



**THE PARTICIPATION OF SENIOR CITIZENS IN COMMUNITY DEVELOPMENT
ACTIVITIES IN UTHUKELA DISTRICT, KWAZULU-NATAL**

By

MBALI LONDIWE SIKHOSANA

Student No. 214536337

**SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SOCIAL SCIENCE IN COMMUNITY DEVELOPMENT IN THE
COLLEGE OF HUMANITIES, UNIVERSITY OF KWAZULU NATAL**

Supervisor: Mr. E. Ntini

2020.

DECLARATION

I, Mbali Londiwe Sikhosana, declare that the dissertation submitted to the University of KwaZulu-Natal entitled “**THE PARTICIPATION OF SENIOR CITIZENS IN COMMUNITY DEVELOPMENT ACTIVITIES IN UTHUKELA DISTRICT, KWAZULU-NATAL**”, represents my own original work except where acknowledgements indicate otherwise, and all articles and other works I have used have been acknowledge in the list of references.

Signature

Date

***M. L SIKHOSANA*.....**

20/01/2020

MBALI LONDIWE SIKHOSANA

DEDICATION

This thesis is dedicated to the Sikhosana, Zwane and Ndlangisa Family, especially to my late father Themba Mandla Zwane and my late grandmother Nomusa Hlulekile Mgaga Sikhosana.

It is also dedicated to my son Kuhlekonke Thotshiswa Sikhakhane, I challenged you to achieve everything your mother has achieved and more. *Ukhule undlondlobale Mboma uthele izithelo ezinhle!*

ACKNOWLEDGEMENTS

I would like to thank my Lord and Saviour, Jesus Christ because none of these could have been possible if it was not for him.

To the best supervisor in the entire world, who has always been ready to assist me whenever I needed him. Mr Edmore Ntini, thank you for always going the extra mile for me. May the Lord bless you abundantly in everything that you do.

To my living God, my father (stepfather) Milton Ndlangisa. Words cannot describe how grateful I am to have you in my life. I would not ask for any better father than you. Thank you for your support, love and always putting your dreams on hold because you chose me and my dreams every time without failing.

To my mother, Snothile Cynthia Sikhosana, my guardian angel who keep sacrificing without tiring for me to become a better person. Thank you for everything *Mantungwa omuhle*. To my son Kuhlekonke Thotshiswa Sikhakhane, thank you for always saving me.

Big thanks to the senior citizens of Estcourt who agreed to be part of this study. This would not have become reality without you *bahlonishwa bami*.

To the workers of BhekuZulu self-sufficient project who agreed to be interviewed and be part of this study. Thank you so much.

To municipalities officials who granted me with gatekeepers and agreed to participate in this study. None of this would have happened without you. Thank you for your support.

To my friends that turned into my family, thank you *bangani bami* for your support, encouragement, prayers and always being there when I needed someone. I would not have made it without you.

May God Bless You All!

ABSTRACT

Senior citizens are often perceived by society as unproductive, alienated and ineffectual individuals. However, if opportunities are made for them, senior citizens can bring a positive change to their respective communities. This study examines what could be done to ensure the participation of senior citizens in community development activities, by exploring the roles they may play, factors in favour and against their participation and strategies for inviting and sustaining their participation in community development activities. A qualitative design and purposive sampling are used. The sample of 14 information-rich informants from the following categories: A councillor, a member of non-governmental organisation, senior citizens and ordinary community members. Interviewing is used as the primary method for data collection. The findings reveal that senior citizens should participate in community development activities, since they have availability of time, wide knowledge base and transferable skills. Furthermore, they can be more committed and they are trusted by the community. It reveals that senior citizen participation is deterred by unawareness, lack of specific supportive policy, age discrimination and physical barriers. Thirty roles are identified for senior citizen in community development activities. Strategies for inviting them to participate are: the use of policy, change of attitude, creating favourable conditions, use of media, avoiding discrimination and recognise senior citizens in their respective communities. Strategies for sustaining their participation emerged as follows: involve them in various committees, communities invite senior citizens and encouraging their participation and illuminating deterring factors. The study's main recommendations is for increase efforts in municipalities, communities, community development organisations, government and families to involve senior citizens in effective and instrumental participation in community development activities.

Key words: Community, participation, community development activities, senior citizen, Non-governmental organisation, UThukela district.

LIST OF FIGURES

Figure 1- Topographic map of Uthukela District and surrounding community areas	3
Figure 2- Ladder of citizen participation (Arnstein, 1969)	16

LIST OF TABLES

Table 4.1 Categories of participants	41
Table 4.2 Codes for the participants	43
Table 4.3 Themes and sub-themes	44
Table 4.4 Roles senior citizens can play in community development activities	48
Table 4.5 Factors favouring and factors deterring senior citizens from participating in community development activities.	54

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF FIGURES	v
LIST OF TABLES	v
TABLE OF CONTENTS	vi
CHAPTER 1: INTRODUCTION	1
1.1 Background of the study	1
1.2 Study Area	2
1.3 Research problem.....	3
1.4 Research questions.....	4
1.5 Aim	4
1.5.1 Objectives	4
1.6 Rationale of the study	4
1.7 Research methodology.....	5
1.8 Ethical Issues	5
1.9 Preliminary literature review	6
1.9.1 Factors in favour of participation of senior citizens.....	6
1.9.2 Factors against participation of senior citizens.....	6
1.9.3 Strategies of participation in community development activities	6
1.9.4 Importance of participation	7
1.10 Structure of the dissertation	8
1.11 Conclusion	8
CHAPTER 2: LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 Conceptual Framework.....	9
2.2.1 Participation.....	9
2.2.2 Community	11
2.2.3 Senior citizens	12
2.2.4 Community development	13
2.2.5 Community development activities	14
2.3 Theoretical Framework.....	15
2.3.1 Levels of participation: Arnstein's ladder of participation.....	15
2.4 Literature Review.....	18
2.4.1 Importance of participation in community development activities	18
2.4.2 Factors in favour of participation in community development activities.....	19
2.4.3 Factors against participation in community development activities	21
2.4.4 Senior citizen participation in community development activities	24

2.4.5 Strategies for participation of senior citizens in community development activities	26
2.5 Conclusion	29
CHAPTER 3: RESEARCH METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.2.1 Interpretivist paradigm	31
3.2.2 Qualitative research design.....	32
3.3. Sampling Strategy.....	33
3.3.1 Purposive sampling	34
3.3.2 Snowball sampling	35
3.4. Methods of Data Collection.....	35
3.4.1 Interviewing.....	35
3.4.2 Methods of Data analysis	37
3.5 Relevance of the Data for the Study	38
3.6 Ethical Issues	39
3.7 Limitations	40
3.8 Conclusion	40
CHAPTER 4: PRESENTATION OF THE FINDINGS	42
4.1 Introduction.....	42
4.2 Participants.....	42
4.2.1 A councillor	43
4.2.2 Administrator of BhekuZulu self-sufficient Non-Governmental Organisation	43
4.2.3 Senior citizens	44
4.2.4 Ordinary villagers	44
4.3 Findings of the Study.....	45
4.3.1 Understanding of participation in community development activities.....	46
4.3.2 Roles of senior citizens in community development activities	47
4.3.3 Factors in favour of senior citizen participation in community development activities	51
4.3.4 Factors deterring senior citizen participation in community development activities	55
4.3.5 Senior citizen benefits of participating in community development activities	58
4.3.6 Gains and losses for the community arising from senior citizen participation in community development activities	59
4.3.7 Strategies that invite senior citizens to participate in community development activities	61
4.3.8 Senior citizen competencies in community development	62
4.3.9 Suitable community development activities for senior citizens	63
4.3.10 Strategies for sustaining senior citizen participation in community development	64
4.4 Conclusion	66

CHAPTER 5: DISCUSSION, RECOMMENDATIONS AND CONCLUSION.....	67
5.1 Introduction.....	67
5.2 Findings.....	68
5.2.1 Understanding of participation in community development	68
5.2.2 Roles of senior citizens in community development activities	68
5.2.3 Factors in favour of the participation of senior citizens in community development activities	68
5.2.4 Factors that deter participation of senior citizens in community development activities	69
5.2.5 Senior citizen benefits by participating in community development activities.....	69
5.2.6 Gains and losses for senior citizen participation	69
5.2.7 Senior citizens competencies in community development.....	70
5.2.8 Suitable community development activities for senior citizens	70
5.2.9 Strategies for inviting senior citizens to participate in community development activities	70
5.2.10 Strategies for sustaining senior citizen participation in community development	70
5.3 Recommendation for Future Research.....	71
5.3.1 Municipalities	71
5.3.2 Communities.....	71
5.3.3 Community development organisations	72
5.3.4 Government	72
5.3.5 Families	72
5.3.6 Further research	73
5.4 Conclusion	73
REFERENCES.....	74
ANNEXURE A: ETHICAL CLEARANCE LETTER.....	81
ANNEXURE B: GATEKEEPER’S REQUEST LETTER	82
ANNEXURE C: GATEKEEPERS PERMISSION LETTER UTHUKELA	83
ANNEXURE D: LETTER TO PARTICIPANTS.....	84
ANNEXURE E: PARTICIPANT INFORMED CONSENT FORM (ENGLISH)	86
ANNEXURE F: PARTICIPANTS INFORMED CONSENT FORM (ISIZULU)	87
ANNEXURE G: INTERVIEW GUIDE (ENGLISH).....	88
ANNEXURE H: INTERVIEW GUIDE (ISIZULU)	89

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

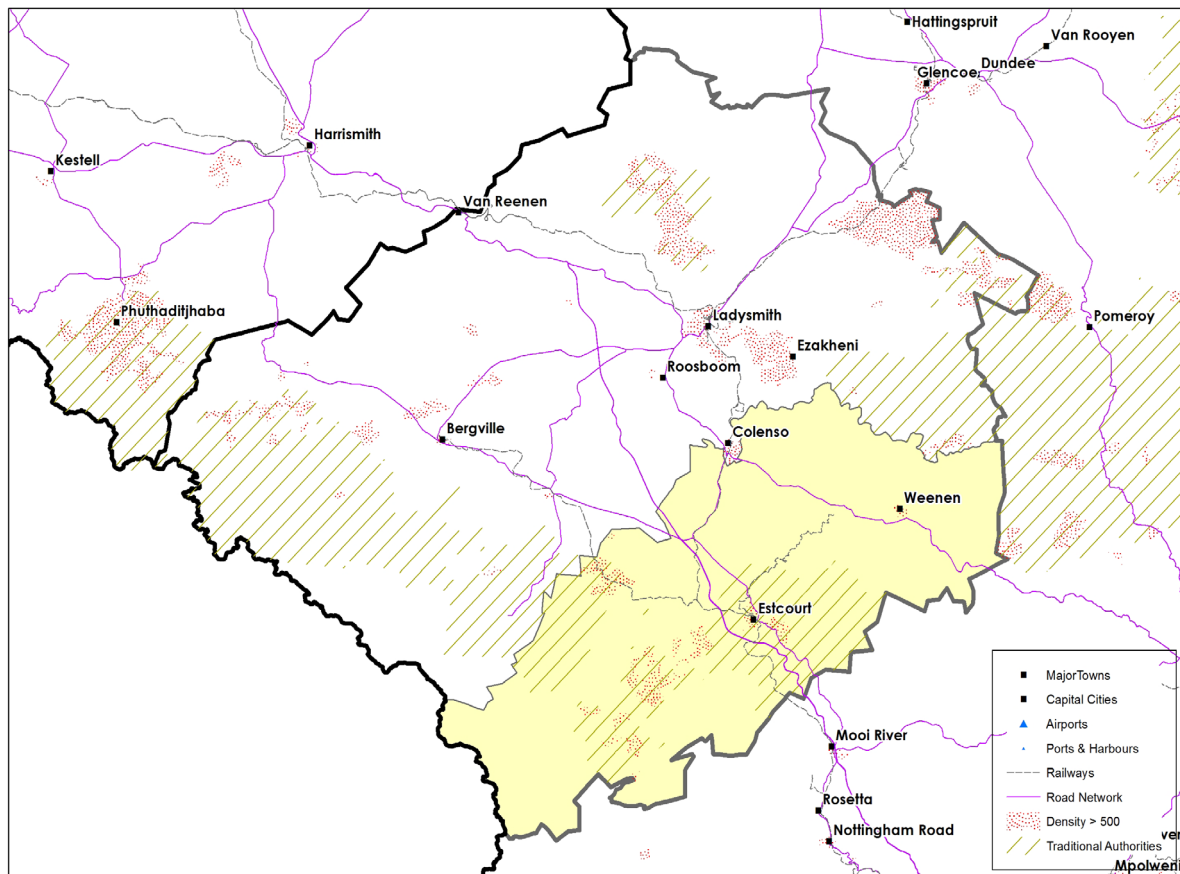
When South Africa attained democracy in 1994, the country started to prepare democratic policies and legislations aimed at facilitating broader public participation in social, political, economic and cultural development. The government has been enhancing people's participation in various community development activities. Efforts to promote citizen participation were reflected in various policies that were adopted at that time. Despite this effort by government, there is still exclusion, marginalization and discrimination toward senior citizens. Society often perceives senior citizens as unproductive, alienated and ineffectual individuals (Postle et al., 2005). Moreover, the United Nations Economic Commission for Europe (2009) confirmed that senior citizens are often vulnerable to exclusion, marginalization and discrimination. This results in senior citizens least likely to be effectively involved in community development activities (Means et al., 2003). The participation of senior citizens in community development activities has the capacity to improve the quality and standard of living in a significant way. The participation of senior citizens is not only important to community development but also to social, economic, environmental and cultural development.

