainable change, and of supporting the coping and livelihood strategies of the poor" (Khan, 2003: 295). To this effect, its importance is widely acknowledged, perceptions and expectations regarding the purpose, nature, scope and implementation of public participation has seen marked differences inevitably affecting its impact on public policy and development programmes (Cooke & Kothari, 2001; Hickey & Mohan, 2004).

According to Kotzé and Kotzé (2016) community development aims at invoking collective interests and aspirations for both individual and group benefits; therefore, community participation is the driving force of community development. However, the pursuit of community participation, whether as a demand of citizenship or a strategy of governments or organizations, has a peculiar intrinsic value if community members are to own and sustain development. Moreover, participation has different connotations to different people, but imperatively, it has to do with involving people who will ultimately be part of the decisions made by them in contributing in making, implementing and monitoring those decisions (Theron & Mchunu, 2014).

However, Davids et al, (2009) 's concern is that many studies of participation focus mostly on indicators of participation rather than exploring the more important analysis of impact. Thus, they further make a useful distinction between three sets of indicators in measuring the value of participation and these indicators are 'process indicators' (measuring extent and quality); 'developmental indicators' (measuring impact on self-development and community capacity in challenging imbalances and inequalities); and 'impact indicators' (measuring impact on policy or change) (Nekwaya, 2007). Mendes (2008) further attests that these indicators will significantly and potentially capture material changes such as infrastructure, services, employment opportunities

and such relational changes as changes in the distribution of opportunities, influence, resources, and decision-making.

2.6   The participatory approach

The participatory approach is derived from the sustainable human development school of thought, which is an alternative attempt that seeks to address the dependency issue by potentially encouraging decentralization, endogenous and multi-sectoral approaches to planning and decision making. Its fundamental focus is on people, as it seeks to instill their liberation and self- reliance (Yoon, 2004). Yoon (2004) further states that this model is otherwise known as the multiplicity model which stresses that development should be situation specific as its prime goal is to improve the quality of life, conserve and enhance the people's values, beliefs and cultures to ensure social justice, freedom and sustainable development. Desai (2009:116) highlighted that every society has a history that is distinct, alongside with a distinct socio-cultural and economic conditions, therefore, no universal model is applicable, but a multiplicity of strategies will have to be used based on each society's initial conditions.

Mulu (2011) calls for a maximum usage of indigenous resources and local social systems to infuse social change and development at the local level by ensuring that the basic needs, interests, preferences and values of the people are protected. The participatory communication approach incites information generated within the community as opposed to that externally generated. Furthermore, Mulu (2011) purports that information is given less prominence than the processes used in sharing and using information.

It would simply mean that the role of the change agent in this model is facilitative and supportive to enable the people themselves to consider, decide and act on development messages (Desai, 2009:117). By being transparent about the less visible incentives, which to some extent will inhibit or promote adoption, programme planners and message designers are better able to select vocabulary which the people will understand. In this regard, there will be immense possibilities of integrating the innovation into the individual's own view of problems and needs. Thus, this will also allow planners to detect the weaknesses in the campaign objectives, strategies and messages.

With research showing how involvement of social groups, age groups, clubs, churches, mosques, women groups, professional groups, non- governmental organizations and community based organizations has brought greater participation in the innovations to be adopted, it is evident that development projects that are community owned and driven, are most likely to be a success and be sustained, unlike projects which are driven and owned by external people (Manyozo, 2006: 84).

2.7 Characteristics of Participation

Under this aspect, characteristics that clearly outline the nature of participation will be discussed.

2.7.1 Decision making

In community development projects, it is important that community members are included in the decision making process regarding actions that affect their lives, irrespective of one's social status. This inwardly gives them a sense of ownership to the project as they will have a broad understanding of projects they are embarking on (Cornwall & Coehlo, 2007).

2.7.2 Planning

Community engagement creates new opportunities for creative thinking and creative planning and development. In most cases, participation is understood as giving the voiceless a voice in local decision-making and planning, whereas the neediest and deprived, who may be the majority of the community, are not even consulted, let alone given part in the process (David et al., 2011).

2.7.3 Implementation

The importance of community involvement at the implementation stage is to develop a sense of ownership of the implemented activity for long-term sustainability. Community engagement and participation in the implementation stage of a project can also minimize costs and provide training and employment. To some extent, it can also be used as a means of exploiting the free labour of beneficiaries. Thus, participation

is nothing more than "an ideologically-acceptable packaging for a theory of economic efficiency for the poorest" (Phologane, 2014).

2.7.4 Empowerment

Empowerment is an inner driven process in which individuals actively measure their own challenges and put out plans to address them, and ultimately accept responsibility for the result thereof. Furthermore, it increases the capabilities of the poor and holds accountable the institutions that provide them. In this context, the community get empowered when they are frequently mobilized and given the opportunity to freely participate in all communal activities embarked on to improve their lot (Oni, 2005:27). Empowerment can be regarded as a key for good quality of life which increases human dignity, good governance, pro-poor growth, project effectiveness and improved service delivery (Theron & Mchunu, 2016: 17-20). Participation in development projects is a strong form of empowerment. It enhances capacity building of the community for them to be able to make sound decisions and undertake meaningful input for natural benefits. It does not necessarily entail the equal sharing of power (Mendes, 2008).

2.7.5 Mobilization

Mobilization is the process of bringing together or empowering members of the community from various sectors to raise awareness on and demand for a particular development programme which entails self-mobilization, self-reliance and empowerment of the development process (Phologane, 2014). These series of interventions are designed to enhance the extent of community involvement regarding decisions that affect its own development. Essentially, through mobilization, community participation will be promoted, thus; the community will therefore be in control and enabled to decide on actions affecting them. According to Oni (2015: 27), full participation of all members of a target community is essential to both poverty reduction and community development and strengthening.

2.7.6 Evaluation

The significance of recognizing participation in evaluation is rarely carried out because of the unavailability of direct methods, which ultimately compels the community to invariably evaluate projects indirectly through using patterns of the facilities provided (Bonye et al., 2014). To measure whether a community is empowered or becoming empowered depends on the availability of elements of empowerment such as political, social, and economic criteria among others (Scoones, 2009). World Bank (2002) has identified four key elements of empowerment as follows: access to information, inclusion and participation, accountability and local organizational capacity development. The infusion of participation, development and these features has shown remarkable success of development projects in most developing countries.

2.7.7 Effectiveness

According to Kendie and Guri (2006: 339), participation helps in targeting the resources more effectively and efficiently. Subsequently, efficiency, effectiveness and equity in total process of development will be promoted (Bonye et al., 2014). It is therefore pivotal to understand and encourage community involvement as it stimulates harmonious decision making that leads to better decisions being made, which will be more appropriate and more sustainable because they are owned by the people themselves (Kendie & Guri, 2006: 340). Participation can reduce the risk of project failure and the costs.

2.7.8 Skills and knowledge

By participating, the community gains skills and knowledge and thus sustain the project. Community participation teaches communities how to solve conflicts and allows for different perspectives to be heard, enhances rural people's learning potential and their ability to access and handle information (Kotzé & Kotzé, 2016). It also entails improving thinking skills.

In theory and practice, people should be at the centre of the development. Seekings (2014) supports this by arguing that, 'we must not speak for or about others who are able to speak in their own name". To this effect, the local people should be allowed to

contribute their knowledge, practice and innovations in the process of project sustainability for sustainable development.

In community development, community members are the main role players in the process of development as projects will specifically be for them; hence they need to do things for themselves. Botes and Rensberg (2000: 47) purports that participation needs the voluntary and democratic involvement of people as it will essentially yield contribution to development efforts, sharing equitably in the benefits derived there from and decision making in respect of achieving the desired objectives, formulating policies and planning and implanting economic and social development programs.

Mendes (2008) highlighted two main vehicles for implementing the notion of participation; (1) community development programs that aim at preparing the rural population to collaborate with government development plans and (2) the establishment of formal organizations (cooperatives, farmers' association, etc.) that will provide structures which the rural people could be in contact with, and voice in, development programs.

2.8 Types of Participation

Literature of development has demonstrated a vast variety and forms of participation. Chhetri (2013) highlighted eight influential and comprehensive levels of participation and these levels are manipulative, therapy, informing, consultation, placation, partnership, delegated power and citizen control. Chhetri (2013) identified and explained the following three varieties of participation:

- **Horizontal variety of participation**, this type of participation basically focuses on political behaviour and it therefore relates to types of activities where people get to in efforts to influence policy decisions.
- **Vertical variety of participation** it focuses on the community forming a particular partnership and relationship with elites or officials, which will be of mutual beneficial. Examples include patron-client networks and political machines. In both these cases, the public is not as concerned with influencing the government as it is with developing the particular relationship and receiving benefits from it.

- **Participation in administrative processes** (which may overlap with either horizontal or vertical participation) focuses on forming a group of activities which will shape and influence administrative decisions of a particular exchange between patron and client; however, it usually is inclusive than either of the other two varieties. For example, it may include decisions by farmers whether to adopt a new technology, rural dwellers meeting together to plan communal efforts to put up a market or taking part in civic education programmes (Manyozo, 2006).

Additionally, there are eight levels suggested by the United Nations Capital Development Fund (1996) and they are: manipulation, information, consultation, consensus building, decision making, risk-sharing, partnership and self-management. In the same vein, Meldon et al. (2004) explains the seven different forms of participation in detail and they are: passive participation, participation for information, consultative participation, and participation for material benefits, functional participation, interactive participation and self-mobilisation.

- **Passive participation:** People reluctantly or willingly listen to what the outsiders are informing or addressing without showing any sort of reaction or interaction. It is unilateral. It basically imposes information and decisions which have already been taken by the external stakeholders to the community.