It was against the above background that this research chose to focus on the participation of senior citizens in community development activities, and also due to the fact that after 25 years of democracy, South Africa still requires urgent attention in economic and social situations. Statistics South Africa (2011) shows that the health facilities are poor and insufficient for the large number of people. Hunger and malnutrition are common and increasing due to the high rate of unemployment. Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome (HIV and AIDS) deaths and related illnesses are common and ever-increasing. These concerns are reflected in Statistics South Africa, (2011) and the Integrated Development Plan (2017). However, the government, NGOs and private companies, small business enterprises and the Expanded Public Works Programme are involved in community development activities to minimize the challenges facing this community. Even though there are many projects that were developed such as income generating, education and awareness, gender and development education, skills training, seed diversity, livestock restocking, poverty reduction campaigns, sustainable agriculture, rehabilitation of water resources, agriculture

development and diversity. The senior citizens seem to not take part in any of these projects. This encouraged the researcher to find the cause of their non-participation. In the current community development activities, despite aged-care facilities and welfare organisations, often senior citizens are not invited. It is almost like they are being forgotten in their communities. The researcher thought it would be interesting to further this study regarding senior citizens and also due to the fact that there is little research conducted on the participation of senior citizens.

1.2 STUDY AREA

The study took place in the rural area of Estcourt which is located in the midlands of the KwaZulu-Natal province in the south west quadrant of the UThukela District. The region falls under the Inkosi Langalibalele Municipality that was established on 3rd of August 2016 by the amalgamation of the Imbabazane and Umtshezi municipalities. The municipality is made up of an area of approximately 3,399 km² and is home to some 196,195 people (Statistics South Africa, 2011). According to the Municipal Annual Draft (2017) there are 5,761 senior citizens, of which 2017 are males and 3744 women. This is a rural type of community governed by the chief and dominated by Africans who speak isiZulu. This community consists of both rural and urban settlements. Moreover, community members' participation is imperative and acknowledged by the fact that community members participate in decision making and in electing their political representatives which are ward councillors. However, senior citizens seem to not participate in any of these decisions. The community has no shopping centres or malls since it is a rural area, but nonetheless consists of agricultural practices, the taxi industry, trading stores and tuck shops. The rate of employment is very low since employment opportunities are limited, resulting in most people moving to urban areas. The area of Estcourt was selected for the study because it was easily accessible to the researcher for observing the non-participation of senior citizens in community development activities.



Source: UThukela Local Municipality map, IPD 2015/2017

Figure 1. Topographical Map of UThukela district and surrounding community areas

In order to show the exact location of the Inkosi Langalibalele Municipality. Figure 1 is depicted above. This shows the map of the UThukela district and areas found in it, which include Estcourt where the study was undertaken.

1.3 RESEARCH PROBLEM

Despite participation being the engine for community development, the consequence is that senior citizens are less likely to be involved in collective activities aimed at socio-economic development. Community development in Estcourt excludes the senior citizens as though they are not part of the citizenry in community development. Non-governmental organisations (NGO) policies and government programmes mention few details about the participation of senior citizens in development activities. This study was undertaken with the view that participation in community development activities is weak and should be further strengthened by senior citizens. Literature on participation in community development activities is quite detailed regarding the respective roles seniors can play. In South Africa, the Integrated Development Plan (IDP) (2017) identifies that there are more than a thousand projects which are implemented for community development. However, senior citizens seem not to participate

in any of these projects. Senior citizens have a long life experience, wisdom, skills and lessons learned throughout their lifetimes which can change the world but they are not participating, therefore the need to investigate their non-participation is self-evident.

The research problem of this study is the non-participation of senior citizens in community development activities in Estcourt, KwaZulu-Natal.

1.4 RESEARCH QUESTIONS

1. What are the factors in favour of and against the participation of senior citizens in community development activities in the UThukela district?
2. How can senior citizens participate in community development activities in the Uthukela district?
3. What strategies can be put in place for senior citizens' participation in community development activities in the Uthukela district?

1.5 AIM

To describe how senior citizens can participate in community development activities.

1.5.1 Objectives

1. To describe factors in favour of and against the participation of senior citizens in community development activities in the UThukela district.
2. To describe how senior citizens can participate in community development activities in the UThukela district.
3. To describe the strategies that can be put in place for senior citizen participation in community development activities.

1.6 RATIONALE OF THE STUDY

The study attempts to explore the ways in which senior citizens can participate in community development activities. It is essential for senior citizens to participate because it transfers skills, wisdom and talents from an older generation to a new generation. Postle, Wright and Beresford (2005) explained that local people are the world's driving experts on issues concerning their area, and should be given chance to contribute to the social and political environment, and additionally on their conventions on values, lifestyle and the daily hardships they face. Senior citizens have experience and skills they learned throughout their life time which are relevant to the community and they should be involved in community development initiatives. Participation of senior citizens has the potential to assist them by becoming busy after retiring and not just staying at home lonely and waiting for death. At the same time it can contribute to

social and economic development within the communities. Furthermore, several scholars have conducted studies on the participation of people in various activities but this study intends to bring to light the side not many have written about.

The goal of the research is to contribute to the body of the knowledge concerning the participation of senior citizens in development activities. There is a need to set up how senior citizens can be engaged in development activities. Senior citizens have experience, skills and wisdom learned throughout their long lives, therefore working with the community for the common good can provide a set of guidelines that will help to build and broaden the understanding and importance of senior citizen participation in development initiatives. This will subsequently influence the youth, adult community members, educators, and policy makers in the country to encourage the participation of senior citizens in development activities. Also for this reason, to search for strategies that may be put in place for the continuous participation of senior citizens in community development activities and the nature of development projects which senior citizens should be involved in. Furthermore, the issue has been chosen for its potential to establish the roles that senior citizens can play in community development activities.

Another reason is to increase the role of senior citizens in society as active and participating individuals in as many areas of development as possible. This may result in solidarity, trust and friendship amongst the community members. Furthermore, local municipalities, NGOs and community developers will gain from this study through strategies to better improve the unbearable living conditions and what should be done to eliminate issues.

1.7 RESEARCH METHODOLOGY

The following section explores different research methods and approaches applied to this research to gather more knowledge on the participation of senior citizens in community development activities. The qualitative research approach was adopted, with face-to-face interviews, purposive sampling and a literature review to ensure that the research questions and objectives of the study were addressed.

1.8 ETHICAL ISSUES

The purpose of this study was not to force anyone to participate. As a result, several ethical issues were taken to consideration. During the interview, the researcher ensured that questions asked were not offensive to the participants. The researcher was also guided by the ethical approval from the primary university, UKZN. The study was also permitted to be conducted

by the Inkosi Langalibalele local municipality of Estcourt. Therefore, informed consent approved by the university was given to the participants before the interviews commenced. Secondly, participants were aware of the tape recorder that was used to ensure that all information was captured during interviews, and it was their choice to agree to be recorded or not.

1.9 PRELIMINARY LITERATURE REVIEW

The literature review is of various concepts and theories that are important to the research question. Various forms of published literature are used to get rich and detailed information on the participation of senior citizens in community development activities. The conceptual framework and theoretical framework adopted for this study is discussed in detail in Chapter 2. The literature uncovers the factors that favour and deter participation of senior citizens in community development activities. Further, it discusses strategies that can be employed for the participation of senior citizens in community development activities.

1.9.1 Factors in favour of participation of senior citizens

The literature that was reviewed shows that there are many factors that favour senior citizen participation in community development. These findings are confirmed by many authors in their writings. Ali (2016), Sibiyi (2010), Shashi and Kerr (2002), Ife (2013), Ntini (2006) and many more reveal these factors.

1.9.2 Factors against participation of senior citizens

The literature that was reviewed indicates some factors that deter senior citizens from participating in community development activities. Kilewo and Frumence (2015), Naidoo and Ramphal (2018), Ntini (2006), Age Action (2015), Koolnaphadol (2012) and others reveal the deterring factors. Reviewing these will enable this study to analyse the factors that deter senior citizens from participating in community development activities in the UThukela district and will assist in determining strategies that need to be adopted in order to increase senior citizens participation.

1.9.3 Strategies of participation in community development activities

Numerous reviews for the purposes of compiling this research reflect a conspicuous absence of strategies that involve senior citizens in community development. Mutongu (2012) points out that development strategies should attempt to improve equality, and be non-racial and non-sexist. While Kimani and Kombo (2011) point out that participation should be accountable, eradicating corruption in development projects and improving the performance and input of the project. The authors of this work show the importance of strategies in community

development activities and what should be done to increase participation, but they did not mention or identify strategies that include senior citizens or mention anything about them. Maher (2010) write about strategies to increase participation in cooperatives. Her work presents different strategies which communities should adopt to increase participation in their respected areas. This author wrote about different strategies in her study but she did not mention any that involve senior citizens.

1.9.4 Importance of participation

The literature review conducted for the purposes of compiling this research reflects a conspicuous absence of the roles senior citizens can play in community development. Marston (2016) points out that participation is the key ingredient for community empowerment. He explains that participation empowers citizens to participate in community development activities and enables them to be aware of the project implemented and they become motivated to participate more. A gap is clear in this work that the writer did not write more about senior citizen participation. Skidmore (2005) points out that community participation is far more than a requirement, it is a condition for success. Engaging citizens and partners deeply in community development raises more resources and develops a more holistic and ultimately more beneficial way. A gap is clear in this work that the writer does not extend his writing to how senior citizens should participate in community development. Axelsson, Melin (2015) and Lindgren (2010) add that participation of citizens helps the project to be sustainable, protects the interest of the people concerned, and enhances self-respect and self-reliance. These writers focus on sustainability and the abstract aspects of participation such as interest, self-respect and the controversial self-reliance but exclude senior citizen participation. Despite participation being important and has for a long time been the catch-word or buzz-word in community development and has been recognized for many years, there is no clear literature that describes how senior citizens should participate. Furthermore, the authors write about the importance of participation but did not mention anything specifically that senior citizens can participate in to contribute to development. This shows that literature on participation in community development continues to exhibit a gap with regards to the roles senior citizens can play.

1.10 STRUCTURE OF THE DISSERTATION

This dissertation consists of five chapters. These are structured as follows:

Chapter 1: Introduction

The introductory chapter provides a background of the research topic under investigation. It outlines the study area, research problem, reason for selecting the problem, aims and objectives of the study, scope of the research and the research methodology.

Chapter 2: Literature review

This chapter discusses the theoretical and conceptual framework that is used to form this study using opinions and views of different scholars. It reviews existing literature and will show where the research fits into the existing body of knowledge.

Chapter 3: Methodology

This chapter presents the research methodology used in this study. The research approach, sampling strategy, data collection and analysis techniques are discussed, as well as ethical considerations and limitations of the study.

Chapter 4: Presentation of findings

This chapter presents the results reported from data collected from the selected participants.

Chapter 5: Discussion, recommendations and conclusion

This chapter discusses the research findings. Thereafter, the conclusion of the study is presented and recommendations based on the research findings are put forward. In addition, the recommendations for future research are presented.

1.11 CONCLUSION

This chapter has given a summary of the intentions of the research. Background information relates to socio-economic conditions. It has explained the rationale for this study and outlines the aims, objectives and research question, and paints a clear picture of what is included in the research paper.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents and critically discusses the theoretical framework that informs this study on the non-participation of senior citizens in community development activities in the UThukela district, and what could be done to ensure that senior citizens participate. Firstly, the study provides clarification of the key concepts which are participation, community, community development, senior citizens, participation in community development and community development activities. Secondly, the study discusses the theoretical framework that will help to describe how senior citizens can participate. Lastly, the provided discussion regarding the importance of participation and strategies for participation in community development are drawn from international, African and South African perspectives.

2.2 CONCEPTUAL FRAMEWORK

2.2.1 Participation

The concept of participation is not new and cannot be traced to one source; it has various interpretations, connotations and meanings depending on the context and background on which participation is applied (Kuma, 2002). The concept of participation emerged during the time of the Greek City-State, where it was believed that every citizen should be allowed to be involved in development activities. Despite participation being applied in social change agendas for more than sixty years, there is still an ongoing debate in literature about its application (Cornwall, 2008; Manyozo, 2012; Butterfoss, 2005; Eversole, 2012, Arnstein, 1969).

In the context of development programmes, Carpentier (2012) describes participation as an active involvement by people in civil and developmental organisations, political parties and local government, with the purpose of influencing decisions that affect their lives. Others like Pearse and Stifel (1976) describe participation as an organised effort to increase control over resources and regulative institutions in giving social situation to the part of the group and movement, or those previously excluded from such control. George et al., (2015) put forward the idea that participation is a process by which community members develop the capability to assume greater responsibility for their own development.

Sibanda (2011) argued that participation is sensitisation of individuals to expand their receptivity and capacity to reach to development activities. McCarthy and Jinnett (2001) concur with the notion that participation is always associated with actions of communities, groups or

individuals in terms of development, improvement or change in the existing situation. Literature on participation helps the researcher to discover what senior citizens are expected to do when they participate in development activities. The World Bank further describes participation as a process that includes the ability of people to influence activities and share control over development initiatives, decisions and resources to upgrade their well-being in an empowerment process. Therefore, based on these definitions of participation, one can realise that participation is an important instrument for empowering people in development processes. Mannarini, Fedi and Trippetti (2009) point out that participation can be transitive or intransitive, moral or immoral, forced or free and manipulated or spontaneous. However, for the participation to be meaningful the action must be voluntary and not forced by external or law holders. In order for the people to participate effectively, they must be willing to participate in development activities. Education and awareness is imperative in influencing community participation.