- **Participation for information provider:** Researchers conduct a survey based on a particular project within the community by posing questionnaires to the community in order to extract information from them and this shuts down opportunities for community members to influence the proceeding as the findings are neither shared nor checked for accuracy.

- **Participation for material benefits:** this includes people participating in hope to get something in return e.g. labour in return for food, cash or other material incentives. This kind of participation occurs mostly in farms where farmers provide the fields but are not involved in experimentation or in the process of learning.

- **Functional Participation:** People form groups to participate so that the desired objectives related to the project are met. This kind of involvement takes place in the later stages of the projects when major decisions have been made and

such are dependent on external initiators and facilitators but may become self-dependent.

- **Interactive Participation,** Joint analysis to joint actions. People within the community form a joint analysis that ultimately leads to formation of action plans and the formation of new local institutions or the strengthening of existing ones. It often involves inter-disciplinary methodologies that strive to find multiple perspectives and make use of systematic and structured learning processes. Therefore, these groups will take control over local decisions and people will have a stake in maintaining structure or practices.

- **Self- Mobilisation:** with people being empowered, they independently take decisions without any influence of external institutions. They are now at liberty of retaining control over how resources are to be used and they also maintain contact with external institutions for resources and technical advice. However, attaining such self-initiated mobilization and collective advice does not ascertain that there will not be any challenges in the existing distribution of wealth and power.

2.9 Importance of Community Participation

Involving community in rural development programs and empowering them yields their potential of enhancing their livelihood and foster development (Kakumba & Nsingo, 2008: 107). Consequently, community participation capacitates the main beneficiary of development programs or projects by assisting them in breaking away from a dependency mentality (Phologane, 2014). Njunwa (2010) explains that the International Organization and Local NGOs embraces the fact that community development is an important instrument in development process/project.

According to Theron and Davids (2014), through participation, resources which are available for development projects will be utilized more efficiently and fewer costs will be incurred if people themselves are responsible for their development project, therefore; it makes community participation an essential aspect within the spectrum of sustainable development. David et al. (2011) bas their reasoning on their case study in South Africa, assert that participation of the beneficiaries is important because use of locally available information, unknown to outsiders, reduces the costs of

intervention. Involving the community can be regarded as either an integral component of empowerment or as both a cause and an effect of empowerment, as empowerment potentially stimulates their capacity of thinking, which ultimately enable them to unleash their strength to participate within, share in control of and influence events and institutions affecting their lives (Njunwa, 2010). It also assists in achieving greater citizen's satisfaction with their communities and development at large and ensures sustainable development and continuity of the development processes.

Community participation to some extent inwardly forms a sense of ownership of the development process to the community itself. Development processes become an integral part of the community and assist them in believing that they own their development process (Theron & Mchunu, 2014). The top down approach to development process does not create a sense of ownership of development to the community. Therefore, empowered community will effectively ensure sustainable development and continuity of the development processes. Additionally, Theron and Mchunu (2014) explains that a community that is well informed about community work, involved in decision-making process (planning stage) and in implementation stage, surely guarantees maximum participation and sustainable development projects. Involving people in all stages of development will extensively create mutual partnership between the government/donors and communities which will ultimately, result in sustainable development.

2.10   Community Participation as Invited Participation

Most, if not all community driven development projects implemented, are often implemented in delimited units known as community. Therefore, it is significant to the metaphor of space to fundamentally understand the complexity of community participation and its linkage to empowerment. The possibilities of comprehending this complexity can be made possible by exploring the issues of power and difference within participatory structures, and practices and conceptualizing participation as a geographical phenomenon will uncover issues of power effects that infiltrate these spaces (Kufuor & Koomson, 2014).

Literature on participation has perceived community as sites for public engagement where people are given opportunities to gather and cogitate about issues affecting them to enable them to make decisions regarding those issues (Hickey & Mohan, 2004). In this sense, community can be regarded as a bounded entity, metaphoric to a physical space' although not the same as space conceived in terms of distance. Kufour and Koomson (2014) maintain that space is depicted as one which is colonized, reproduced and transformed by human societies. Furthermore, Sayer writes that the existence of space is through its constituents and embodies the social relations that infiltrate that space. Efforts to create space for the community to be involved in their local affairs can be seen as an inclusion of participation among different individuals within a community (Cornwell, 2002).

For a community to take part in collective action to solve some known problems, it requires the reconfiguration of the space between citizens and the state to delineate and construct new institutions. Mode of emergence of participatory spaces used by Cornwell (2002) to differentiate between participation in invited and popular spaces seem to have had desirable impact on debates on participatory governance. External resources bearing agents often bring invited spaces into existence. Therefore, it can be said that these invited spaces serve as arenas in which people are invited to participate. There are forms of invited spaces that are inclusive of community participation which require an invitation to all shades of people within a defined locality to take part within the space provided. Community members invited to the new spaces are assumed to be capable and willing to participate. The emphasis is that the community should maximize the usage of the existing social capital to arrange and engage in the development of the community (Cornwell, 2002).

The assumption that these spaces are neutral and apolitical is often associated with community participation and this in simple terms, allows an open, all inclusive, equitable deliberation and negotiation among different actors regardless of one's social positioning and access to resources (Kesby, 2006). The logic of community participation as an invited space fails to fully identify the forms and functions of power operating in different sections of the community and its association with marginal and excluded groups. Cooke and Kothari (2001) highlight that the inactive participation of

marginal actors is brought upon by the operation of micro powers within the invited space.

There are questions about the invited space as a concept which serves a site that allows possibilities for sound social transformation while it fails to engage with issues of power and politics (Cooke & Kothari, 2001). According to Kersby (2006), the results of participation are often affected by concealed or vague local structures of economic and social power which are the consequences of unqualified invitations. The status quo and reinforcement of power of the elites privilege certain voices while excluding others, and this is subsequent to the failure of defining participatory space in terms illuminating the underside of daily aspects power relations and to clearly unpack power and difference in relation to the concept of power within the invited space.

Kesby (2006) opines that in the participatory arena, participatory approaches are entangled from power exercise, hence it is important to comprehend how power operates within the arena and how it operates is reflected within the space by how community participation is organized and occupied. The power issue is at the top of community participation and development initiatives seeking to empower people must consider addressing the unbalanced existence of power relations that shape the possibilities for participation (Mulu, 2011). Within the boundaries of invited space, the concept power serves as a complex product since it does not question at hand the literature on power and participation and the links and the highlights of some identified gaps.

In development interventions, there are factors contributing to shaping community participation, regardless of the effects of power (Kufuor & Koomson, 2014). There are three factors in collective activity that explain individual's differential and they are: wealth, gender and age. In community development activities, there is a strong connection between these factors and active participation (Cooke & Kothari, 2001). One other factor that has been left out when giving factors contributing to shaping community participation is educational level of the beneficiaries. According to Cornwell (2008), there is unclear explanation on the direct relationship between wealth and participation. Moreover, there is unequal distribution of power in the fraternity of gender discourse extending to a maximum participation by women as opposed to men,

particularly in relation to community driven projects. Age is one of the factors patterning participation in community interventions. Older people often occupy leadership positions while the younger people participate in collective activities.

At the centre of participation, there is a language that is often used which is "empowerment". According to Desai (2009), within local power relations, capabilities of the poor to manoeuvre around this spectrum can be facilitated through participation, hence bringing those in positions of responsibility to account. Empowerment and the wide scope of action within mainstream development are generated by community participation. Therefore, the invited arenas of participation become an ideal space that provides the actors, who populate it with voice, skills and the resources to engage, and deliberate within these spaces. With experience acquired within the invited spaces, it ultimately transforms participants into active citizens who can claim their rights (Kabeer, 2002). Similarly, skills learnt can seep into other spaces, helping to reconfigure such arenas of participation (Mohanty, 2004) in (Kufuor & Koomson, 2014).

Through capacity building in the areas of financial literacy, rights-based issues and governance, most poverty reduction projects they can combat poverty (Kersby, 2006). Through skills training as a strategy, effective participation can be achieved and that will also help by improving the livelihoods of the poor. Many community development agents are oblivious of the significant contribution that proper skill training and capacity building programs, an integration of both social and economic aspects, can be achieved. According to Kufuor and Koomson (2014), tightening the skills of project beneficiaries can reduce their vulnerability and help them to cope with new economic and social conditions in a rapidly changing environment. Therefore, skills development can certainly constitute a powerful tool for poverty reduction.

2.11   The importance of Development in Rural communities

As it has been discussed, development does not focus only on tangible assets, but also on human kind and their basic needs which allow them to have increased choices, sustenance attitude, and to improve the function of institutions and enhance quality of life. McClenaghan (2000: 1) in Phologane (2014) points out that community development is generally a learned process that empowers individuals and inclusively

engages them as citizens in collective activities aimed at socioeconomic development. Furthermore, McClenaghan (2000: 1) continues to highlight that development is not just the provision of material goods such as housing, sewerage, water and electricity, and sports facilities, but importantly, entails the empowerment of people, that is, enhancing the capacity of people to take control of their own lives. Development reduces and eventually eliminates poverty, ignorance and diseases and expands the well-being and opportunity for all.

It can be said that development, to some extent, is responsible to eradicate the elements of poverty in communities that are impoverished and for its success; it has to be a participative, integrative and continuous process which acknowledges the linkages between all activities of development process (Oni, 2015). Integration of development and community has helped in formulating multiple objectives that assist in solving local problems (e.g., unemployment and poverty), addressing inequalities of wealth and power, promoting democracy, and building a sense of community (Botes & Rensburg, 2000: 50).