Development and political science literature offer several definitions of the notion of participation. In the late 1960s, Arnstein (1969) developed a continuum for citizen power. Arnstein defines participation as a redistribution of power that enables citizens presently excluded from political and economic processes to be fully included in the future. Thus, according to this definition, participation becomes a democratic strategy to permit those who have not joined to enhance their development by sharing information with power holders. In short, Arnstein (1969) portrays participation as the means by which disadvantaged citizens can induce significant social reform, which empowers them to share in the benefits of the affluent society. The main idea advanced in this definition is the redistribution of decision-making powers to include the disadvantaged groups in the future and to enable them to play a role in determining the shape of that future. Ruster (2003) concurs with the definition of participation as ‘a process in which people, and especially disadvantaged people take part in contribution, partnership, involvement and assisting in community development activities.

The above definitions of participation show that it is always associated with the involvement of people as social actors rather than passive subjects, make decisions and control activities that affect their lives, (International Institute for Environment and Development, IIED, 2010:13). In the context of this research, the term participation refers to the ability of participants to take initiatives and actions that are stimulated by their thinking in contributing and assisting in community development activities.

2.2.2 Community

The term 'community' is prone to many interpretations. The meaning of community is diverse: geographers consider spatial perspectives, economist experts on work and markets, while sociologists revolve around social associations and systems (Swanepoel, 1998). In this manner, the idea is vague and contested and is appropriated for different occupations. Since the late nineteenth century, the concept of community has related to the expectation and desire of warmer, more harmonious, sorts of bonds between individuals (Hoggett, 1997). Before 1910 the idea was rarely known in social science until the first clear definition was established by C.J. Galpin in 1915, portraying exchange and services in areas surrounding rural communities (Harper and Dunham, 1959). Different definitions quickly followed, with some concentrating on community as a geographical area, some explaining it as group of people living in a particular area and others looked at community as an area of common life and common activities.

Swanepoel (1998) points out that a community is a living component which, like its people, continuously changes physically and psychologically. For the community to exist there must be correspondence, equality, and opportunity inside the social occasion and the probability to grow in collective consciousness (Oakley, 1991). This implies that within the community, the perception of similarity to others and acknowledged interdependence with others convinces people to participate together in discussions and decision-making, and share certain practices that both define the community and nurture it through the feeling that members' needs will be met through their commitment to being together (Matosse, 2013; McMillan and Chavis, 1986; Sarason, 1974).

These definitions call attention to the fact that a community can be drawn closer as a worth that unites solidarity, responsibility, commonality and trust (Frazer, 2000) or as an ideal that advances groups, freedom and balance. A community can also be approached as a descriptive category or set of variables such as place, interest, and communion. A community is seen to be regional, in an area or spot where individuals share something for all intents and purposes, and this common component is seen geographically. In the event that individuals share a common interest, for example, religious conviction, sexual orientation, occupation or ethnic origin other than area, they can campaign for improvement by opening out the theoretical space inside which non-place types of community can be comprehended (Matosse, 2013). People with a fellowship or a feeling of connection to a place, gathering or thought have a significant spirit of community when they meet with other individuals.

Zenter (1964) points out three parts of community. Firstly, community as a gathering structure, regardless of whether formally or informally. In this first part, individuals play roles which are integrated around the goal associated with the problem by collective occupation and utilization of habitational space. Secondly, individuals from the community have some level of collective identification with the consumed space. Lastly, the community has a degree of autonomy and responsibility. In this study, community refers to a social group of any size whose members reside in a specific locality and share common characteristics.

2.2.3 Senior citizens

Senior citizen in the South African context refers to anyone between the ages of 60 and above (Republic of South Africa, 2009). Senior citizens are the elderly in any community. However, this study prefers to use the term senior citizen for its honorific thrust. The World Health Organization (2002) defines senior citizens as those whose ages are nearing or surpassing the life expectancy of human beings, which begins at 60 years. Similarly, Little (2016) defines senior citizens as a collective body of people from the age classification of between 60-75 years, who share common social and cultural factors pertaining to their circumstances. The familiar definition of senior citizen has been defined as a chronological age of 65 years or older, while those from 65 through to 74 years old as late elderly (Cabinet Office, 2004). Checkoway and Guitierrez (2006) describe a senior citizen as an elderly person who is either retired or over retired living in a country. The South African Senior Citizens Act (2007) described senior citizens as any person who is a citizen of South African and has reached the age of 60 years and above. But these days some people retire at 55, 57, and 58 and are sometimes referred to as senior citizens. The generality of those who have retired from employment due to old age and old age ailments are automatically senior citizens.

The concept of a senior citizen is commonly used to describe experience of ageing but it fails to describe the positive things about being a senior. The literature reviews of senior citizens are common in describing health conditions and how senior citizens lose their mental and physical capabilities. Therefore, they describe them as an important portion of the population, who should be managed and taken care of. Community developers and government programmes view senior citizens as people who need to rest as they have been contributing to development while there were young. Lukasik et al., (2018) point out that being a senior citizen means fulfilling the meaning of life that makes elderly persons convinced that they have not wasted their time in sorrow but have led a fulfilling and meaningful life. For the purpose of this study senior citizen refers to anyone from the age of 60 and above.

2.2.4 Community development

The concept of community development started in the late nineteenth century and can be traced to the social change advancement in Britain and North America towards the end of the eighteenth century. However, the community development principles were formulated and related to the Third World development interventions during the 1950s and 1960s (Hoffman, 2012). Despite the fact that community development and its principles has been emerging for a long time there is still no clear definition of this term. Community development is a complex concept so a comprehensive definition is problematic. Wlokas and Westoby (2017) define community development as a process in which the people of the community attempt a collaborative effort to promote what they consider wellbeing of their community. For Sibanda 2011 (as cited in De Beer and Swanepoel, 1998), community development is a gathering of individuals who reside in a particular locality and who exercise some level of neighbourhood self-governance in arranging their public activities so that they can satisfy their full range of daily needs. The United Nations (1999) further describes community development as a process where people are united with those of governmental authorities to improve the economic, social, and cultural conditions of the communities and communities are integrated into the life of the nation enabling them to contribute fully to national progress. The definitions of community development activity given by the authors so far show that it is always associated with a collective group of people working together to achieve certain goals and solve their local problems. However, the authors did not mention senior citizens or include them in their definitions.

McClenaghan (2001) views community development as a general social learning process, which serves to empower individuals and involve them as citizens in collective activities aimed at socio-economic development. O'Brien (2009) argues that community development activity is the mobilisation of community members to effectively participate in activities aimed at poverty alleviation, dealing with social issues, and achieving social development. Nikkhah and Redzuan (2009) point out that community development is concerned with improving social and economic conditions through emphasis on voluntary cooperation and self-help efforts of communities. The authors talk about unity and social cohesion, however they did not discuss senior citizens or mention them in their definitions. Moreover, Matarrita-Cascante and Brennan (2012) characterise community development as a procedure that involves association, assistance and action, which enables individuals to set up approaches to make the community they need to live in.

Sharma (2002) views community development as a process by which the efforts of the people at grassroots level are united with those of government to improve the economic, social and cultural conditions of the community. This definition shows that community development involves community members working together as a group to improve their living conditions, create opportunities and making their community a better place. Through this procedure, connections are built and, as Barnett and Brennan (2006) point out, when people connect with each other they start to commonly comprehend aggregate needs and focus attention on opening doors for association.

Zadeh and Ahmad (2009) stress that community development is actually a structure of community participation, and its prosperity is controlled by the success of the state and the unpredictability of the decision-making process. A more straightforward meaning of community development is explained by Craig (1995) as involvement and empowerment of members of a community in order to enhance their capacity to play a meaningful role in shaping the life of their community. Further, community development can be viewed as a process which creates more employment, income, and improves infrastructure, thus helping the community to improve at a basic level in order to have the option of overseeing change. It is imperative to understand the concept of community development as this study is trying to improve the lives of community of Estcourt.

In the context of this research, the concept of community development denotes the gathering of individuals residing in a particular environment who make changes, solve problems and create opportunities for their community.

2.2.5 Community development activities

The words community development activities are complex and problematic to define since they involve a variety of definitions which have different meanings to different people, depending on the context. To understand activities of community development it is imperative to first understand community development as a concept. Wlokas and Westoby (2017) view community development as a process in which the people of the community attempt a collaborative effort to promote what they consider wellbeing of their community, providing a simple and understandable definition of community development. Swaraj (2016) points out that community development activity can be defined as a continuous process, through which community members come together to take action and generate solutions to their common problems. Swaraj (2016) keeps clarifying that for community development to happen does not necessarily imply that it should be a large group. A small initiative within a small group can

make an extraordinary change to the community. The Aspen Institute (2000) defines community development activity as the state or quality of being active as a group which combines skills and resources to build on community strengths and address community problems and opportunities.

Abetena (1995) stated that community development activities depend on the priorities, issues, plans, problems and solutions of a community. Furthermore Dhamotharan (2009) adds that community development activities involve groups of members working collectively to change and improve community life. Dhamotharan (2009) continues to explain that community development activities are always associated with collective action, enabling communities to solve problems that are beyond the capacity of the individual. Community development activity is any project which might be social, economic or cultural as long as it involves people and contributes to development or change. It is imperative for this study to define the concept of community development activity as it will give an understanding of what activities senior citizens should participate in. Many researchers have used the concept of community development activities but there is no clear definition that involves senior citizens. However, one may say community development activities are activities that could be implemented in the community to improve the lives of the youths, adults and senior citizens.

2.3 THEORETICAL FRAMEWORK

2.3.1 Levels of participation: Arnstein's ladder of participation

This section provides discussion on the theoretical framework that was considered suitable for this research. Eisenhart (1991) identifies theoretical framework as a structure that depends on a formal theory that sets up and gives clear explanations of a certain phenomenon and its association relationships (1991, cited in Grant and Osanloo, 2014). This study adopted Arnstein's (1969) ladder of participation as a standard tool for assessing how senior citizens can participate in community development activities.

According to Cornwall (2008), a useful starting point for differentiating levels and kinds of participation is through typologies. This study makes use of Arnstein's (1969) participation ladder as a standard method to determine how senior citizens should participate in community development activities. Arnstein's ladder is preferred because it is "original, well known, and holds significant contemporary relevance" (Cornwall, 2008: 270). Additionally, different typologies of participation that have been created by researchers such as Pretty (1995) emerged from the points of view of the individuals who initiate participation. Furthermore, Arnstein's ladder of participation was created from the point of view of those who perceive participation

as an end (Cornwall, 2008). Since this study examines the participation of senior citizens, it is appropriate to use Arnstein's ladder. Differentiating the levels of participation will help to determine the roles which senior citizens can play in community development activities. Arnstein's ladder is relevant to this study because it makes it easy to select which level is suitable for senior citizens and decide why it is suitable for them.

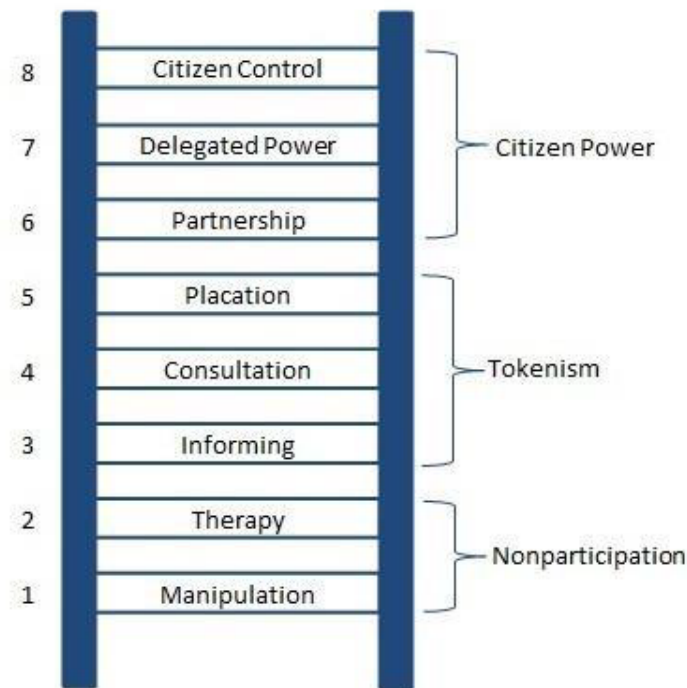


Figure 2 Ladder of citizen participation. (Arnstein, 1969)

Arnstein's (1969) ladder of participation follows a continuum with non-participation at the bottom, token participation in the middle and citizen power at the top. Each of these categories include various levels of participation. In non-participation there is no interest in arranging or directing projects and the power holders control everything. The participants have no say and do as they are told. There are two rungs at this level, manipulation and therapy. In this form, participation consists of paying lip service and being passive. The aim is to mislead people with promises of empowerment, while at the same time reducing their agency. For participation to be effective there is a need for the redistribution of power, thus allowing the community to participate and influence the outcome (Lane, 2005). Therefore this level of participation is not suitable for either senior citizens or the community in general. The best way is to create an environment in which seniors can willingly participate in development activities and influence the outcome. Inclusive participation is essential in community development as it helps people to recognise and develop their abilities and potential and to respond to problems and needs which they share. However, this level does not encourage inclusive participation as it consists

of manipulation and therapy which are not suitable for senior citizens and the community in general.

The second level is token participation which involves informing, consultation and placation. In this classification, participation can be viewed as extortion because peoples' views are sought but they are not involved in making the final decision. In this form of participation there is no feedback given to the community explaining why their views were not used (Arnstein, 1969) This level is preferable to the above mentioned because people can choose to participate and make decisions. However, as much as the community is involved, the government has to make the final decision and judge the legitimacy or feasibility of the advice given by the community members (Arnstein, 1969). This level is not suitable for senior citizens or the community because it is a one-way kind of participation. Senior citizens need the kind of participation where they take full control of planning, designing, and evaluation of the project. Senior citizens require participation where they can create positive changes and this type is not suitable for them or for the community. Senior citizens require the level that enables them to manage socio-economic changes and promote a sense of solidarity. However, this level is not suitable for them because it does not enable everyone to express their creativity and the participation of the community is not taken into consideration. This level fails to deliver because of the problems of deprivation and inequality.