Also, community development can be a process whereby efforts of the community members can be utilized to enhance their economic, social and cultural conditions of communities; to amalgamate communities to be part of life of the nation, which ultimately will enable them to contribute fully to national progress (Green, 2007). Moreover, Everatt and Gwagwa (2005) purport that an organized community stimulates the potentiality of communities to improve their conditions of life, and the capacity for them to integrate and attain a sense of self-direction, which ultimately leads to development.

Everatt and Gwagwa (2005) explain that the prime purpose of community development is to restore life in its wholeness by creating a sense of self-reliant and self-respecting for the villagers so that they can be acquainted with cultural traditions of their own country and be competent to utilize modern resources effectively for the fullest development of their physical, social, economic and intellectual conditions. Moreover, community development as a philosophical agent of change aims at continuing modernization by creating an ongoing process in which change and conflict are real (Oni, 2015). Imoh (2013: 27) avers that community development aims at

elevating the standard of living of people by encouraging them to actively participate in various development–oriented activities.

Significantly, rural development as a tool validates the contracting global poverty, disease, human slavery and inequality. It does not only create a new level of self-sufficient and satisfaction for members of a society who may have never experienced such development, but because of globalization and the new associated challenges in the developing world, rural development is more necessary and pressing than ever before (GAPS, 2007).

2.12   Challenges of Community Participation

Traditional forms of community engagement no longer work. In Cavaye (2001), it is explained that experience has shown that when it comes to organizing for community development, people are tiring of committees, public meetings and other "traditional" forms of participation, which often appear to be used by default. People are seeking more informal, temporary and social ways of participating in their community. However, (Green, 2007) explains that with changes that development brings within communities, it is important to understand traditional values of each community that is about to undergo change through the passage of development (Desai, 2009: 117).

Therefore, the significance of consultation and transparency to community members by government officials fuels the mode of participation regarding development projects (Desai, 2009: 117). Furthermore, Desai (2009: 118) highlights that if this is not done, it will at the end make communities to lose interest in participating as they will be more frustrated of not being consulted. Thus, it will make them feel less important since they were not consulted and engaged in the inception of the project.
Involving community members throughout the process of the development projects, potentially maximises their will to participate and making projects a success and sustainable. However, Hickey and Mohan (2004) purport that most government officials choose to use a 'top-down' approach and this has been proved by many researchers to ultimately hinder the desired objectives of most projects. Community members need to feel that they are in charge of what is bound to better change their

lives than being dictated to on what needs to be done to better their lives in the context of community development issues (Mbambo & Tshishonga, 2008).

Power also impedes community participation as most development projects take place in rural areas, where chiefs and community leaders need to be consulted and engaged with regarding development projects taking place within their vicinity (Manyozo, 2006). However, Sibanda (2011) further explains that research has recently shown that there is a division amongst community members due to power struggles between traditional and political leaders. Subsequently, most community members are in dilemma as some felt that they owed their allegiance to tradition leaders, while others view them as old, conservative and resistant to change (Davids et al., 2007). Conversely, political leaders are perceived as aggressive, powerful and unable to bring about the required changes to improve people's quality of life (Davids et al., 2007).

Poor support from government officials generally kills the morale of community participation. Cavaya (2001) explains that lack of collaboration among various government departments potentially limits the required support in income-generating projects. In most rural areas, development projects members are in dire need of assistance in accessing funds, capacity building and project management which will significantly increase the projects' chances of success. Moreover, Kimane and Kombo (2011) highlight that most local government officials responsible for facilitating economic development projects in their municipalities lack proper knowledge and skills to make most development projects a success, let alone sustainable. Additionally, the disconnectedness between the assigned government officials for development project and the realm lives of the targeted community members also has an impact on community participation (Theron & Mchunu, 2014).

2.13   Rural Development Approaches

Rural areas are mostly found at the centre of the periphery and their development is most complex, therefore, it is almost impossible to develop them as planned (Madzivhandela & Maloka, 2014). Subsequently, Ijere (1990) came with approaches which can to some extent help in developing rural areas. These approaches are as follows:

- **Growth Pole Centre Model:**

This model is also known as "Growth Point Model". The model involves the development of a few strategic towns, communities and industries likely to activate other sectors. The model focuses attention on the development of few towns leading to the neglect of the rural areas.

- **The "Big Push" Policy:**

This approach is similar to the growth pole centre model except that it is more concentrated. It takes a few sub-sectors and expends most of the resources on them in the hope that in the long run, their multiplier effect will salvage the whole economy. The flaw in this model is that "in the long run" is not a specific period.

- **The Selective Approach:**

This model/approach involves the selection of certain sectors for development based on economic, political, social or religious grounds, which may not necessarily be related or inter-connected.

- **The Protectionist Approach:**

In this approach, the government carries out the development process on behalf of the people believing that it knows everything and that the people are not yet ripe to participate in the management of their own affairs.

- **The Top-down Approach:**

It is also called the Top-bottom approach. It is a strategy based on passing down to the poor certain policies and directives from the governing bureaucracy. This type of rural development approach requires force to maintain and sustain it (Madzivhndila & Maloka, 2012).

- **The Decentralized Territorial Approach:**

This approach centres on the dispersal of benefits to the rural area. It has minimum linkage with the city and acts as service and market centres in settlements of various sizes. The defect in this approach is the undue fear of towns being exploitative and parasitic, and the consideration that size alone could determine the performance of a settlement.

- **The "Laissez-faire" Policy:**

In this model, the authorities use the role of thumb, past experience, hind-sight and the free market mechanism to manage the economy with the hope that the invisible hand of God would ensure optimum happiness for everybody.

- **The Key Settlement Strategy:**

This model is closely related to growth pole centre model except that its focus is on settlement. It assumes a focal point for a given rural area, and the concentration of all rural development resources in such a settlement. This in turn will serve other regions through its network of roads and communication. This model requires a long time to mature, and therefore, it is more expensive.

- **The Adaptive Approach:**

It is a combination of selective approach and Laissez-faire policy and any other approach. It gives the people the opportunity to decide on their own lives, sometimes, under the guidance of the government.

- **The "Bottom-Up" Approach:**

It is also called Bottom-top approach or Rurism strategy. This is where people from the grass-root of development are being consulted regarding their needs in terms of development within their area. It simply means they are the ones who say what they need, instead of decisions taken on their behalf regarding what they need. This approach implies that development starts with the people. It is a new political

development strategy. Rurism is a coherent national and social-value system in which human and material resources are mobilized and allocated from the lower echelon of the economic and social strata to the top. It is free from any foreign ideology and infection (Scoones, 2009; 12). It promotes self-reliance, self-consciousness into balanced development of human and materials resources. It is the idea approach. However, it is costly and rather slow. With full maximum participation of the community, objectives of the desired project can be reached.

2.14 The roles of the state and non-state actors in community development

According to Csaki (2001:572), role-players in rural development projects are attempting to, in relation to the implementation of strategies, improve the monitoring of regional and global progress in rural development. These role players play a vital part in developing rural communities. Potentially, their role is to ensure that the rural areas are developed according to the needs of the community members. With the assistance of each other, these role players can ensure a successful development project. Those role players are as follows:

- **Government**

Governments are expected to play a major role in enhancing the development of rural communities. There are three spheres of government, namely: the national government, provincial government and local government (Madzivhndila & Maloka, 2012).

- **National Government**

This sphere of government can simply be termed as the law matter. IDASA (2004), states that laws and policies are passed by national government for the better operation and uniformity for the two lower spheres of government. Through provincial government and local municipalities, people at areas in which development is needed can have access to platforms to communicate their needs.

- **Provincial Government**

According to IDASA (2004: 3), this sphere of government has the primary responsibility for social services delivery. In other words, the provincial government

plan development activities and implement them in their communities. This inwardly recognizes the need for development in the underdeveloped areas which can also assist in achieving the desired development goals. It is also important to take note that development should be for the people and by the people. To this effect, provincial governments need to have time to time meetings with communities that need to be developed to combat developmental challenges in communities.

- **South African Local Government**

Municipalities in their mandate are role players of creating employment and economic growth in their areas and they are aimed at reducing poverty amongst their local residents (Oldfield & Parnel, 1998). This new role entails giving priority to the basic needs and promoting social and economic development. According to IDASA (2004:3), municipality (local government) is responsible for a variety of municipal functions and some may be shared with provincial government, for instance, municipal planning, budgeting relations and municipal public transport amongst others.

The Local Government Municipal Systems Act 32, 2000 sets up municipalities IDPs as points of managing and evaluating performances, budgeting and allocating resources, and changing organizations. Also, it makes community participation compulsory in the content of IDP as well as in the process by which they are drafted.

- **Non-Governmental Organizations (NGOs)**

NGOs play an important role in ensuring that rural areas develop. They do that by developing programs that transform communities from a deprived to a human dignity state. Their intent is to emphasize self-reliance and popular participation in their activities (Olujide, 2006: 120). According to IDASA (2004: 3), NGOs are independent bodies which in many cases have unbiased interest in the operation of government. Most often, NGOs at whatever level and discipline do impact the lives of communities positively.

- **Community**

The local community plays an important role in development programs and projects. When the community participates in development projects taking place in their own

area, it assists them in identifying key issues of concern that need to be considered which helps towards making the development project a success (Mnsuri & Rao, 2012).

2.15   Statutory framework in South Africa

There are numerous legislations and policies in South Africa which inform the concept public participation. The Integrated Development Plan is informed by numerous pieces of policy, legislation and guidelines developed at national level. In this rubric, legislative frameworks guiding and supporting participation of community in Integrated Development Planning processes are discussed.