The final and highest level of participation is citizen power. At this level of participation the members of the community are treated as equal partners and have full control over decision making processes and resources (Arnstein 1969). This rung is very important to the community of Estcourt not only to senior citizens but to the community as whole because it describes the meaningful participation that starts at the grassroots level. There are three rungs here: partnership, delegated power and citizen control. At this stage the participation of a group of people is involved in defining their situation, determining their needs and implementing and evaluating activities. By doing so people are being creative in their participation and providing a way in which a community can eventually assume full responsibility for its own programmes. At this level, the community is in full charge of their development, and the government and community plan, design, implement and evaluate the programmes together. This level provides plenty of opportunities for senior citizens to participate in community development activities. Senior citizens have already learned and experienced most things during their lifetimes. Participating at this level will allow them to be fully in charge and make decisions that they think are suitable for them rather than being restricted. The skills they have can be part of the

development of the community which will benefit from senior citizens through the transfer of wisdom, skills and experience from an older generation to the new generation. Simultaneously, senior citizens can learn the 21st century technology from the new generation .

This top level is suitable for senior citizens and the community as whole because participation helps people to recognise and develop their abilities and potential, and organise themselves to respond to problems and needs. This level strengthens communities and creates solidarity amongst people. Senior citizens need to be engaged in a healthy environment that allows them to freely express their abilities and creativity. This level allows senior citizens to engage in plenty of activities which determine positive changes in their communities. It delivers the best for senior citizens and communities. Inclusive participation and strengthened community development is what is needed by South Africa in order to develop.

2.4 LITERATURE REVIEW

2.4.1 Importance of participation in community development activities

This section reviews literature on the importance of senior citizens' participation in community development activities. Participation can enhance the goal of sustainability (Oakley, 1991) which is a significant factor in ensuring long-term development. Sustainability is improved through developing practical methods which allow local people to dominate the processes of agenda setting, information gathering, organising, analysing and planning (Chambers, 1994). Moreover, Lancaster (2002) points out that enabling local people to own and share information about the project helps it to be sustainable as communities themselves figure out how to receive and address changes resulting from the project, partnership or participation. Including senior citizens in development activities would not only be beneficial to community development but also to economic, social and environmental issues. It is believed that by working together in most development activities, a sense of solidarity and bonding between participants develops. Further, it helps to protect the interests of the people concerned. It enhances self-respect and self-reliance among people, as they are empowered to do this by themselves. Communities become aware of the project implementation as they have a great store of wisdom and skills. They comprehend their local needs and the nature of new projects, which they accomplished. They can easily spread the new knowledge they acquired to other communities, thus causing a rapid increase in growth of the new idea. Participation promotes a sense of ownership among the community of the equipment used in the project, and even the project itself.

Despite participation being important and has been recognised for many years as the catch-word or buzz-word in community development, there is no clear literature that describes how

senior citizens should participate. Furthermore, the authors write about the importance of participation but do not mention anything specifically about how senior citizens can participate to contribute to development. This shows that literature on participation in community development continues to exhibit a gap with regard to the roles senior citizens can play. However, one may view the importance of participation as a powerful tool for involving people which gives them rights and power to make the decisions that affect them. Such discussions should include implications for senior citizens. Within the context of South Africa, popular writers such as Swanepoel and De Beer published seven editions (1989, 1992, 2009, 2006, 2011, 2012 and 2013) of a book on community development where the very important themes have not been accorded space for ideas on the participation of senior citizens in community development. The work of Tesoriero (2010) advances ideas on alternatives in community-based development and among other themes argues for the need for contextualizing participation in the age of globalisation.

In search of relevant literature for the purpose of locating the position of senior citizens in community development activities, outdated literature had to be accessed with the consent of the supervisor. Kent (1981) advanced views on community-based development planning with a focus on planning, power, values and dialogue. What is clear is that in his important themes, senior citizens' roles in community development activities are not specifically mentioned. Johnson (1982) writes of the labyrinth of community participation in Indonesia. Her work presents levels of participation, strategies for participation and constraints, but does not include the roles and possible levels of participation for senior citizens. Cornwell (1987) traces the historical development of community development from as far back as the 1870s. Her work does not demonstrate any stage in history where senior citizens were mentioned as participants. Chamber and Conway (1991) popularise the rapid and participatory rural appraisal in which they demonstrate how villagers may play a significant role in community development, but do not specify what roles, activities and at what level senior citizens can participate. Twala (2006) reveals that community development programmes promote human improvement, and this can be accomplished if individuals take an interest in the levels of increasing responsibilities in community activities.

2.4.2 Factors in favour of participation in community development activities

The participation of people has become a mainstream aspect of all countries and occupies an institutional basis in the total process of developmental change. It also enhances social cohesion and strengthens community development initiatives. A number of publications

emphasise the scope of community participation, but there are still gaps on senior citizen participation. Sibiya (2010) points out that community participation is an essential part of human growth, which is the development of self-confidence, initiative, creativity, pride and cooperation. Ali (2016) expresses that the involvement of communities in the designing and implementation of programmes can greatly enhance the quality of the programmes. Despite participation being important and has for many years been the catch-word or buzz-word in community development. there is no clear literature that describes how senior citizens should participate

A survey of Eastern countries that was conducted in 2016 reveals that participation is a fundamental approach that enables communities to assist themselves and sustain the efforts in development. The survey shows that involving community members is the way to improve issues and provide solutions to problems that hamper community development. This survey is relevant to this study on the participation of senior citizens in community development activities in that it reveals factors that favour participation, such as breaking the mentality of dependence, increasing awareness, trust, and self-confidence by leading the poor to examine their problems and actively participate. In America, the government implemented the law and legislation that emphasise transparency, accountability and inclusion. This was implemented to allow the community members to be part of affairs that affect their lives, because inadequate information results in misunderstandings, mistakes and deviation of public projects. In the past, the development was focusing on resources and knowledge transfer to communities through a top-down approach (Food and Agriculture Organisation, 1991). Shashi and Kerr (2002) describe that making a process transparent is an effective way to encourage community participation as it can potentially change power relations between communities and development organisations and create interest within communities. Making development activities transparent, inclusive and accountable would encourage senior citizens and community members to participate. Help Age International (2000) reveals that senior citizens are treated differently in community development activities because of their age. Therefore, developing inclusion policies invites them to be involved in community development.

Furthermore, Karimgani and Rahman (2015) reveal that communication plays a vital role in encouraging participation. Gran (1983) asserts that when the community is well-informed about the project, the result is increased knowledge and awareness, and a higher level of critical thinking. Critical thinking enables communities to understand the interplay of forces operating on their lives, and helps them take their own decisions. Shembe (2015) added that the inclusion

of local communities at the beginning of a project embeds social change and alerts the community members to be aware of the existing project and its problems, and to propose solutions.

Ife (2013) added that sharing knowledge and experience encourages participation and creates social cohesion within the community. He explained that information can be shared under formal and informal settings, but it plays a significant role in allowing people to participate because they will communicate ideas on what has worked out and what has not. Similarly, Mchombu (2004) points out that using people who have experience of certain things or have a different outlook helps to give a better understanding of the problem and ideas on how to solve it. Burns et al., (2009) reveal that if communities are able to construct their own plans and identify their own priorities, then they always want to be involved in development activities occurring in the community. Participation plays a major role in peoples management of their own affairs. Community development must always seek to maximise participation, and always reduce obstacles that hamper the participation of individuals. Ife (2011) points out that everyone in the community should be actively involved. Thus community participation is an important component of community development and reflects a grassroots or bottom-up approach to problem solving. Ntini's (2006) study on the participation of rural based teachers in community development activities is relevant to this study on the participation of senior citizens in community development activities is that it reveals that factors in favour of the participation of rural based teachers in community development activities such as transferrable skills, wide knowledge bases, community trust and being part of their communities. Such findings can possibly correlate with variables that may emerge from the views of senior citizens some of them being retired professionals.

2.4.3 Factors against participation in community development activities

This section reviews literature on factors against participation in community development activities. The rationale is to identify views that will enable this study to analyse the factors that deter senior citizens from participating in community development activities in the UThukela district. Participation of people has become a mainstream aspect of all countries and occupies an institutional basic in the total process of developmental change. Nonetheless, participation in community development activities does not guarantee success and there is no clear methodology of participation in community development. Peoples' participation in development programmes is not only affected by the environment in which participatory

practices take place but also conditioned by the institutional framework, socio-economic as well as political foundations of the members (Samad, 2002 and Gupte, 2004).

There are many factors that hamper participation in community development. Makofane and Gray (2007) point out that the technology that is used to implement development activities can be effective for community participation. However, old age, disadvantaged communities like rural areas and illiterate individuals can be challenging for that type of development. Therefore the more the complex the technology, the less the participation develops. Another factor according to Mbugua et al., (1993) is culture. Nour (2011) stated that the existence of cultural norms and values like the culture of silence hamper community participation because people become passive rather than active. Briley, Morris, and Simonson (2000) conducted a study comparing different countries such as America, Japan and China to understand the influence of culture on decision making. Their findings reveal women are mostly influenced by culture to participate and take decisions that affect their lives. Furthermore, the Kings Fund (2000) points out that stereotypical prejudice against people on the basis of their culture leads to lack of participation, especially in rural areas where they still believe that men should be involved in the most important decisions such as land and sovereignty.

A study undertaken by Kieya (2016) revealed that human and financial resources minimise the participation of citizens in development activities. The study found that lack of financial resources to support development activities not only hinders the participation of citizens but also hinders the effective functions of people trying improve development activities that will improve communities. There are a number of issues that emerge in the cause of participatory approach such as conflicts of interest and political constraints. Mbugua et al., (1993) state that community participation can bring latent conflicts to the surface and it can delay starting projects, while increasing the demands on project personnel and managers.

A study conducted by Kilewo and Frumence (2015) reveals that poor communication and lack of information sharing prevents participation of citizens. The literature revealed that many projects were implemented but communities were unaware of them and they had no information relating to the development and implementation of activities. The evidence of this was experienced in Uganda on community-based monitoring, where members of the community were unable to participate fully in decision making and the types of development activities provided due to poor communication (Kilewo and Frumence, 2015). Naidoo and Ramphal (2018) add that the problem lies within government because it is the one implementing policies. They explained that besides the Municipal Structure Act 58 of 1999

which works as a primary communication channel between communities and municipalities, they should also use the media for communication to citizens. The use of the media will also minimize corruption and make communities aware and alert them to development projects all the time. The literature above is relevant to this study because it reveals factors against participation, and such findings can correlate to non-participation of senior citizens in community development activities in the UThukela district.

Furthermore, Koolnaphadol (2012) and Age Action (2015) point out that hard issues of bias and stereotypes exist in some countries, particularly in South Asia where women are excluded from decisions and issues that affect them. The mechanisms of sex segregation and purdah are used to restrict their mobility. However, community development activities require both male and female constituents to address public meetings on issues that affect them and to create opportunities for their communities. Age Action (2015) reveals that age discrimination also minimises the level of participation in community development. They stated that senior citizens experience discrimination both in developed and developing countries because of their age. Help Age International (2009) revealed that in Zambia, older people were discriminated against in medical health as they were told that they should not finish the medicine because they had lived their time. Age discrimination makes senior citizens exclude themselves from many development activities.

A study undertaken by Monaheng (1995) in Lesotho reveals that participation is hampered by inequality and that results in the poor being unlikely to benefit. This causes their withdrawal from participating in community development activities. Similarly, La Ferrara (1999) looks at the role of inequality in group participation using data from rural Tanzania. She found that the higher levels of villager inequality reduce the probability of participation in any group. In addition, she reports that groups in more unequal communities were less likely to take decisions by vote, were more likely to report misuse of funds. Poor group performance and their members were more likely to sort into homogenous ethnic and income groups, to interact less frequently, and to be less motivated to participate. Monaheng's study is relevant to this study as it indicates that using the qualitative design allows for abundant views and ideas from the senior citizens in addressing the research question, thus achieving the objective of the factors against the participation of senior citizens.

Furthermore Mwiru (2015) reveals that fearful behaviour developed by threatening situations imposed by religious leaders, politicians and tradition leaders, produces a negative attitude by most of the people. There are a number of problems that emerge in the cause of participatory

approach (Mbugua et al., 1993). Hussein (2000) concludes that social, political, environmental and economic factors at the local level negatively affect community development. These have to be pragmatically addressed through measures such as capacity building, civic education, policy changing and training and development programmes at all levels to promote effective and inclusive participation in community development. Ntini (2006) studied the participation of rural based teachers in community development. He used a qualitative design and interviewed rural based teachers, rural district administrators and NGO officials. Ntini's study reveals that factors such as attitudes, labour issues, political factors, conservativeness, lack of supportive training and lack of specialised training deter rural based teachers from participating in community development activities. Ntini's work is relevant in that it indicates that by using a qualitative design, this study can yield an abundance of views and ideas from the senior citizens in addressing the research question, and so achieving the objective of the factors against the participation of senior citizens in community development activities in UThukela district.

2.4.4 Senior citizen participation in community development activities

This section reviews literature on activities senior citizens can engage in during the course of community development activities. A study by Ntini (2006) yielded twenty-one possible roles rural based teachers can play in community development activities. Such findings are relevant to this study as they demonstrate the relevance of qualitative design and interviewing in studies on the participation of members of communities in community development activities. Most importantly, Ntini's study illuminates the wide variety of possible activities or roles senior citizens can play. Further, it enables the researcher to address the objective and answer the research question of how senior citizens can participate in community development activities in the UThukela district. Bunck and Iwata (1987) define senior citizen participation as a process involving elderly people in the institutions and decisions that affect their lives, therefore making them active rather than passive recipients of services in their communities. Bravo (2015) explained that, due to a host of social and economic obstacles within communities, it is imperative that strategies for increasing senior citizen participation in community development be identified and encouraged. This is because most people believe that living beyond middle age is problematic because it is associated with many economic, physical, and social changes and it decreases the level of functioning. Matosse (2013) concurs that opportunities to engage senior citizens in development activities have the potential to assist them to become busy after retiring and not just stay at home lonely and waiting for death. At the same time it contributes to social and economic development within the communities.

There is a common perception that due to the decline in physical strength and deterioration of physical and mental health, older people are more likely than the younger age group to exclude themselves from community development activities. However Kam (2000) emphasises that senior citizen participation can strengthen social development and culture, build organisational capacity and hence create positive changes for both senior citizens and their communities. Fenge (2001) adds that participation of senior citizens makes it possible for them to share experiences and be involved in transformative actions. Several epidemiological studies reveal that social interaction is important for senior citizens as well as for the community in general. Through participation senior citizens can transfer skills, experience and wisdom to the new generation. Fenge (2001) reveals that the interaction of youth and senior citizens creates a positive outcome and makes senior citizens feel worthy and valued. With their experiences learned through their lifetimes, skills and wisdom, senior citizens are a good resource base. Kam (2000) concurs that active involvement of senior citizens creates confidence for communities and creates a good image and social responsibility to the community as whole.

Senior citizens are usually viewed as service receivers rather than as active members who can contribute to the community. However, if opportunities are made for senior citizens they can be a great contribution to the community. Rurup et al., (2011) reveal that senior citizen participation is a multi-dimension field which needs to be understood effectively in order to allow policy makers and development practitioners to make better judgements about policies concerning elderly people. Even though senior citizens face changes such as a decline in physical strength, this does not mean they should not participate in development activities. There are many ways to participate in community development activities. Arnstein (1979) describes levels of citizen participation and shows that there are many different levels that one can participate in. For example, senior citizens can participate at a higher level through consultation. Checkoway and Gutierrez (2006) add that the issue is not whether the effort is elderly-led, youth-led, adult-led or international, but rather whether the senior citizens have an actual effect in the decision making, planning and implementation processes. Rurup et al., (2011) concur that senior citizens tend to be more restricted as society perceives them as unproductive, alienated and ineffectual individuals. Active efforts by the community to include senior citizens in decisions relating to their natural environment may help to cultivate commitment, which upgrades community connection Kam (2000).

Oris et al., (2017) point out that participation can be formal or informal but it forms the social fabric of community development. Minichiello (2005) found that social interaction during

participation helped older people to feel connected with other older adults and the feeling of social connectedness grew increasingly important as they aged and experienced loss. The participation of seniors can be done in many ways such as teaching through storytelling, engaging in non-informal conversations, perform drama, transfer crafting skills through teaching, and give advice and lessons to youth that are about to get married. The participation of senior citizens in community development activities can be helpful to the community, the youth, as well as to the seniors themselves. Minichiello (2005) concurs that participation creates social connection among community members.

2.4.5 Strategies for participation of senior citizens in community development activities

This section reviews literature on strategies that can be employed for the participation of senior citizens in community development activities. One of the merits of Ntini's study on the participation of rural based teachers in community development activities is the effective use of purposive sampling, leading to the generation of effective strategies for enabling teachers to participate in the use of policy, media campaigns, training and change of attitudes. The study is relevant here as it demonstrates that use of an adequate stakeholder sample can enable this study to address the objectives and answer the research questions on the strategies that can be put in place for senior citizens' participation in community development activities in the UThukela district.

The participation of senior citizens in community development gives them confidence that they have the potential to participate in community development activities, but in another way this poses problems. Older people may be more easily manipulated and taken advantage of by the community, so inclusive strategies should be developed to make senior citizens participate. Strategies should be based on the individual needs and wishes of older people. Community participation entails the preparation of both government and the community to accept responsibilities. It also implies the value of the commitment of all groups including senior citizens should be seen and utilized. The genuine consideration of community representatives as partners in decision-making makes for successful community participation (Khan, 2006). Societies need to actively consider how to integrate older people and ensure their participation in a cohesive society of all ages. At the same time, attention to senior citizens should not come at the expense of the younger generation.

The literature shows that senior citizens can be integrated in many ways as a part of social, political and economic participation. However senior citizens may be vulnerable to exclusion

and there are many other obstacles that can hamper them from participating. Kam (2000) identifies that addressing obstacles existing in the community toward senior citizens would strengthen participation in community development. Efforts in changing existing obstacles such as age discrimination help older people to advocate for their rights, strengthen their skills in community development, and develop more powerful age-based organisations needed to help them to be increasingly influential and effective in development activities.

2.4.5.1. United Nations Economic Commission for Europe (UNECE) strategies for community development to empower senior citizens

The United Nations Economic Commission for Europe Policy (2009) brief on ageing suggested the following strategies for the empowerment of senior citizens. These are reviewed for the purpose of obtaining a repertoire of views on community development activities participation strategies to enable the study to determine and evaluate the views of senior citizens in the UThukela district. Kam (2000) describes the political empowerment strategy which includes senior citizens in political participation. In this strategy, he points out that senior citizens can be involved in advocacy in general, and policy advocacy in particular. The advantages of using the political empowerment strategy are that senior citizens attain opportunities of being active and participative in their communities through expressing their opinions and requests, making claims, asserting rights and making demands on matters of their safety, protection and socio-economic benefits. Kam (2000) advances the adopt community work approach which dispels perceptions of senior citizens as community liabilities incapable of making changes in their communities. This approach enables communities to be conscious of community work that promotes inclusive participation, strengthens community development, and stresses their significance as members at the grassroots level. It can be argued that by using the adopt community work approach, communities enhance relations between senior citizens and the community members and the society at large. Kam (2000) points out that through this approach, change is emphasised at levels of the individual, policy, social and political structures. One can infer that the adopt community work approach enables senior citizens to place themselves amongst the active community development members of the community.

Kimani and Kombo (2011) argue that senior citizens can participate in community development activities through a strategy of promoting of their participation in the labour market. Kimani and Kombo justify the strategy as a recognition of the senior citizens' substantive experience throughout their lives, This allows them to pursue entrepreneurial activities and join the labour market which would encourage them to participate in community

development activities. UNECE (2009) adds that many people who reach retirement still feel healthy and are fit to work. Age Action (2015) reveals that senior citizens often suffer from poverty because many depend on government grants after retiring. Allowing and encouraging them to participate in economic activities will minimize poverty and at the same keep them busy. UNECE (2009) suggests that if there are any senior citizens who are unable to be involved in physical demanding jobs, they should be transferred to something that suits them. For instance, if an older person knows how to design crafts, she/he can give tips to others on how to do it. This way senior citizens participate and at the same time they uplift the community by transferring skills from one generation to another. Such opportunities can help senior citizens to realise the importance of participating in economic activities. Policy advocacy is more effective in engaging senior citizens when they provide opinions, requests and make claims, (Kam, 2000). Using policy advocacy will encourage senior citizens to participate and minimise age discrimination. Ife (2013) adds that allowing people to determine issues or actions is preferable to having someone from outside telling them what they should do.

Kimani and Kombo (2011) further express that senior citizens can participate in community development activities through the strategy of education and life learning. Shier, McDougale and Handy (2014) point out that strengthening senior citizen participation in community development activities through sharing knowledge and experience creates strong social connections with others of different generations. Ife (2013) acknowledged that education and learning can be formal or informal interactions. Formal education and learning can be achieved through attending meetings, conferences, writing journals or news. Allowing senior citizens to participate in these developmental activities will help older people to find friends and form close personal bonds, at the same time contributing to socio-economic benefits (Kieya, 2016). The advantage of engaging senior citizens in this type of participation can make them change their roles from being passive to active members of development activities. Ife (2013) reveals that informal education is the most important component in community development. He further explains that information, skills, knowledge and experience can be transferred with observation and informal communications, such as storytelling, making music or gardening. Such opportunities can create positive changes for senior citizens by lessening stress, developing pride and a sense of accomplishment by learning new skills, and creating and maintaining social connections. Shier, McDougale and Handy (2014) concur that using education and life learning will promote solidarity and minimise inequality, age discrimination as well as gender discrimination.

Kam (2000) argues that senior citizens can participate in community development activities through volunteering and civil engagement. The literature shows that volunteering is lower by senior citizens compared to adults and the youth. However, engaging senior citizens in volunteering and civil engagement would help them to be distracted from common health issues like anxiety, stress and common pain (Hays and Minichiello, 2005). This does not necessarily mean that senior citizens should be involved in physically demand jobs. They should volunteer for something that suits them UNECE (2009). Promoting and encouraging senior citizen participation in community development activities is essential because some projects need senior power. For instance, an older person can volunteer to give advice to a newly married couple. This way senior citizens are promoting civil engagement and solidarity at the same time keeping themselves busy. A partnership and collaborative working relationship between senior citizens and community members could create a positive outcome to the community and encourage senior citizens to be involved more often. The more senior citizens feel welcome and included in development activities, the more they will be encouraged to participate.

Furthermore, Kam (2000) initiates the strategy of promoting campaigns and programmes led by senior citizens through the media and social networks. This approach creates a positive image for the community and encourages other senior citizens to participate. It can be argued that using campaigns and programmes enables the information to be accessible and available to everyone because the other reason for the non-participation of senior citizens is the lack of information. Kam (2000) identifies that there are few existing projects operates by senior citizens. Using campaigns and programmes can create a positive change for senior citizens and can help them to recognise their potential to respond to problems and needs. For instance, having programmes on television or radio that deal with issues, opportunities, problems and needs that are faced by older people and presented by a senior. This type of programme can invite other senior citizens to be involved in different community development activities.

2.5 CONCLUSION

This chapter has shown that participation in activities of community development is a complex phenomenon that cannot be confined to conventional definitions. The conceptual understanding used to frame arguments was presented. Furthermore, a detailed literature review is provided linked to international, African and South African debates. Major strategies which could improve the participation of senior citizens in community development activities

were discussed. Finally, the theoretical framework adopted in this study was appropriate because it determines how senior citizens should participate in community development.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology that was applied in this study. This task is accomplished in six stages. First, the researcher describes the research design with a focus on the interpretivist paradigm that was opted for as the philosophical grounding of the study. Second, the researcher describes and justifies how purposive sampling was used for selecting participants for this study. Third, the interviewing is described and justified as the method of data collection from the participants, namely senior citizens, a councillor, a member of BhekuZulu self-sufficient NGO and ordinary members of the community. Fourth, data presentation and analysis approach are summarised. Fifth, the researcher describes how validity and reliability were ensured in the study. Sixth, ethical issues are addressed.

3.2 RESEARCH DESIGN

A research design is important because it provides a structure or context for the research to collect and analyse information. According to Yin (2009), it is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used.” The researcher chose this particular method for this research project as it allowed the exploration and understanding of complex issues such as how experienced citizen such as senior citizen does not participate in community development activities. Babbie and Mouton (2001) agreed that a research design should be a step-by-step plan or structured framework for how research processes are to be conducted to solve the research problems. As indicated in the objectives, the aim of the study is to describe how senior citizens can participate in community development activities in Estcourt, KwaZulu-Natal.

3.2.1 Interpretivist paradigm

This study is grounded on the interpretivist paradigm. This approach is identified as a framework upon which qualitative research is conducted (Sarantakos, 2005). A paradigm is a viewpoint that guides the implementation and interpretation of the social world connected to the wellsprings of information and the suitable strategies to take advantage of these (Ulin et al., 2004). The interpretivist paradigm emphasises the meaning of perception and translation in the mission of collecting social world information. The interpretive approach was used in this study to explain the real reasons for the non-participation of senior citizens in community

development activities. Moreover, it aids in the understanding of senior citizens' perceptions and attitudes toward participation in community development activities. Kawulich and Chilisa, (2012) assert that interpretivism allows an in-depth understanding of the human experience.

With interpretivism, meaning is drawn from perceptions, existing experience and actions in a given social context (Kawulich and Chilisa, 2012). Furthermore, the researcher is an important tool in the research exercise. Kawulich and Chilisa (2012) add that for a complete understanding of the phenomenon, the researcher must be engaged with the study subject. Patton (2002) concurs that the researcher should actively communicate closely with the people who directly witnessed the phenomenon of the interest. In this research the participants are senior citizens of Estcourt. For rich and detailed information, both the researcher and the senior citizens worked together in the co-creation of knowledge. In addition, qualitative approaches provide a more personal setting, which is very appropriate for the community and the culture of Estcourt, because people are more likely to share the information openly and honestly once a relationship is built.

The interpretative model is relevant to this research as it applies to qualitative methods and it offers rich information about people, their perceptions and behaviour (Brayman, 2008). This study tried to investigate participation of senior citizens and in doing so, issues such as attitudes, perception and cultural factors of senior citizens were discussed. Most importantly, qualitative research allows a researcher to engage with participants on the human level and allows an investigation into patterns of human interaction (Mack et al., 2005). In this study a researcher interacts with senior citizens face-to-face to discuss issues, opportunities, strategies, and factors against and in favour of their participation. This interpretative approach is best suitable for this study as it gives Estcourt senior citizens a voice to tell about their real life stories, as well as an opportunity to discuss their real reasons for not participating in community development activities. This interpretivist paradigm helped in a fuller understanding of participation as well as to improve inclusive participation by providing strategies that can be put in place for senior citizens to participate in development activities.