Statutory framework include the Constitution of the Republic of South Africa 1996; the White Paper on Local Government (1998); South African Local Government Municipal Structures Act 117 of 1998; South African Local Government Municipal Systems Act 32 of 2000; Reconstruction and Development Programme (RDP); Promotion of Access to Information Act 2 of 2000; South African Local Government Municipal Finance Management Act 56 of 2003; the White Paper on Local Government; National Development Plan; National Policy Framework for Public Participation of 2005; White Paper on the Transformation of Public Service Delivery of 1997; and Traditional Leadership and Governance Framework Act 41 of 2003.

2.15.1 Constitution of the Republic of South Africa (1996)

The Constitution of the Republic of South Africa (1996) promotes the idea of developmental local government. Local government is particularly in charge of all the development process in municipalities, including municipal planning. Section 152(1) (e) indicates that one of the objects of local government is to potentially encourage the involvement of communities and community organisations in matters of local government. Section 195 (e) states that people need to be attended and responded to, and the public must be incited to participate in policy making.

 Section 160(4) highlights that through regular elections; councillors are elected both in wards and on party lists to represent the residents of the municipality. Participatory democracy is enshrined in the Constitution and it further indicates that no by-law may be passed unless it has been published for public comment.

Therefore, local municipalities are by law, required to elect ward councillors, ward committees, community development workers and other stakeholders which will

enable the communities to participate in the municipal IDP and projects that need to be implemented within designated areas **(**Section 73 of the South African Municipal Structures ACT, 1998). This will essentially enable community members to be involved when decisions are taken.

2.15.2 The White Paper on Local Government (1998)

In the White Paper on Local Government (1998: 20), it is stipulated that the prime role of local sphere of the government should be to build local democracy. It also indicates that local government must allow citizens as individuals or interest groups to continuously have input in local politics. In this regard, the White Paper introduced the concept of "developmental local government", which will assist in allocating the central responsibility of municipalities to work together with local communities to find sustainable mechanisms that will meet the needs of the community and ultimately improve the quality of life of the community members.

Therefore, local municipalities must see to it that local people, business and community groups are continuously involved in every development projects that take place within their area. Furthermore, local municipalities need to ensure that public participation is promoted in the management of the municipality. This can be done by creating avenues and opportunities for the public to participate in local policy making structures.

In the White Paper on Local Government (1998), it is suggested that local municipalities must develop mechanisms that ensure citizens' participation in policy initiation and formulation, and the monitoring and evaluation of decision making and implementation (DPLG, 1998: 25). Furthermore, White Paper introduces the notion of integrated development planning which is described as strategic frameworks to assist local Municipalities to fulfil developmental mandates and engage with stakeholder groups and local communities.

There are inter-related aspects which are identified in the White Paper on Local Government which are aimed at democratizing development by facilitating and encouraging the maximum possible participation of citizens. These approaches are designed to achieve the following:

- Participatory budgeting initiatives that link community's priorities to capital programmes

- Focus group participatory action research that is conducted in partnership with Non- Governmental Organisations and Community Based- Organisation to generate detailed information about a vast range of specific needs and values. White Paper on Local Government (Department of Provincial and Local Government, 1998: 35).

Within the White Paper on Local Government, there are principles which are outlined to guide the Integrated Development Plan (IDP) and a formulation of broad guidelines that treat IDP as a medium term strategy for planning, which will ultimately encourage a multi- sectoral approach to development. Therefore, local municipalities are required to develop IDP and aligned budget over a period of 3 to 5 years. This will inwardly monitor the progress of developmental projects that are assigned to local communities; it will also assist in evaluating the level of participation of community members to those development projects (Department of Public Services Administration, 1998).

2.15.3 Local Government Municipal Structures Act 117 of 1998

According to Section 19(2) of Local Government Municipal Structure Act 117 of 1998, a municipal council must annually review:

- The needs of the community;
- Its priorities to meet those needs;
- Its processes for involving the community; and
- Its organisational and delivery mechanisms for meeting the needs of the community.

Local municipalities' council needs to be assigned to review the IDP targets and prioritise consultation annually, which needs to involve community members and other stake holders (Madzivhandila & Maloka, 2014). Also, local municipalities are required to involve community members in developing mechanisms on how to implement the drafted IDP. This inwardly yields the potential of community members' comprehension on what is expected to happen within their areas, and by engaging, they will maximize their participation in development projects within their areas. Section 19 highlights that

all municipalities are required to develop systems that enhance effective community participation in Local Government. Furthermore, it stipulates that there should be an establishment of ward committees as this will strengthen public participation at Local Government level. According to the Department of Local Government (DPLG, 2004), the purpose of a ward committee is to promote participatory democracy by assisting communities and community organisations in the municipal processes such as municipal budget, integrated development planning and review process, municipal performance management system, by- laws and provision of municipal services.

Moreover, in subsection 3 of Local Government Municipal Structure Act 117 of 1998, local municipalities should develop mechanisms that reinforce consultation with community members in performing its functions and exercising its powers. Section 72 (3) of the Local Government Municipal Structures Act 117 of 1998 further stipulates the enhancement of participatory democracy in local government by ward committee. (DPLG, 1998).

2.15.4 Local Government Municipal systems 32 of 2000

Section 16(1)(a) of the South African Local Government Municipal Systems 32 of 2000 states that a municipality is required to develop a culture of municipal governance that complements formal representative government with a system of participatory democracy. To this effect, local municipalities should encourage and create conditions for the local community to participate in the affairs of the municipality.

Chapter 5 of the Local Government Municipal Systems 32 of 2000 specifically requires that community members of local municipalities should participate in the preparation, implementation and review of the Integrated Development Plan (IDP). In terms of Section 17(2) of the Local Government Municipal Systems Act 32 of 2000, community members with special needs such as the disabled, women and the youth should be taken into account to allow them to participate meaningfully in the IDP process.

Section 42 of the Local Government Municipal Systems Act 32 of 2000 further states that local municipalities, through appropriate mechanisms, processes and procedures should involve its local community in the development, implementation and review of the municipality's performance management system, which particularly should allow

the community to participate in the setting of appropriate key performance indicators and performance targets of the municipality.

Local municipalities are required to develop a participatory measure which includes the notification of its local community members in time about meetings, through appropriate communication measures. Local municipalities should therefore develop or design a platform for comments, consultation sessions and report back sessions and public hearings to enhance participation processes (DPLG, 2000).

2.15.5 Reconstruction and Development Programme (RDP)

The Reconstruction and Development Programme (RDP) is an integrated, coherent socio-economic policy framework. The key objective of RDP is to meet basic needs and improve people's socio-economic situation. It is a strategy developed to utilize bottom-up approach which is significantly owned and driven by communities and representative organisations (African National Congress, 1994).

Local municipalities are therefore encouraged to develop a culture of local government administration whereby local authorities are required to be properly structured to ensure maximum participation by civil society and communities in decision-making and developmental initiatives of local authorities.

2.15.6 Promotion of Access to Information Act 2 of 2000

The Promotion of Access to Information Act 2 of 2000 fosters and promotes a culture of transparency, accountability and access to information by the people. Therefore, local municipalities need to promote transparency to the citizens and accounting to the services rendered to community members. The Promotion of Access to Information Act 2 of 2000 is aimed at promoting participation and it gives people the right to have access to any information from the municipality (SAICA, 2000).

2.15.7 Local Government Municipal Finance Management Act 56 of 2003

The Municipal Finance Management Act 56 of 2003 (DPLG) outlines ways in which the community can be informed of the financial situation of a municipality. However, the Municipal Budget and Reporting Regulation of 2009 provides for the formalisation

of norms and standards to improve the credibility, sustainability, transparency, accuracy and reliability of the municipal budget. The emphasis is that the municipalities should ensure that its budget is open for all community members. It is not supposed to be only for the municipal council or office bearers (DPLG, 2003).

2.15.8 National Development Plan (2013)

The National Development Plan (NDP) leads to vision 2030. Its major objective is to eliminate poverty and reduce inequality through citizens being active in their own development, strengthening democracy and holding their government accountable. It is therefore essential for local municipalities to involve community members from the onset of any development planning to its implementation phase. Moreover, it emphasizes the involvement of community members in development projects which are meant to better their lives (NPC, 2013).

2.15.9 National Policy Framework on Public Participation 2005

The National Policy Framework on Public Participation of 2005 (DPSA) is a policy framework for public participation in South Africa. This policy framework is designed to build on the commitment of the democratic government to deepen democracy, which is embedded in the Constitution and above all in the concept of local government as comprising the municipality and the community.

Therefore, local municipalities need to be committed to a form of participation which is genuinely empowering, and not a token of consultation or manipulation. Participation in local municipalities involves a range of activities including creating democratic representative structures (ward committees), assisting structures to plan at a community level (community-based planning) to implement and monitor plans utilizing a wide range of working groups, supporting community based services, and; these local structures should be supported by local municipalities through a cadre of community development workers.

2.15.10 The White Paper on the Transformation of Public Service Delivery of 1997

The White Paper on the Transformation of Public Service Delivery of 1997 (DPSA) stipulates that citizens need to be consulted about the level and quality of the public service they receive and, wherever possible, community members are required to be consulted about the services that are offered. Therefore, local municipalities are then expected to consult community members about the available services in the municipality so that the community members can be afforded the opportunity to make their own choices.

2.15.11 Traditional Leadership and Governance Framework Act 41 of 2003

The Traditional Leadership and Governance Framework Act 41 of 2003 (DPSA) stipulates that traditional leaders are required be part of democratic leadership and governance structures at the local government sphere. In this co-operative relationship with municipalities, traditional leaders facilitate public participation in policy and service delivery decisions that affect communities.