3.2.2 Qualitative research design

This study has undertaken an exploratory qualitative research approach with the purpose of having an in-depth understanding of participation of senior citizens in community development activities. This design is valuable when a researcher seeks to elicit a participant's experience, perceptions and the meanings they attach to them (De Vos, et al., 2011). Through this design,

a researcher is able to get insight into and understand some aspects of the subject of social life. Babbie and Mouton (2001) incorporate that a qualitative approach helps to comprehend behaviour by getting to know the persons involved and their rituals, beliefs and emotions. In addition, qualitative research is a form of scientific research that consists of an investigation that looks for answers to a question. It systematically uses a predefined set of procedures to answer the question, gather evidence, produce findings that were not determined in advance and produce findings that are appropriate beyond the immediate margins of the study (Tolley, Ulin, Robinson and Mack, 2016). This study sought to find the cause non-participation of senior citizens in community development activities.

Qualitative research is useful for investigating social conditions and clarifying them in detail. This study is qualitative in nature as qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, and social roles and so forth (Berg, 2011). The researcher gets reasons from senior citizens as to why they do not take part in community development activities. Qualitative research helps in recognising such factors that are not substantial, for instance behavioural aspects such as religion, societal standing, cultural values and gender issues which cannot be measured (Mack et al., 2005). In this research, this approach is suitable in that the researcher typically investigates non-participation in development activities by senior citizens as it occurs naturally in a non-contrived situation, i.e. Estcourt, KwaZulu-Natal. According to Terre Blanche, Durrheim and Painter (2006), the qualitative method permits researchers to study issues in depth, openness and in detail to identify and try to understand types of information that appear from the data. Thus interactions with senior citizens helped the researcher to gain deeper insights into why senior citizens do what they do. For this reason, the researcher received rich and detailed information from the people concerned, their understanding of why senior citizens are not participating or involved, how they may be invited to participate in community development activities, and how their participation can be sustained. This approach is the most suitable for this study because it provides greater insight and extensive understanding of senior citizen participation in community development activities.

3.3. SAMPLING STRATEGY

While admitting that the issue under consideration may occur in any other community of South Africa, this study is limited to Estcourt, KwaZulu-Natal. This is due to the fact that investigating populations in different areas is challenging and not easy to achieve because of

different geographical socio-economic variables. To attain information on larger populations, sampling is carried out. Sampling refers to the process of extracting specific attributes with the aim of finding out something about the total population from which they are selected (Alvi, 2016). There are many sampling techniques. For this research, purposive and snowball sampling were used. These two techniques were combined to reach the targeted sample quickly and increase the validity of the study.

3.3.1 Purposive sampling

The researcher drew criteria for selecting participants in this study. The criteria consisted of long stay in Estcourt, being above the age of 60, being permanent residents of Estcourt and likely to be articulate. According to Yin cited in Gentles, Charles, Ploeg and McKibbin (2015:1778), purposive sampling refers to “the selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information in relation to the study’s research questions.” This is the aggregation from which the sample is selected (Babbie and Mouton, 2001). The targeted populations for this study were senior citizens from the age of 60 and above residing in Estcourt, KwaZulu-Natal. Purposive sampling is a sampling technique by which the researcher uses their own judgment to choose the sample (Terre Blanche, Durrheim and Painter, 2006). That was the reasoning behind the chosen participants. They were senior citizens who reside permanently within the area of Estcourt or have lived for the long time. Both males and females from the age of 60 and above were the main focus of this study.

A total of 14 participants were chosen, of which 10 were senior citizens. The other 4 participants were an administrator of the BhekuZulu self-sufficient NGO, a councillor and two ordinary members. The researcher chose 14 participants due to characteristics of the population and objectives of the study. The above participants were chosen based on the position of responsibility in the community in order to gain rich and detailed information about senior citizens. The researcher included them because they might have the information that can make findings more detailed and rich due to the fact that they know the ins and out of the community. The researcher includes ordinary villages due to the fact that this study needed different kinds of individual who spoke their opinions based on their knowledge. The researcher located the sample using her knowledge of where to find the individuals with the qualities and characteristics required for the analyses of specific social occurrence (Babbie and Mouton, 2001). Furthermore, McMillan and Schumacher (1993) agreed that purposive sampling

includes selecting information-rich cases for an in-depth study, while downplaying the quality of interviews to a minimum for adequate representation.

3.3.2 Snowball sampling

The second sampling technique used is snowball sampling. This technique is used when members of the population are difficult to locate. According to Babbie and Mouton (2001), snowball sampling includes gathering information on a few people of the target population and then asking those individuals to provide the information needed to locate other members of that same population that they may know. This type of sampling is a considerably more helpful strategy to utilize when the target population is challenging to locate. The researcher was well aware of the challenges associated with finding participants, which was why she used snowballing sampling to get the necessary information. As the researcher is familiar with the place of study, she knew senior citizens that live within the area and it was not difficult to find other referrals that were made by other seniors. The process started when the researcher approached local seniors from her community, and from there she was given names of other senior citizens living within the area.

The researcher conducted face-to-face interviews with 10 senior citizens whose ages ranged between 60 and above. The chosen participants were permanent residents of the area or have lived there for a long time. Others were those in the positions of responsibility (1 official leader, 1 administrator of an NGO and 2 ordinary community members). The researcher expected these people to be fully aware and knowledgeable about their community. She chose ordinary villages to participate in order to gain rich and detailed information about the participation of senior citizens and also provide their opinions based on their knowledge whether senior citizens participate or not.

3.4. METHODS OF DATA COLLECTION

3.4.1 Interviewing

This study used semi-structured in-depth interviews. An interview is a verbal discussion between two individuals with the goal of collecting information relevant to the end goal of a research Mc Namara (1999). On the other hand, Gillham (2001) described an interview as a conversation, usually between two individuals, in which one individual (interviewer) is looking for reactions for a specific reason from the other individual (interviewee). In this study the researcher interviewed the senior citizens of Estcourt with the purpose of finding the real reasons of their non-participation in community development activities and what could be done to encourage them to participate. Mwiru (2015) is more accurate in saying that an interview is

a kind of talk framed and organised by asking and answering questions, along this line allowing the interviewer and interviewee to talk about the focus of the study. It also prompts the exchange of thoughts and perceptions. According to (Jamshed, 2014), an interview is a type of research that is used as a dominant strategy of data collection, in combination with observation, document analysis or other techniques. In all these situations the interview is used “to gather descriptive data in the subject’s own words so that the researcher can develop insights on how a subject interprets some piece of the world” (Bogdan and Bilken, 1992). In this investigation, the study used interviews as a dominant strategy for data collection. Qualitative interviews were suitable for this research because they provide more detailed information than that which is obtained through other collection methods such as survey (Boyce and Neale, 2006:3). This stipulates that in-depth interviews are useful in studying sensitive issues and in studies that require detailed information. In this study the researcher engaged with senior citizens to explore strategies in favour of and against participation of senior citizens in community development activities.

This study consisted of semi-structured interviews for an in-depth understanding of the non-participation of senior citizens in community development activities. These semi-structured interviews are made up of an interview guide, which is a representation of questions which need to be explored by the interviewer (Jamshed, 2014). Interview guides help to keep the interview focused in an anticipated way and are valuable for exploring and understanding participants more thoroughly. Semi- structured interviews allow the interviewer to modify the order of questions, give clarification, leave out particular question that may appear to be wrong with a particular interviewee, and include additional questions (Terre Blanche, Durrheim and Painter 2006). Since this study includes other participants that were chosen due to their positions of responsibility in the community, semi-structured interviewing allows the interviewer to add questions which lead to detailed findings. Open-ended questions were used and they allowed the flow of discussion with senior citizens and this provided rich data for the study, Babbie (2007). In this study, semi-structured interviews helped to reveal the reasons of non-participation of senior citizens in community development activities and determined what strategies favour and are against their participation. Moreover, they assist in finding strategies to improve inclusive participation for the success of the community.

At the start of each interview the researcher read out the consent form and clarified the aim of the research to the participants in a language they understood, particularly in IsiZulu and English. This was to make certain that participants understood what was required by the study

and its objectives. As a result, a total of 14 interviews were conducted and participants contributed well in the study. A tape recorder was used to record interviews that were conducted in a private and conducive environment to circumvent any possible disturbances and ensure that the recording sound was clear. Moreover questions were included where it was important to seek clarity and further information. The researcher used the semi-structured interview to combine depth and objectivity and also obtain detailed data accounting for the non-participation of senior citizens in community development activities in the community of Estcourt. This type of interview was necessary to this study for getting rich information about non-participation of senior citizens, although the interview guide was still used to ensure that interviewer and interviewee remained focused.

3.4.2 Methods of Data analysis

Data analysis is the process whereby the researcher brings structure, order and sense to field notes, the interpretation of each participant examined and interviewed, and their reactions. The researcher used the appropriate relative strategy subjectively to assess the distinctive qualities of each level. According to Terre Blanche, Durrheim and Painter (2006), data analysis requires the researcher to repetitively read through the data and participate in separation exercise and recreate it new ways. The thematic approach was suited for the study because qualitative research is a major design of the inquiry and it includes emergent frameworks to group the data and then look for relationships (Sunday, 2013). The researcher used the following thematic analysis steps:

Steps for Thematic Analysis

- Familiarise yourself with the data once the data were collected. The researcher re-listened to audio tapes and read transcript a few times to enhance familiarity.
- Generate initial codes- Organize data relevant to each code and relate it to the theoretical approach.
- Discover themes/ search for themes- Discover themes that are linked to the study, review and name these themes.
- Writing the analysis- Researcher provides an analytic narrative based on the data that were collected from the participants

3.5 RELEVANCE OF THE DATA FOR THE STUDY

Since this study utilises a qualitative research approach, it obtains its data from secondary data such as journals, published books and other related data sources. Primary data was obtained from face-to-face in-depth interviews. A trustworthy research is one that is both credible, transferable and confirmable all at once. These four concepts are intertwined and therefore “a qualitative study cannot be transferable unless it is credible and it cannot be deemed credible unless it is dependable” (Babbie and Mouton, 2001).

Credibility refers to the situation whereby the data obtained from the participants in the study corresponds to the research question (Babbie and Mouton, 2001). In this study the researcher ensured credibility by ensuring that field notes and recordings of the data collected were indeed the opinions and ideas of the participants, and further by having a trusting relationship with the participants that were engaged during the interviews.

Transferability according to Babbie and Mouton (2001) is the extent to which the findings can be replicated in another context or with other respondents. This is where the results of the research are transferable or generalized only if they fit into a new context beyond the scope of the original study. In this study, this was achieved by ensuring that a thick description of data that acknowledges senior citizen participation in community development activities was collected and recorded and noted, which made the overall process neutral and fair to the participants at all the times.

Dependability means that the enquiry must also provide its audience with evidence that it could be repeated in the same context with the same or similar context (Babbie and Mouton, 2001). This research report is made point by point by clarifying data collection and data analysis so that the review could be reproduced. The study used request analysis with a clear aim to create trustworthiness. The research supervisor had to evaluate the research procedure, interpret the research data and analyse the data to ensure that the results were accurate and repeated.

Confirmability is the degree to which the findings of the research study were the product of the focus of the inquiry and not the biases of the researcher involved in this inquiry (Babbie and Mouton, 2001). This was achieved by listening to tape recordings of the interviews and checking them against the notes made during the interview sessions. Further, the researcher writes down exactly what was said by the participant, rather than what they thought they said or meant

3.6 ETHICAL ISSUES

As a researcher, one must know about his/her obligations to anchor respondents and their interests. Research should be completed in a way that does not infringe upon the rights and security of the subjects it intends to examine. Below is an outline of some of the ethical considerations the researcher followed during the data collection period adjusted from Babbie and Mouton (2001) and De Vos et al., (2011).

Voluntary participation: The researcher informed and explained to her participants that the interview is voluntary so that all the participants were well aware that the interview was voluntary and they could participate if they were willing to do so. The researcher did not force or manipulate the respondents to participate. The respondents were aware that they had a right to stop the interviewer if they did not feel comfortable to continue or they could tell the researcher to skip the question they felt uncomfortable about answering. The researcher respected and explained everything clearly to her participants so as to encourage them participate willingly.

Informed consent: The researcher made it her full duty to inform her respondents about the general idea of the research, which allowed them to choose whether or not they wanted to be part of the study. The consent form was given to the participants to read for themselves and decide whether they want to participate. The researcher also read the consent form and explained unclear discussion to her participants so that they understood the aim of the research.

Deception of respondents: The research fully complied with her obligation to advise her respondents about the general thought of the exploration, which that enabled them to decide whether they needed to be a part of the study or not. The researcher was clear and straightforward with her respondents about data identifying with her study and she did not delude the participants just to create their enthusiasm for the investigation. The researcher explained everything to her participants and allowed them to ask questions.

Confidentiality: The researcher disclosed to her respondents that the information they shared was private. It was essential for them to know that what might be shared with the researcher would remain between the researcher and the respondents. This is due to the fact that people get comfortable and share unlimited data if they know that their identity is protected. It is the researcher's responsibility to ensure the confidentiality of her respondents and that the shared information was purely for research and academic purposes. The researcher also explained to

her respondents that their names would not be used or revealed in her research. Instead of their names she used pseudonyms.

Permission for the use of a digital recorder: Before every interview the researcher explained that she has a tape recorder and she asked for permission from her respondents to use it. If the participant did not allow tape recording, the researcher did not use it. Moreover, before starting the interview the researcher told her respondents that the tape recorder was on.

3.7 LIMITATIONS

In this study a range of limitations were encountered by the researcher while processing the research. Limitations refer to the characteristics of the effects of the study or impacts on the understanding of the findings from the research. One of the challenges the researcher encountered was the time spent awaiting a response from the ethics committee after submitting the research proposal. The researcher had to wait a lengthy time to get full approval for the study. Another problem encountered during the research was that some of the senior citizens wanted to participate but due to physical decline and a loss of hearing the researcher had difficulty in communicating with them. Some of them had to be replaced by different participants. Moreover, dealing with older people is a bit challenging as everything had to be explained clearly and understandably. Furthermore, financial constraints of purchasing stationery such as a tape recorder and printing informed consent forms and the money for a language editor was challenging to the researcher. The period when my supervisor was suspended made things harder because it took time to find another one before I could finish this study.

3.8 CONCLUSION

This chapter explored the strategies and approaches used to embark on the quest to discover senior citizen participation in community development activities in the UThukela district. It defined the rationale behind the selection of these methods and approaches. The research methodology and design chosen for this study were important for the research purpose in the sense that data that was collected were able to address the research question. The research was able to identify real reasons for the non-participation of senior citizens in community development activities, and what should be done to encourage inclusive participation. The next chapter presents and analyses the data.

CHAPTER 4

PRESENTATION OF THE FINDINGS

4.1 INTRODUCTION

This chapter presents the main study findings from the analysis of the data that was collected using semi structured interviews from four categories of respondents: senior citizens of Estcourt, BhekuZulu self-sufficient NGO administrator, a councillor and ordinary villagers. The interviews were the primary tools used to collect data and various opinions and responses on the participation of senior citizens in community development activities were shared. The findings of the study were categorized and presented in different themes and sub-themes made up of the codes delivered from the interviews. These discuss the nature and relevance of data collected in order to paint a clear picture about the participation of senior citizens in community development activities. All the research findings relate to the objectives and research questions of the study.

4.2 PARTICIPANTS

In this study, specific criteria were used in the selection of participants in order to cater for different opinions and perceptions about the participation of senior citizens in community development activities. Table 4.1 shows the categories of participants by number and gender. This was done to enable the researcher to avoid a gender-biased choice of participants.

Table 4.1 Categories of participants

Category	Male	Female	Sub-total
Councillor	1	0	1
NGO worker	0	1	1
Senior citizens	5	5	10
Ordinary Villagers	1	1	2
TOTAL	7	7	14

The study found it essential to include these participants in order to view differences in opinions and perceptions regarding the participation of senior citizens in community development activities. These selected participants were willing to be interviewed and were free to express their opinions and views without fear since they were aware that their identities would be protected and the findings were confidential.

4.2.1 A councillor

The researcher chose to use a councillor as part of the study because councillors play an important role and they greatly contribute to the participation process. They are aware of any project or activity that has been implemented within the area, therefore will have knowledge of reasons pertaining to the non-participation of senior citizens in community development activities. The councillor is aware of whether there were developmental projects that were implemented for senior citizens or not. The views of the councillor were expected to be clear because he is the one who approves most of the operations on behalf of the central government. The councillor that was interviewed was focusing on Ward 6 of the Inkosi Langalibalele municipality. It was important and relevant to get information from the councillor about participation of senior citizens in order to determine the real reasons for their non-participation in community development activities and to understand how they plan to invite and encourage participation of senior citizens as officials. The study includes a councillor for an in-depth understanding of the phenomenon and for the fact that they have full details about community development. Ward leaders greatly contribute to the participation process as they had all the information needed by the researcher. They are the people directly involved in the community projects.

4.2.2 Administrator of BhekuZulu self-sufficient Non-Governmental Organisation

Many NGOs are the centres for participation as most activities take place there. A member of this NGO was chosen because most senior citizen activities happen at this NGO. It operates in Estcourt under the Inkosi Langalibalele Municipality and involves many projects including a Luncheon Club project which focuses on senior citizens. Thus the reason the researcher chose to include a member of this NGO who has worked there for a long time was that she could tell us about the causes of non-participation of senior citizens and what strategies they implement to make sure that senior citizens participate in development activities. The researcher found it essential to include this category because some community development activities that are implemented for senior citizens take place at this NGO, therefore a person working there can realise and observe the level of their participation. What is good about this interview guide is that the questions are suitable for everyone to provide detailed information and for the fact that the researcher was allowed to probe to give richness. The reason for targeting this category was to discover what strategies the NGO recommends to be used to invite senior citizens to participate and to gain detailed data. This therefore enables what Cornwall (2008) calls 'clarity

through specificity’ which ultimately adds value to the study by outlining what exactly are people being asked and for what purpose.

4.2.3 Senior citizens

This category is central to the study and comprises of senior citizens aged 60 and over who are permanent residents of Estcourt. The literature indicates that senior citizens do not engage in community development activities that intend to improve social, economic and environmental conditions. The study targeted them for interviews in order to obtain their views, arguments and rationale regarding their non-participation in community development activities. The researcher expected detailed data about what prevents them from participating and their understanding of participation in community development to provide strategies that can make them participate and argue for and against the relevant skills for community development activities. Their perspectives on factors that hinder their participation and what can be done to improve their participation in community development activities are the key to the study.

4.2.4 Ordinary villagers

The purpose of including this category is that ordinary villagers interact with senior citizens every day and others stay with them, therefore they are aware of senior citizen participation in community development. The ordinary people are very important because they know about most things that happen in the community. The researcher felt that their views were necessary because most of the time they are the ones who participate in developmental activities since they are the target of the community developers. This means that as they are always involved in developmental activities they know who participates the most. They may be able to point out how senior citizens can be invited and how they can benefit from participating in community development activities. Table 4.2 displays how the participants were coded for ethical purposes (anonymity) as described in Section 3.6.

Table 4.2 Codes for the participants

Participant	Code	Participant	Code
Senior citizen 1	F1	Senior citizen 8	F8
Senior citizen 2	M2	Senior citizen 9	M9
Senior citizen 3	F3	Senior citizen 10	M10
Senior citizen 4	F4	Villager 1	F11
Senior citizen 5	F5	Villager 2	M12
Senior citizen 6	F6	Councillor	M13
Senior citizen 7	M7	NGO worker	F14

F stands for female and M stands for male.

4.3 FINDINGS OF THE STUDY

The main findings will be outlined and discussed according to the following themes:

- Understanding of participation in community development
- Roles of senior citizens in community development
- Factors deterring participation of senior citizens in community development activities
- Factors favouring participation of senior citizens in community development
- Senior citizen benefits by participating in community development
- Gains and losses for senior citizens participation
- Strategies for inviting senior citizens to participate in community development activities
- Suitable community development activities for senior citizens
- Strategies for sustaining senior citizens participation in community development
- Senior citizens competencies in community development

It is important to state that the interview guide that was used for responses from participants was categorised as indicated above. Some of the questions were combined, thereby changing the wording of some of the questions from their original appearance in the interview guide.

Table 4.3 Themes and sub-themes

Theme	Sub-themes
1. Understanding of participation in community development	<ul style="list-style-type: none">▪ Being involved in community development activities▪ Taking part in community development activities▪ Being an active community member▪ Being engaged in community development activities
2. Roles of senior citizens in community development	<ul style="list-style-type: none">▪ Motivational speakers/ public speakers▪ Advisors & mentors▪ Art activities▪ Planners, implementers, monitors, evaluators▪ Councillors
3. Factors in favour of the participation of senior citizens in community development	<ul style="list-style-type: none">▪ Time▪ Advanced knowledge▪ Possession of transferable skills▪ Trusted by the community▪ Committed
4. Factors deterring the participation of senior citizens in community development	<ul style="list-style-type: none">▪ Age discrimination▪ Lack of opportunities▪ Lack of communication▪ Physical barriers and ageing

5. Senior citizens benefits by participating in community development	<ul style="list-style-type: none"> ▪ Emotional ▪ Psychological ▪ Spiritual ▪ Physical ▪ Social
6. Gains and losses for senior citizens participation	Gains <ul style="list-style-type: none"> ▪ Skills ▪ Knowledge ▪ Guidance ▪ Uplift the community Losses <ul style="list-style-type: none"> ▪ Nil
7. Strategies for inviting senior citizens to participate in community development activities	<ul style="list-style-type: none"> ▪ Make programmes for them / social support network ▪ Access to information ▪ Eliminating discrimination ▪ Media campaigns
8. Senior citizens competencies in community development	<ul style="list-style-type: none"> ▪ Farming ▪ Art activities ▪ Advice & mentoring ▪ Motivational speakers and story telling ▪ Guidance & training
9. Suitable community development activities for senior citizen	<ul style="list-style-type: none"> ▪ Depends on physical fitness ▪ Those who are physically fit can do almost everything such as gardening, sewing, poultry, running businesses
10. Strategies for sustaining senior citizens participation in community development	<ul style="list-style-type: none"> ▪ Involvement in various committees ▪ Local policy authorising participation ▪ Media

4.3.1 Understanding of participation in community development activities

Participants were asked to explain what they understood about participation in community development activities (Interview guide, question 1). The understanding of participation in community development is complex and each individual may have his/her own way of understanding the meaning of the concept. All fourteen participants (100%) had some understanding of participation in community development. Their ideas and knowledge and views of participation were essential in explaining how senior citizens should participate in community development activities. The following quotes from the interviews confirm this finding:

“I can explain it as doing something positive in your community such as providing positive thought, ideas and action that bring positive change.” (F3)

“It is taking part in any community development activities or being involved in addressing community needs and problems.” (M7)

“I understand this as taking part in any activity one’s community is engaged in for its good. If I am invited by an NGO, a church, the rural municipality to work with other in activities to develop our community, I call that participation in community

development as well. “Any action and activity I do that is pro the well-being of my community amounts to what I call participation” (M2 and F8)

“Being engaged and be active in your community, such as attending meetings, providing ideas in the community” (F11 and M10)

The literature review (Chapter 2, section 2.2.1) confirms these findings. Butterfoss (2005) describes participation as a social process in which groups with shared needs living in a certain geographical area actively create a shared understanding of the problems and solutions. Eversole (2012) confirms the findings that participation is discourse, in that professionals believe that communities have something important to contribute to the process of social change. Furthermore, Carpentier (2012) confirms the findings by defining participation as the action of the communities, groups and individuals related to development and improvement of an existing situation. Ruster (2003) confirms the findings by defining participation as a process in which people, and especially disadvantaged people, take part in contribution, partnership, involvement and assisting in community development activities. Nikkhah and Redzuan (2009) confirm that participation is a process of empowerment which helps to create a shared understanding of the problems, opportunities and needs which leads to community commitment and ownership. Waweru (2015) confirms participation as inclusion of diverse sectors of community members in on-going community development activities. The data on the understanding of participation is associated with the actions of the community and was confirmed by the literature review. Respondents had a clear understanding of participation in community development activities.

4.3.2 Roles of senior citizens in community development activities

Participants were asked to explain the roles that they think senior citizens can play in community development activities. All the participants (100%) provided their opinions on how senior citizens should participate in community development activities. Twenty roles were articulated by participants. These were the roles of motivational speakers, advisers, mentors, guides, arts activities, sport, mediators, story tellers, planners, demonstrators, teachers, evaluators, monitors, councillors, coach, implementers, music, treasures, proposal writers, and runners of businesses. The following references taken from the interviews confirm this finding:

“Senior citizens are an arsenal of all skills the capitalist employment sector has discarded too early. Each of us has skills and by implications have roles to play in community development if we volunteer or are invited to participate. We can play the role of planners of any task and activities in community development activities in our communities” (M2)

“The dissemination of knowledge of civic education, running income generating projects, coaching popular and rare sports, music, and dance and debating in schools are role we can volunteer in our communities” (F1 and F8)

“We can plan the roles of teachers, mentors, instructors and demonstrators in most community development activities of an economic nature, political education and social education” (F3)

“In other community development activities such as projects we can play the roles of planners, implementers, monitors, evaluators.” (F4)

“Coach, treasurers, chairmen, story tellers, demonstrator and trainer roles can be assumed in traditional skills such as basket and mat weaving, pottery, and knitting. Today we see youths losing money towards learning simple skills such as tailoring and sewing yet us close to them just need little mobilisation for a community development activity focusing of such skills training and can render our services for a small token or for free. We are also good at writing project proposals which we see a lot of youths struggling to do in the face of funding available to sponsor their projects.” (M10 and F6)

“In the course of our lives we have naturally acquired life skills and can play the roles of marriage councillors to reduce the high rate of divorce, separations and fatalities that occur in marriages. The church cannot do it alone. Marriage councillors` small companies in town are using bookish knowledge probably researched for in Europe with zero to little relevance to our context here in South Africa. We can counsel youths in a wide range of aspects from maturing to managing bereavement.” (F5)

All fourteen participants (100%) provided their thoughts on how senior citizens could play a role in community development activities in the UThukela district, KwaZulu-Natal. The above quotes also prove that participants have ideas on how senior citizens can play a role. The following roles that they felt that senior citizens could play in community development activities were also provided by participants.

Table 4.4 Roles senior citizens can play in community development activities

Roles	F 1	M 2	F 3	F 4	F 5	F 6	M 7	F 8	M 9	M 10	F 11	M 12	M 13	F 14	Subtotal
Motivational speakers	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Advisors and Counsellors	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Mentors	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Guides	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Arts activities	√	√	√	√	√	X	√	X	√	√	√	√	√	√	12
Mediators	√	√	√	X	X	√	√	X	√	√	√	√	X	√	10
Story tellers	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Planners	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Evaluators	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Monitors	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Sports coach	√	√	√	√	√	X	√	√	√	√	√	√	√	√	13
Proposal writers	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14
Total	12	12	12	11	11	10	12	10	12	12	12	12	11	12	161

All fourteen participants (100%) expressed confidence in the idea that senior citizens can play roles as advisors, mentors, guides and councillors in a number of activities in community development. These activities are: general farming, pre-marital counselling, inspirational and personal development lessons, environmental conservation and agriculture and history. The participants were convinced that senior citizens have experience, skill and wisdom that needs to be shared with the younger generation in order to possess those skills for a long time and also benefits the community.

Ten respondents (70%) pointed out that senior citizens can play a role through art because they know many handicrafts such as craftwork, knitting mats (*amagcansi*), making hand brooms, *ukubenga izithebe* and many more. These participants were convinced that senior citizens have the skills and they need to transfer them to practical use in community development activities for the benefit of the new generation, themselves and the community as a whole.