The Constitution of the Republic of South Africa Act 1996 stipulates that local government oversees the development process and municipal planning in municipalities. The White Paper on Local Government (DPSA, 1998) introduced the concept of 'developmental local government' by allocating the central municipalities to work together with local communities to find and establish sustainable ways to meet their need and improving the quality of their lives.

Therefore, the Local Government Municipal Structures Act 117 of 1998 (DPLG) requires all the municipalities to develop systems that enhance effective community participation in local government. Participatory measures should include notifying members of local communities in time about meetings through appropriate communication measures. Local municipalities are required to ensure that their budgets are open for all community members. Traditional leaders are also required to facilitate public participation, especially in policy and service delivery decisions that affect rural communities.

2.16 Conclusion

This chapter presented different perspectives in relation to community participation and development projects. In an attempt to obtain more information about community participation, various theories and strategies were considered to guide the study. Moreover, this chapter mentioned and discussed elements that can contribute in sustaining development projects. Furthermore, the chapter highlighted and discussed the frameworks and policies that govern South Africa in terms of the researched topic. The nature of this study was rooted in the desire to evaluate community participation in rural development projects; the understanding of the concept of community participation; the extent to which the community was participating in projects; and highlighting possible rural development strategy. The chapter that follows is the research methodology where the design, location, sampling, data collection methods, data analysis and ethical considerations of the study are highlighted and discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the research design, location, sampling, data collection methods, data analysis and ethical considerations of the study are presented in detail. Research methodology refers to the systematic, theoretical description and analysis of methods, approaches and rules to be employed by a research study (Hart, 1998: 28). Research methodology includes the "understanding of how to proceed from the findings of empirical research to make inferences about the truth … or at least the adequacy…" (Perri & Bellamy, 2012: 1). In this regard, research methodology entails the methodological framework through which the study should be understood. The framework includes the research design, location and sampling procedure, research tools, data analysis, as well as the ethical considerations. This chapter provides justifications for the methodological choices that the researcher has made.

3.2 Nature of the study

Although there are two main research traditions, namely qualitative and quantitative research, mixed methods research has also been evolving (Teddlie & Tashakkori, 2009). Qualitative research involves studying human behaviour from perspectives of participants in their natural settings (Babbie & Mouton, 2001), while quantitative research involves explaining phenomena using numerical representations with a purpose of describing and explaining the phenomena using statistical tools (De Vos, 2002; Creswell, 2015). A central thesis of mixed methods research is that it dismisses the claims of the incompatibility thesis, which presents qualitative and quantitative approaches as philosophical and methodological foes, and holds that it is possible and useful to blend quantitative and qualitative approaches within a single study (Creswell, 2013).

This study is located mainly within the qualitative research tradition. However, the fact that a questionnaire with closed-ended questions was used suggests that the study also utilised quantitative research to understand the selected rural development programmes, albeit to a limited degree.

Quantitative methodology is the method which is associated with analytic research, and its purpose is to arrive at a universal statement (Brynard & Hanekom, 2006: 370). Moreover, Theron et al (2016) states that quantitative methodology is useful in eliciting information from the respondents on the perception and effectiveness of community participation in development projects. Being deductive and particularistic, quantitative research methodology is based upon formulating the research hypothesis and verifying them empirically on a specific set of data.

By using qualitative research method, the researcher could expand the range of knowledge and understanding of the world beyond themselves as a researcher. It helps people to see why something is the way it is, rather than just presenting a phenomenon (Creswell, 2015).

The qualitative approach allowed the researcher to learn the most by participating or by being immersed in research situation (Brynard & Hanekom, 2006: 370). In this study, the researcher investigated the challenges of community participation in community development projects at Tickyline. The researcher used qualitative research methodology for acquiring, arranging, processing, and interpreting the data as stated by Theron et al. (2016). In this study the researcher used the qualitative research method as this enabled one to understand human behaviour by getting to know the persons involved, their values, beliefs and emotions (Babbie & Mouton, 2001: 279).

3.3   Research Design and Focus

Babbie and Mouton (2001: 117) define research design as "a plan or blueprint of how the researcher intends conducting research". Theron et al. (2016) aver that a research design is the total plan we use to assist in answering our research questions. In addition, research design refers to a plan for selecting subjects, research sites, and data collection procedures to answer the research question. The design showed which individuals was studied and when, where, and under which circumstances were they studied (McMillan & Schumer, 2001: 14).

The researcher decided on the research questions, the data that was required, people from whom to obtain data, and also the best way to gather the data. In this study, the

researcher employed a descriptive research design. According to Creswell (2013), the purpose of a descriptive study is to provide a picture of a phenomenon as it naturally occurs. It seeks to `draw a picture` of a situation, person or event or show how things are related to each other. It is concerned with making complicated things understandable. It involves finding the reasons for things, events and situations, showing why and how they have come to be what they are (De Vos et al., 2014). All descriptive research have one thing in common, in that they may provide description of the variables in order to answer the question (Creswell, 2015). According to Theron et al. (2016), descriptive research observes, describes and documents aspects of a situation.

3.4   Area of the study

This study was conducted at Tickyline which falls within the jurisdiction of the Greater Tzaneen Municipality in the Limpopo Province, Tzaneen.

3.5   Study Population

Mark (1996: 104) defines a population as a collection of all individuals, families, groups, organizations, communities and events that we are interested in finding out about. According to Gray (2009: 148), population is defined as the total number of possible units or elements that are included in the study. To define a population, the researcher needs to specify a set of variables or characteristics. The targeted population in this study was people of Tickyline, in Greater Tzaneen Municipality; which is situated 34 km outside Tzaneen town. The researcher selected both male and females (inclusive of all age group) within the residence of the researched location.

3.6   Sampling

According to Bless (2006), a sample is a group of elements drawn from the population that is considered to be the characteristics of the population and which is studied in order to acquire some knowledge about the entire population.

3.6.1   The sampling method used:

The researcher used non-probability sampling since the probability of the selection of each element of the population is not known (Bless, 2006). In this study, purposive sampling was more appropriate because the target group shared common characteristics as they are living in an area where development seemed to be a problem. Earl (2006) states that in purposive sampling, the sample is chosen because they are likely to be knowledgeable and informative about the phenomenon that the researcher is investigating. This type of sample was based entirely on the judgment of the researcher in that the sample is composed of elements that contain the most characteristics.

3.6.2   Introducing the sample

In this study a sample of 22 community members was selected at Tickyline. Since the study was conducted in a rural area, as it has already been mentioned above, the researcher found it important to include the traditional leader (the Chief), ward councilor and the chairperson of the ward committee as part of the sampling size. The 22 participants comprised 11 men and 11 women.

3.7   Research Instrument

The researcher used interviews and questionnaires with the participants in order to collect the information from them. Quantitative questionnaires were closed- ended. The interviews allowed the researcher to adapt questions as necessary because it is direct. Also, it clarified doubt and ensured that the responses were properly understood by repeating or rephrasing questions. It allowed an interviewer to observe the candidates facial expression/body language which in turn gave interviewer a clearer indication of the candidates' honest feelings/emotions. Additionally, face to face interviews were an important integral part of the research process. This helped the researcher to pass a clearer/strong judgment of the candidate as they were conducted face to face.

Semi-structured interview was used because they offer the advantage of being able to be conducted with a fairly open framework which allows for focused, conversational and two-way communication.

3.8 Data Analysis

Bless (2013) defines data analysis as a search for patterns in recurrent behaviour, objects or a body of knowledge. The aim of data analysis is to organize and structure the data in such a manner that a meaningful conclusion can be reached (De Vos et al., 2014). Data analysis is a challenging and creative process characterized by an intimate relationship between the researcher, the participants and the data generated.

In this regard, data collected through questionnaires was analyzed using Statistical Package for Social Sciences (SPSS). The information gathered through questionnaires was presented in tabular form, showing frequencies and percentages while data collected through face to face interviews was analyzed using thematic analysis and was presented in a narrative form.

3.9 **Ethical Considerations**

Research ethics refer to the moral principles guiding research. Ethics are sets of moral principles or norms that are used to guide moral choices of behaviour and relationships with others (Gray, 2009: 69). Bless (2013) maintains that "ethical issues should always be considered when undertaking research because the nature of qualitative research requires observation and interaction with groups. It is understandable why certain ethical issues may arise. Bless (2013) listed several issues that researchers need to be aware of during and after the research had been conducted.

- **Informed consent**: Respect for person requires that subject must be given the opportunity to choose what shall or shall not happen to them (Grinnell & Unrau, 2008: 37). Patton (2004: 407) asserts that before the interview or during the opening of the discussion, it should be communicated to participants that information is important and the reasons for the importance, and the willingness of the interviewer to explain the purpose of the interview should be clear. The researcher informed the respondents that participation is voluntary and that they could withdraw from the study at whatsoever time they want to withdraw from the research.

- **Honesty and trust**: A researcher will first mention his names and reasons or purpose of the study to the participant and tell them that the purpose of this study is to fulfill the requirement of degree, so no one will be compensated for

his engagement in this study. The aim of the researcher will be to develop reciprocity between him and respondent, so the respondent will get to trust him this will enable the researcher to generate rapport.

- **Privacy, confidentiality, and anonymity**: Privacy in its meaning is to keep to from one self that which is normally not intended for others to observe or analyze. Confidentiality can be viewed as a continuation of privacy, which refers to agreements between persons that limit others access to information. Anonymity protects the identity of specific individual`s from being known (Babbie, 2007: 65). The researcher maintained confidentiality by not divulging information shared by the participants unless in cases where they have agreed that the information can be shared with others.

3.10   Conclusion

The chapter covered and outlined all issues concerning the methodology of the study, how the study was conducted, showing the nature of the study, research design and focus, study population, sampling, data collection an analysis as well as ethical considerations. After highlighting what research methodology entails, the chapter that follows presents and analyses the data collected from the participants.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

Active community participation is essential to empower and bring about sustainable community development at the grassroots level. Sibanda (2011), (Chambers, 2007; De Beer & Swanepoel, 1998; Estralla et al., 2000; Green, 2007; Rahman, 1993) state that research in the field clearly indicates that participating communities achieve greater citizen satisfaction in their community. In this chapter, the results of the study conducted are reported, discussed, and analysed. Considering the research topic, a combination of both quantitative and qualitative research methodology was applied. Data collection instruments included (i) a questionnaire and (ii) focus group discussion and an interview schedule that was administered by the researcher. The chapter will start by presenting the biographical data, before the presentation and discussion of the research findings. The presentation of data will be guided by research objectives as outlined in chapter 1.

4.2 Presentation and discussion of the findings

The study had three main research questions which were derived from the main objectives. The questions are:

- What is the level of community participation in development projects?

- What are the challenges of community participation?

- Which strategies can be used to encourage community participation in community development projects?

With the formulated research question, the researcher sought to align the desired research objectives with the research aim and what unfolded is discussed below:

4.2.1 Biographical Data

This research consisted of a total of 22 participants, 1 female who is a chief, 1 male who is a ward councillor, 1 male who is the chairperson of the ward, 10 women and 9 men. The level of education of the remaining 19 participants is between grade eleven (11) or lower and post graduate degree. All the participants' age group is between 18-55 and their marital status is between being single and divorced.

The table below indicate detailed biographical information of each participant but exclude the ones of the Chief, Ward Councillor and the Ward Committee Chair-person. Their exclusion emanated from the fact that pseudonyms could not be used for them as they are known to be the occupants of those titles.

	Pseudonym	Sex	Age	Marital Status	Level of Education
1	Martin	Male	47	Married	Grade 11
2	Paul	Male	44	Married	Post- graduate Degree
3	Lesiba	Male	53	Married	Grade 11
4	Fhatu	Male	30	Single	Post Matric Diploma
5	Kulani	Male	27	Single	Grade 11
6	John	Male	18	Single	Grade 11
7	Dennis	Male	28	Married	Matric
8	Molamo	Male	41	Divorced	Matric
9	Katila	Male	32	Single	Grade 11
10	Ben	Male	55	Divorced	Matric
11	Patracia	Female	52	Married	Matric
12	Winky	Female	27	Single	Baccalaureate Degree
13	Mahlatse	Female	30	Married	Grade 11
14	Nthabiseng	Female	29	Married	Matric

15	Maringa	Female	43	Divorced	Matric
16	Josephine	Female	54	Married	Post Matric Diploma
17	Paulina	Female	34	Divorced	Post Matric Diploma
18	Nkele	Female	18	Single	Grade 11
19	Mologadi	Female	23	Married	Matric

4.2.2 Quantitative Research Analysis

In quantitative research, emphasis is placed on variables in describing and analysing human behaviour (Babbie & Mouton, 2001). This section will present the findings from quantitative data. Participants were given questionnaires which they had to give their honest answers to. From the first objective, which is to determine the challenges of participation; there are sub-questions and they are analysed below.

4.2.2.1   The first objective seeks to *examine the level of participation in community development projects* and the sub- questions under this objective will demonstrate the level of participation based on the selected participants. With this objective, the researcher sought to examine the magnitude of participation drawn from the selected sample and what follows below is the outcome which was derived from the main question of the objective. The sub-questions thereof emanate from this research question: *What is the level of community participation in development projects?* and below is what the researcher elicited.

4.2.2.2   Have you participated in any of the development projects within your area?

Responses	Agree	Disagree	Sometimes
Percentage (%)	69.6 %	17.4 %	13 %

This table indicates the percentage of participants from the selected sample that participated in the projects within their area. Amongst the 22 participants, 15 (69.6 %) of them do agree that they have participated in development projects within their area, 4 (17.4%) have never participated and 3 (13%) do sometimes take part in the development projects. From the acquired information, it is evident that not everyone participates in projects within their area and one can conclude that each person from their community chooses which projects to participate into, based on their interests or potential gain from particular projects. The statement is corroborated by Meldon et.al (2004) when they mentioned that people can choose to participate in projects that are beneficial to them.

4.2.2.3   Do you see or feel the need to participate in development projects within your community?

The table below illustrates whether the participants find the significance of taking part in development projects and their percentage to some extent corroborates the above question and its findings. As it has already been said, each community member only participates in projects based on their personal interests or potential gain. Just like Theron (2009: 105) in Sibanda (2011), people's perception on development is more than economic growth, it often overlaps to institutional transformation, socio- cultural and political systems and structures; and addressing development holistically.

Responses	Agree	Disagree	Uncertain
Percentage (%)	34.8 %	39.1 %	26.1 %

From the selected sample size of 22 participants, 8 (34.8%) of them do feel or see the need to participate in development projects within their community while 9 (39.1%) do not feel or see the need to and 6 (26.1%) feel uncertain to participate in development projects.

4.2.2.4   Do you as a community leader or part of the community see your community working as a unit or collectively?

This question was particularly directed to the chief, ward- councillor and ward chair-person and their responses in the table below will reveal whether the community that they are in charge of, works as a unit or not.

Responses	Agree	Disagree	Uncertain
Percentage (%)	100 %	0 %	0 %

The table shows that all leaders agree that their community works in unison. However, their assertion that there is unison in their community contradicts the statistical data from two above questions.

One can safely justify their responses by saying that their answers may be based on what Marias et al. (2007) meant when they pointed out that in most cases if not always, participation is determined by indicators of participation than exploring the more significant analysis of impact on participation in development projects. Moreover, these leaders may be of the notion that these indicators will significantly and potentially capture material and relational changes as alluded to by Mendes (2008). Succinctly, it is evident that unison as an integral component of participation within this community is not salient.

4.2.2.5   Does government and Municipal officials inform you as a community about development projects which will take place within your community?

Responses	Agree	Disagree	Sometimes
Percentage (%)	30.4 %	43 .5 %	26.1 %

The above table reveals how their relationship with government and Municipal officials is with regard to development projects within their community. From the total number

of the 22 participants, 7 (30.4%) indicated that they were consulted by the officials regarding development projects in their community, while 10 (43.4%) pointed out that they were never consulted and 5 (26.0%) stated that they are sometimes consulted. The figure indicates that there is a disconnection amongst community members and between community members and the officials. According to Desai (2009), if government and municipal officials are choosey when consulting the community members about development projects within their area, it will at the end make community members lose interest in participating as they will be more frustrated as a result of not being consulted. Thus, it will make them feel less important if they were not consulted and engaged in the inception of the project.

4.2.3 The second objective sought to determine the challenges of community participation in development projects within the researched area. The main research question was: *What are the challenges of community participation?* With this question, from the selected sample, the researcher wanted to verify if indeed there were any challenges encountered with regard to community participation. Below are the sub- questions that were formulated from the main question.

4.2.3.1   Do you think there is a need for development projects within your area?

Responses	Agree	Disagree	Partly
Percentage (%)	100 %	0 %	0 %

The table above indicates that all the 22 participants agreed that there is a need for development projects within their area. As it has been mentioned that their area is underdeveloped, they absolutely see the need for projects. Evaratt and Gwagwa (2005) maintain that it is in rural areas where development projects need to be implemented and this is because that is where development is ideally needed.

4.2.3.2   Has there been any development projects which were introduced to you as a member of the community before?

Responses	Agree	Disagree	Partly
Percentage (%)	82.6 %	17.4 %	0 %

The above table confirms the percentage of the participants amongst the 22 regarding the asked question. Of the 22 participants, 18 (82.6%) confirmed that they were told and introduced to development projects within their area and the remaining 4 (17.4%) indicated that they were never told about the development projects within their area. This shows that there is something that is not done right regarding the manner in which the messages are supposed to reach the participants, as it shows in the above table that some of these community members are not told about projects within their area. Corroborating the statement is Cavaya (2001) who maintains that public meetings and other "traditional" forms of participation often appear to be used by default.

4.2.4 This last objective sought to determine strategies to encourage community participation in development projects and the sub-question was envisaged to help in understanding whether community members were satisfied with the strategies that were being used.

4.2.4.1 Are you happy with how local municipality and the Department of Rural Development and Land Reform handle or facilitate development projects within your community?

Responses	Agree	Disagree	Partly
Percentage (%)	69.6 %	43.4 %	13 %

The table above indicates the satisfactory level of the community members based on the selected sample. Out of the 22 participants, 15 (69.6 %) indicated that they are satisfied with the way in which their local municipality handles or facilitates

development projects within their community, while 3 (13 %) of the 22 participants indicated that they are not satisfied at all and the remaining 4 (43.4 %) are partially satisfied. This clearly indicates that there are things that the local municipality and the Department of Rural Development and Land Reform are doing wrong as shown by a large number of the respondents who dissents to the way in which they handle or facilitate development projects within this community. According to Hickey and Mohan (2004), most government officials choose to use a 'top-down' approach and this has been proved by many researchers to be ultimately hindering the desired objectives of most projects.

From the quantitative findings, it can be deduced that the respondents were involved and others were not involved; especially in the conception, planning and implementation of the projects. Furthermore, the findings revealed that community leaders truly believe that indeed the community does work in unison, which is not the case as the results showed. Evidently, there is a large gap with regards to doing things collectively and to some extent, reaching one common goal regarding development projects. Another thing which the findings revealed is the unsatisfactory responses of the community drawn from the sample on how governmental and municipal officials handle and facilitate projects in their area.

Therefore, the final overall discussion will be done after the completion of the interview questions under qualitative findings.

4.3 Qualitative Research Analysis

Mouton (2001) in Sibanda (2011) claimed that qualitative research helps in understanding the dynamics of people's experience, the structure of their lives, and their perceptions, assumptions, attitudes, behaviour, judgments and suppositions within the context of their social world. Qualitative research is crucial because it is subjective and provides a deeper understanding of human experience (Sibanda, 2011). The qualitative research approach also helped to investigate the challenges of community participation in development projects at Tickyline village in Tzaneen.

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- **Challenges of community participation**

The first question that the participants were required to answer was *whether they understand what community development projects and community participation meant* and they answered the question according to their own understanding. With this question, the researcher sought to determine the challenges that the participants encounter regarding community participation. Most of them answered the question in a more or less the same way and this includes the community leaders.

Fhatu, (30) 'community development projects to me means infrastructural change within a community and community participation means that community members must take part in what is going in their community"

Katila (32) 'a community development project to me means that there will be a creation of jobs, though they may be temporal and community participation means taking part in all activities happening in your community'

Winky (27) 'community development projects and community participation to me means that community being fully involved in changes within their community and those changes are the ones which will better their lives'

Nkele (18) 'community development projects to me means a process of bringing change in people's lives through social structures and community participation is basically when community members getting involved in activities happening in their community and gaining full control of them'

The quotes above show that the participants understand the intertwined concepts and each one mentioned what basically these concepts entail. They did mention infrastructure, job creation, better standard of living and a change in social structures, which are some of the major key proponents to development and as Oni (2005) mentioned, it is significant to understand that development does not only entail and affect tangible assets only, but also the psycho-social and economic entities of the people that need to be developed.

On the concept of community participation, their emphasis is on the full involvement of the community in activities that are happening in their community. Additionally, the last respondent mentioned one important element in development, which is ownership of development projects by beneficiaries. Attesting to this, Theron and Mchunu (2014) further state that community participation to some extents, inwardly stimulates a sense of ownership of the development projects and development process, similarly, development process becomes an integral part of the community and assists them in believing that they own their development process.

The follow-up question sought to validate the answers provided in the above question. Participants were asked if they participate in development projects within their community and below are what few of them had to say:

> *Maringa (43) 'yes I do participate fully, because it is important in that get to learn new things with each project'*

> *Kulani (27) 'yes I make sure that I participate because with what I learn from each project prepares me for the next one'*

> *Nthabiseng (29) 'I participate yes because this projects are equipping me with skills for future projects'*

The quotes above demonstrate that most of the community members as drawn from the sample view development projects as another form of education, though is not a formal one, but there is something that is learnt from each project. Their emphasis is on skills they acquire during their time in these projects. Fundamentally, as Phologane (2010) asserts, development projects are prone to educate and equip residents with the appropriate skills that are to assist them in future to improve their lives. Furthermore, Phologane (2010) stresses that development projects should not be limited to improve the only infrastructure, but should extend to provide skills to its community members.

However, other participants do not see the importance of participating in development projects within their community and below is what they had to say when they were asked the same question as the one above:

Mologadi (23) 'I do not, because the meetings held, they are not favourable and I always get the messages late'

Lesiba (53) 'I do not benefit from any of the projects as an individual and it is not everyone who gets the message in time but the chief always knows about these projects, so I do not see the need why must I participate'

Paulina (34) 'most of the meetings held are not formal and sometimes you find that it is only the chief who knows about such projects'

Participants here display high level of disinterest in participation in development projects resulting from the manner in which the meetings are facilitated and also the fact that they usually get the messages late. It is evident that most community members still want a formal traditional way of being called for meetings and the manner in which these meetings are facilitated should be in a traditional way, which to some extent is true as this researched community comprises many illiterate elderly and young people. Supporting what these participants are saying, Cavaya (2001) and Green (2007) highlighted that people are tired of committees that use public meetings which are in most cases not traditional as default and by so doing, they are tossing aside their traditional values and beliefs. Subsequently, these participants' pointed out that they end up getting the meeting invites when it is too late.

The respondents also mentioned that they are not benefiting anything from the projects, which is a concern expressed by most community members. They are blatantly saying that they can only participate if they were to gain or learn something in the process, which for them is not the case. With what they have said, it is safe to categorize them under the type of participation that participates for material gain and not to gain skills and knowledge as explained by Meldon et al (2004).

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The next question sought to elicit whether there is a common ground and understanding between the political affairs as they are influential when it comes to development and culture, as in most casesresearch has shown that culture is resistant to change. In this regard, participants were asked how political and cultural affairs influence community participation with regard to developmental projects within their community and below it is what they had to say:

> Chief 'development brings change in people's lives and as their chief; I cannot deprive my community a chance to change their lives; together with their environmental change. Therefore, politicians should understand that development should take place without compromising our culture; I will give it a go ahead and plead with my people to fully participate in those projects'.

> Ward- councilor 'we as politicians, before bringing any project to a community, we make sure that we consult with the chief to verify if the project will not be against cultural beliefs and affairs oh his/her community. By so doing, we want to make sure that we work together without any power issues amongst us and the chief'.

The quotes display a great epitome of unison between both politicians and the chief with regard to their agenda of developmental projects brought to the community. Moreover, the chief believes that as long as this development projects do not contradict or defy their culture, he then finds and deem them relevant to his community. Everatt and Gwagwa (2005) explained that the prime purpose of community development is to restore the wholeness of life, creating a sense of self- reliant and self- respecting for community members, so that they can be familiar with cultural traditions of their own country and to efficiently utilize modern resources with effectiveness for their fullest development of their physical, social, economic and intellectual conditions. The purpose that development comes when developing a community as indicated above is precisely what the king was referring to in a nut shell.

However, community members disagree with what their leaders are saying regarding the question asked and below is what they said:

Josephine (54) 'the resistance of change by culture really discourages most of us from participating in development projects within our community. There are two projects that the chief did not approve to be implemented in our community'

Molamo (41) 'I respect our cultural beliefs but I lost interest the day the chief openly refused one great project to be implemented in our community because of his cultural reasons not of community's as a whole'.

Participants above clearly indicate the disappointment they endured based on the decisions that their chief often takes regarding what is bound to bring change to their community, merely because of culture. By him putting culture before what is to benefit them, they withdraw their participation from development projects. It is evident that the chief does not consult his community on matters or issues that concern and affect them directly; he just takes final decisions on his own. Corroborating this is Manyozo (2006) who avers that chiefs and community leaders need to be consulted and engaged regarding development projects taking place within their vicinity and this gives them power to make that final decision on which project should take place within their community.

The question which follows sought to discover whether there is any contact and relationship between the community and municipal and government officials. The question which was asked is whether the government and Municipal officials inform them as a community about new development projects in their area and if the way in which the officials approach them is appropriate.

Nkele (18) 'the officials do inform us but what I don't like is how they approach us. They often tell us which project is going to be done instead of asking us what we want.'

Paul (44) 'they actually do come to consult with us during the IDP drafting but when it is time for them to implement the projects, they do the opposite, which is taking decisions for us.'

Ben (55) 'they do contact us but for them to come and deciding which projects must be done first, it is just not fair and not cool.'

The responses above reveal the frustrations that the officials are causing on them. Regardless of officials informing them about projects which will be implemented in their area, the fact that they take decisions for them on which project needs to be done first is unappreciated, particularly by the residents.

To this effect, it is evident that the community's self- awareness of their social reality and that they were able to realize and unleash with the help of both the municipal and government officials, is basically tossed aside as they are deprived a chance to voice and decide the projects that need to be implemented first. Instead, it is the officials who decide on their behalf the projects that take priority in their community. Attesting to what is being said by the participants is Mbambo and Tshishonga (2008) who assert that the officials are using the top-bottom approach in this matter which gradually demoralizes the community in participating in the whole process of development projects, as it is already alluded to by the above participants.

- **Strategies that can be used to encourage community participation in development projects**

This objective sought to bring about community's opinions and inputs on how to enable them as a community to fully participate in development projects within their community and also to make them sustainable. The first question under this objective that was asked is: In your own opinion, what do you think should be done to address what has been asked in the previous question. What follows below is what they had to say:

Paulina (34) 'I strongly think that the officials should not decide for us which projects should be of priority, as they don't understand the importance of why we suggested and gave them those projects in sequence'

Katila (32) 'my opinion is that when the officials come to us in implementing the projects, they must not change the sequence of our listed needs because it is us who understand our social and basic needs'

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The respondents above are highlighting the fact that officials must be considerate of how they have enlisted projects they need according to their needs, as it is themselves who understand and know their social reality as far as basic standard of living is concerned. Therefore, to them, it is not fair when the people who are supposed to be intervening in bettering their lives, reshuffle their prioritized list of needs and decide on which needs to be done first, without consulting them again. The respondents' frustrations are highlighted by Mbambo and Tshishonga (2008) who assert that community members need to feel that they are in charge of what is bound to better change their lives, than being dictated on what needs to be done to better their lives in the context of community development. In addition to what has been said, the following participant hinted what most people from areas where development is needed, don't realize. And this is what she has to say:

> Winky (27)'what these officials are doing wrong is that, how they make most of us a community feel because I strongly feel that they take advantage of our educational background and use it to take decisions for us on what needs to be done first. My opinion in this is that, they must implement these projects according to how we have listed them.'

> Paul (44) 'what the officials are doing wrong from where I am standing is, the fact that they undermine the decision making capacity of the community by not telling them why they are not doing things the way they have listed them. Therefore, my opinion is that people at the grass root of development should be consulted on every change that is made regarding what they have discussed during their meeting'.

These respondents above demonstrate the level of ignorance and how they are taken for granted by government officials. As they have rightfully said, their level of literacy should not be used as a platform to deprive them having to make final decisions on which projects must be implemented first, when final decisions are being taken. David et al. (2011) highlighted that the level illiteracy of community members leads to officials not to consult the community members with the whole process of projects.

Supporting further on what the participants have highlighted, Desai (2009) purports that it is significant for municipal and government officials to consult community members in a transparent manner; and should the community feel that they are ignored, it will cause confusion as most of the community members in areas that need development are illiterate. Consequently, this will make them lose interest in participating in future development projects simply because they are not consulted. Therefore, consultation and transparency should be essential to community participation and development projects.

The question that follows sought to establish what community members think should be done to have sustainable development projects within their community, and below is what that they had to say:

> Chief 'there should be training that is provided to the community as to how what is expected from them throughout the project phase and also make them feel that they are in charge of how the project as a whole'

> Ward- councilor 'the community needs to be empowered and taught skills that will help them survive even after the project cycle is complete'

> Nthabiseng (29)'there should be empowerment strategies and required skills that need to be taught to us, so we can be able to implement during and after the completion of the projects'

> Dennis (28)'empowering us and making us own up to the projects will help us understand the importance of keeping the project running and also we should be awarded the opportunity to make our own decision, not having people decide for us'

The quotes above demonstrate the need for these community members to be empowered so that the projects can be sustained, and with the relevant skills as they have said, the project is sure to be sustained. Also, they say that if they are provided with a sense of ownership, their own development and sustainability will be attained. Also, they emphasized on the need for them to

be given a platform to make their own decisions regarding projects that are specifically meant for them. Oni (2015) asserts that relevant and desired skills and knowledge towards community development projects enable community members to comprehend the significance of keeping the project running, as this will inwardly stimulate their sense of self- reliance. Furthermore, Oni (2015) explains the essentiality of having empowered community members with regard to their development projects as it enhances their capacity building and this ultimately helps them in making sound and meaningful decisions as to the direction that the projects should take. Additionally, Sibanda (2011) highlights that once the community is empowered, they able to take ownership as the development projects belongs to them.

The follow up question required the community to express what needs to be done to have their maximum participation regarding their development projects and below is what they had to say:

Ward- chairperson 'involving the community with every step of the project, will encourage them to participate fully.'

Lesiba (53)'letting us decide on what we want when it comes to development projects, will have us participate fully.'
Fhatu (30)'informing us with every change that happens along the implementation, letting us decide on what we want as a community will make us participate more and more.'

Maringa (43)' involving us from the creation of the project to the end of it and also letting us have a say in changes that are made along the process, we will feel that we are greater part of development projects in our community.'

The quotes above demonstrate the extensive need to belong and to be part of development projects by community members as they feel that they should be part of development projects within their area. In essence, this is true as they are the main actors of development projects happening in their area. Supporting this, Theron and Davids (2014) explain that a well-informed community that is

involved in decision-making process and implementation stage, surely guarantees maximum participation and sustainable development projects. Therefore, involving people in all stages of development will extensively urge them to participate fully.

Qualitative findings revealed that there are issues that need to be addressed with regard to community participation in development projects. Based on the outcome of the interviews conducted, it is evident that the highlighted issues are the ones that are hindering development in the researched area.

All in all, both methods elicited the aim and objectives of the study, and the findings of each objective will be discussed in the next chapter.

4.4. Conclusion

In this chapter, data from the respondents was presented, analysed and interpreted. The respondents highlighted the challenges of community participation, the level of community participation and the strategies to be used for community participation in community development projects. Therefore, the presentation of the findings and recommendations are presented in the chapter that follows.

5 RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses mainly on the major findings and how they have answered the research questions. What follows is a discussion of the major findings and how these findings have answered the research questions. The conclusions will be discussed under the following themes:

- What is the level of community participation in development projects?
- What are the challenges of community participation?
- Which strategies can be used to encourage community participation in development projects?

5.2 Major Findings

After the collected data was analysed in chapter four, the researcher found major findings as discussed below:

- **The level of community participation in development projects**

The findings revealed that there is an imbalance on the level of community participation. This imbalance is brought up by the challenges which the community is encountering as revealed above. However, it is not everyone who does not participate according to the responses, but there are those who participate and those who do not participate do so based on their own personal reasons or gains, according to their responses. Therefore, it is evident that these community members do not share or have common objective in relation to participating in development projects.

- **Challenges of community participation**

Findings reveal that there are major challenges when it comes to community participation with regard to development projects. The challenges start from the community not working in unison, although their traditional leader and political leaders assume that their community share same interests, which is not the case. Also, the community demonstrates the need to be empowered, as this will help them to be in acquisition of power and to be effective. Municipal and government officials also contribute to these challenges by not involving community members in decision making; not consulting with community members regarding changes made along the process of project cycle; not being transparent and by using top-down approach regarding development projects that are for these community members. The findings demonstrate that there is a lot that the community leaders and both the municipal and government officials need to do to assist in addressing these challenges that the community is encountering.

- **Strategies that can be used to encourage community participation in development projects**

The findings reveal that the community wants to be made part of every decision that is taken throughout the development project stages and to be informed regarding every change regarding the projects within their area. By so doing, they believe that they will have an opportunity to contribute to what needs to be done regarding the changes and planning of the projects. This will give them some sense of ownership of their own development projects. Therefore, this will win their full and maximum participation.

5.3 Overview of the study

This study covered the background of the study, problem statement, and aim of the study specific objective, critical questions, limitations and delimitation of the study.
In the problem statement the researcher demonstrated how the Constitution of the Republic of South Africa and other statutes emphasise the significance of involving the public through public participation in matters affecting them in bettering their lives.

The main aim of the study was to investigate the challenges of community participation in community development projects in order to encourage wide participation in projects at Tickyline village.

The researcher highlighted the literature regarding the community participation, its level of participation and even the strategies to be used. He even touched on the legal framework to outline what the government says in line with the study.

The researcher further outlined and presented the research methodology used in the study by focusing on how the data collection methods were used and how data was analysed and interpreted.

The researcher synthesized the findings, gave recommendations and concluded the study.

The recommendations were formulated to address the research problem based on the findings of the study.

5.4 Conclusion

This chapter presented the study overview which was followed by the discussion of the research findings which were guided by the research questions. The findings were followed by recommendations.

5.5 Recommendations

This section details the recommendations based on the above conclusions. Due to the significance of the study, the researcher recommends the following:

- Community leaders must ensure that their community works in unison and that they share a common goal towards development participation. Also, municipal and government officials should see to it that with every project they introduce, they must empower community members and ensure that they are transparent and consult with the community members with matters that concern their development projects. They must also use the bottom-up approach in community development projects to avoid confusion and frustrations of community members.

- Community members should have gatherings to address issues that affect them as a community to enable them to have one common goal or objective when it comes to matters of development.

- Municipality and government should include community members in decision making from the project design to project handover to ensure active participation by community members.

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APPENDICES

APPENDIX 1: INFORMED CONSENT FORM

University of Venda

School of Management Sciences

TITLE OF RESEARCH PROJECT

The perceptions of community participation in development projects at Tickyline in Tzaneen, Limpopo Province in South Africa

By

Malatji K.P

Researcher:

I would like to request you participate in this research project. Your participation in this study is entirely voluntary and you are free to refuse participation. You may discontinue your participation at any time without prejudice or without jeopardizing the future care either of yourself or your family members. You are welcome to withdraw your participation and the information provided, if you so wish. Any significant new findings developed during the course of the study that may relate to your willingness to continue participation will be provided to you.

Respondents Consent:

I have understood the provisions and hereby give my consent to participate in this project.

Subject's signature…………………………. Date……….

Interviewer's signature.................................. Date……

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QUESTIONNAIRE SCHEDULE

APPENDIX 2: A guide for community members

Section A- Demography

1. Gender

Male	
Female	

2. Age

18-25		26-35		36-45		46-55	

3. Marital Status

Single		Married		Divorced	

4. Home Language

Sepedi		XiTsonga		TshiVenda		Other(s)		

5. Educational Qualifications

Grade 11 or Lower	
Grade 12 (Matric)	
Post Matric diploma or certificate	
Baccalaureate degree (s)	
Post- graduate degree (s)	

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Section B- Questions are derived from the objectives (Questionnaires)

The challenges of community participation	Agree	Disagree	Partly/ sometimes
1. Do you think there is a need for development projects within your area?			
2. Has there been a development projects to you as a member of the community before?			

The level of community participation in community development projects	Agree	Disagree	Partly/ Sometimes
3. Have you ever participated in development projects in your community before?			
4. Do you see or feel the need to participate in development projects in your community?			
5. Do you as a leader or part of the community, see your community work as a unit or collectively?			
6. Does government and Municipal officials inform you as a community about new development projects in your area?			

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Strategies to encourage participation in development projects	Yes	No	Partly/ sometimes
7. Are you happy with how local municipality and the Department of Rural Development and Land Reform handle development projects within your community?			

APPENDIX 2: Interview Schedule

❖ What is your understanding of development projects and community participation?

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❖ Do you participate in development projects in your area? Please explain why?

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❖ How do political affairs vs cultural affairs influence community participation with regard to development projects within your community?

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❖ Does government and Municipal officials inform you as a community about new development projects in your area? If no, what do you think they are doing wrong?

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❖ In your own opinion, what do you think should be done to address what has been asked in the above question?

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❖ In your opinion, what do you think should be done to sustain development projects within your area?

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❖ What do you as a community member think should be done to get maximum participation of the whole community?

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