“Coach, treasurers, chairmen, demonstrator and trainer roles can be assumed in traditional skills such as basket and mat weaving, pottery, and knitting” (M10)

“Today we see youths losing money towards learning simple skills such as tailoring and sewing yet us close to them just need little mobilisation for a community development activity focusing of such skills training and can render our services for a small token or for free.” (F6)

Four of the respondents (28%) said that although senior citizens have skills, they might not be able to use some of them in community development activities due their physical decline. Some

senior citizens have poor eyesight and some lose their hearing, so this means senior citizens have to participate in activities while they still can.

“My sight has deteriorated as well as our joints complain regularly” (F6)

Nine participants (64%) felt that senior citizens could play roles as mediators and councillors because they have experience and the community respects them.

“In the course of our lives we have naturally acquired life skills and can play the roles of marriage councillors to reduce the high rate of divorce, separations and fatalities that occur in marriages. The church cannot do it alone.” (F5)

Five (35%) felt that it was not possible because the community does not take old people seriously and they think they are stereotypes and their ideas are old.

“I was chosen to be member of first committee after apartheid but the community members told us that we cannot be part of that committee because we have old ideas and we are stereotyped so they need young people to be members of committee” (M2)

“Most of the time when say our opinions they don't listen us because they say we have old ideas and we want things to operate within an old way while we on new South Africa” (M7)

Regarding the storytelling role, all fourteen participants (100%) felt that senior citizens can play a role in community development activities through story telling. One even suggested that they can open a show on television or radio that talks about their journeys, experiences and lessons learned through their lifetimes and this includes enjoyment. One female participant had this to say:

“Being part of the community is really important for me and am right to say for us all, therefore storytelling can be beneficiary for both senior citizen and the community because it's like participating through enjoyment but it passes the important information from one to others...” (F3)

“The dissemination of knowledge of civic education, running income generating projects, coaching popular and rare sports, music, dance and debating in schools are role we can volunteer in our communities” (F8)

Thiamwong et al., (2013) confirm these finding though explaining behavioural strategies as participating through enjoyment in helping family and community, staying away from stress, and making merit and helping people without expecting anything in return.

The findings on the possible roles of senior citizens in community development activities in KwaZulu-Natal, Estcourt are given credence through the literature review in Chapter 2. In such roles, Kent (1981) points out that senior citizen roles in community-based development should focus on planning, power, values and dialogue. Cohen (1992) confirms these findings. He recognised that many strengths and roles emerge in association with aging. Included amongst

these are special skills, vocabulary, storytelling and psychodynamic growth, which relate to a component of wisdom and personal insight. Furthermore, the views expressed by Cohen, Perlstein, Chapline, Kelly, Firth and Simmens (2006) confirm the finding by revealing that art activities by senior citizens benefits many people and they foster sustained involvement because of their beauty and productivity. Lehmberg and Fung (2010) confirm the findings, which entails senior citizens participating in problem identification, decision making and implementation processes. Furthermore, Lancaster (2002) points out that enabling local people to own and exchange input on a project helps it to be sustainable because communities themselves decide how to interpret and resolve problems arising from the activity. It also gives belief to the findings that senior citizens' opportunities to conduct evaluation and monitoring of community development progress and other skills become apparent. The theory of Arnstein (1969) allows these roles to be played in both the second and top rung. The second rung is tokenism participation which includes informing, consultation and placation. The roles that were mentioned by participants can be played through tokenism participation except in making the final decision. The top rung which is citizen power allows senior citizens to have full power in whatever they are doing in development activities including partnership, delegated power and citizen control.

4.3.3 Factors in favour of senior citizen participation in community development activities

Participants were asked to mention factors that favour senior citizen participation in community development activities in the UThukela district (See interview guide, question 4). All participants (100%) had opinions regarding these factors. They described that factors such as advanced knowledge, possession of transferable skills, being trusted by the community, availability of time for community development activities and their commitment were in favour of their participation in community development activities.

4.3.4.1 Advanced knowledge

All participants (100%) felt that senior citizens had advanced knowledge which counted in favour of their participation in community development activities. The following references were taken from the interviews:

“Senior citizens have advanced knowledge about economic, social, environment and life experience they discovered through their life time” (M13)

“We have knowledge, experience that you won't find in books for example history about land” (F3)

“I don’t hesitate to say senior citizens have fairly good knowledge of sociology, social issues, national issues, history and a government issue makes them opt better participation in community development” (F14)

Ife (2013) confirms these finding by revealing that sharing knowledge and experience encourages participation and creates social cohesion within the community. Ife explained that information can be shared under formal and informal settings but it plays a significant role in transferring knowledge from one to another. Lehmborg (2010) found that sharing knowledge helped people to feel connected, thus giving senior citizens a chance to feel connected to other adults, youth, family and to members of their community which is important as they age and experience loss. Furthermore, Lancaster (2002) confirms these findings by pointing out that enabling local people to own and exchange input on a project helps it to be sustainable and gives belief to these findings that senior citizens were not the only ones to benefit through sharing knowledge but the whole community. The theory also confirms this finding. Arnstein’s (1969) highest level of participation in citizen power allows partnership which gives senior citizens an opportunity to be socially connected and share information as much as they can.

4.3.3.2 Possession of transferable skills

All fourteen participants (100%) felt that senior citizens have transferable skills, wisdom and experience and as such they could participate in community development activities and play some of the roles listed in 4.3.2. The following quotes from some of the interviews confirm these findings:

“Some of these senior citizens there were trained for professional jobs such as teachers, coach, agricultures, and councillors and so on, therefore the have so much skills they have to offer to the community” (F6)

“I believe getting old comes with certain wisdom, skills and experience that why I believe I should be a motivational speaker” (M10)

“A lot of skills senior citizen have can be valued in community development work” (F11)

Senior citizens have transferable skills for community development activities and these findings have been confirmed by participants through the above quotes. Moreover, participants indicated that the majority of these skills, wisdom and experience may be transferred by senior citizens to the community, but does not mean that senior citizens cannot benefit as well. The literature also gives credence to these findings. Ali (2016) confirms these findings by defining community development as the joint effort by community members in addressing shared problems and acquisition of skills needed for effective social, political and economic skills. Sibiya (2010) similarly confirms that community participation is an essential part of human

growth, self-confidence, initiative, creativity, pride and cooperation. The above authors highlighted that working together allows the acquisition of skills from one another. A survey of Eastern countries that was conducted in 2016 also confirms these findings by revealing that participation is a fundamental approach that enables communities to help themselves, acquire skills and sustain their development. The theory also confirms these finding from tokenism participation which involves consultations. This means that when people consult senior citizens they can acquire certain skills from them. The top rung of the theory which is citizen power also gives credence to these findings because it involves partnership and delegated power.

4.3.3.3 Trusted by the community

All fourteen participants (100%) felt that senior citizens are trusted by the community and this can count in favour of senior citizen participation in community development activities. Estcourt is a rural area where norms, culture and rituals are still followed. This makes senior citizens an important part of the community as they have all this information. The following references were taken from interviews:

“The community respects me even if there is a matter that is happening; sometimes they came to me for advices before going to Induna” (M2)

“I remember this one time there was a misunderstanding between this other two women, they came to me to helped them solve their problem” (F1)

“To my family if there is any ceremony they ask me all the instructions from the beginning to the end, I assume it happens to all seniors because my child all of you know nothing about culture, tradition” (F5, M7 and F8)

The literature in Chapter 2 gives credence to these findings. Ntini (2006) confirms these through determining factors in favour of community participation in development activities which includes being part of and trusted by the community. Kam (2000) emphasises that senior citizen participation strengthens social development, culture, builds organisational capacity and hence creates positive changes for both senior citizens and their communities. This is a clear pointer to the finding that senior citizens are part of and trusted by the community. Mchombu (2004) points out that using people who have experience of certain things or have a different outlook helps to give a better understanding of the problem. This also confirms that senior citizens are trusted by the community. The theory gives credence to the findings through tokenism participation and citizen power. Tokenism participation has informing, consultation and placation while citizen power has partnership, delegated power and citizen control. Both of these rungs allow inclusive participation.

4.3.3.4 Time

All fourteen participants (100%) felt that senior citizens have a lot of time on their hands which favours their participation in community development activities. These findings are confirmed by the following quotes that were recorded during interviews.

“We are no longer under the pressures of employers who may have been having a monopoly of our time during our active years” (M7)

“We have a lot of time to engage in Community development activities” (F1)

“This can occupy us, keep our minds, physique active and give us lively spaces to socialise with all ages” (F3)

The literature in Chapter 2 did not cover the findings based on time. However, participants in this research confirm these findings through the above quotes. The theory also confirms these findings from tokenism to citizen power in which both levels require more time which can contribute to meaningful participation.

4.3.3.5 Committed

Senior citizens felt that they could be more committed to community development activities and this adds to favouring their participation in community development activities. The following quotes confirm these findings:

“We can be more committed to community development activities more than these youths who may be chasing too many activities at the same time” (M10)

“We can spend our time on development activities rather than doing nothing” (F8)

“We spend lot of time doing nothing so being committed on something that will keep you entertained is very imperative” (F4)

These findings are confirmed by Lancaster (2002), through explaining the importance of participation in community development activities. Lancaster (2002), points out that working together in development activities creates a sense of solidarity and bonds between participants which lead to a rapid increase in growth. People can easily share ideas and this creates commitment and promotes a sense of ownership of the project by participants. Swick (2001) gives credence to these findings by revealing that community building is a lifelong commitment. Also Arnstein's (1969) ladder of participation confirms these findings through the top rung, where citizens have power and are committed to their development.

Table 4.5 Factors favouring and factors deterring senior citizens from participating in community development activities.

Factors favouring senior citizen participating in community development	Factors deterring senior citizen from participating in community development
--	---

<ul style="list-style-type: none"> • Advanced knowledge • Possession of transferable skills • Trusted by the community • Time • Committed 	<ul style="list-style-type: none"> • Unawareness/ Lack of opportunities • Physical barriers • Lack of specific supportive policy • Age discrimination
--	---

4.3.4 Factors deterring senior citizen participation in community development activities

Participants were asked to name factors that deter senior citizen participation in community development activities in the UThukela district (See interview guide, question 3). All participants had different opinions regarding these factors. Participants highlighted the four common factors which deter senior citizens from participating in community development activities, namely unawareness, physical barriers, lack of specific supportive policies and age discrimination.

4.3.4.1 Unawareness/ Lack of opportunities

All ten senior citizens (100%) who were interviewed point out that most the time they are excluded from development activities because no one informs them or communicates with them about what is happening in the area. They usually see people gathering or coming back from meetings without them knowing. This acted as a deterrent to their participation in community development activities. The following quotes prove these findings:

“As you see my child, that most of the time we staying indoors, no one told us anything we just see people gathering on the grounds or see them on buses without knowing what going on.” (F1)

“I am sure total unawareness in those tasked to facilitate community development in the Municipalities and Department of Social Development that we senior citizens are still useful and relevant in our communities. Facilitators in community development may also be having negative attitudes against our participation, they never invite us” (M9)

“We have also seen NGOs at work with youths, women and the roles they try to give us you can tell they have dismissed us from being capable beings. They plan everything on their own and implement without our participation. At times we are able to see that there has been poor planning from the beginning” (F1 and F5)

“Most of my time I spend here at my house because it hard to walk now so I can’t hear about most of the things going on in our community unless my neighbour fill me in. But also she doesn’t tell me about most of the thing, she tell me if someone die and other important things not what going on in the community.” (F6)

These findings are confirmed in Chapter 2 (see section 2.4.2) by Kilewo and Frumence (2015) who highlight that poor communication and lack of information sharing plays a huge role in preventing participation of citizens. Furthermore, they revealed that although many projects are implemented, communities were unaware of them and they had no information related to their development and implementation. Shava and Thakhathi (2018) concur with these findings by revealing that a lack of access to information lowers levels of participation, limits education and involvement in Information Communication Technology (ICT). This gives credence to these findings that senior citizens are deterred from participating in community development activities because there is a lack of opportunities created for them and no one invites them to be involved. The theory of Arnstein (1969) also confirms these findings through the lowest rung which is non-participation that has manipulation and therapy.

4.3.4.2 Physical barriers

All participants (100%) confirmed that being old plays a crucial role in keeping senior citizens from participating in community development activities. Senior citizens pointed out that experiencing a physical decline deters their participation in community development activities.

The following quotes confirm this finding:

“See my child, I am 102 years old, I can’t see nor walk. Even my pastor comes to me to give me blessing because I can’t go to church anymore, so how can I participate in community activities?” (F6)

“Most of us find it hard to walk so how can we attend community activities; I can’t even hear properly that what keeps me from participating most of the time” (F5)

“Ageing involves all kinds of diseases that make our bodies frail and that keep us from participating most of the time” (F1 and M9)

“We have lost motivation in most aspects and that is why most senior citizens drink and smoke too much and going to waste” (F4)

The literature review in Chapter 2 fails to give credence to the findings on physical barriers that hamper senior citizens from participating in community development activities. This is because senior citizen participation in community development activities has not been studied before in KwaZulu-Natal. The most common studies of senior citizens are based on how to take care or treat them. This contributes to the little available literature on the participation of senior citizen in community development. However, the theory invites the provision of all kinds of participation.

4.3.4.3 Lack of a specific supportive policy

All participants (100%) felt that there is no specific supportive policy as a term of reference guiding the participation of senior citizens in community development activities. The following quotes prove these findings:

“We are not compelled by any policy to include senior citizen in community development activities” (M10)

“I suppose there should be policy binding all parties in the community development” (F14)

“There is no policy compelling any organisation to work with us” (F1)

“The absent of policy that meant to ensure that everyone participate makes even NGOs to forget about us” (M2)

These findings are confirmed by Naidoo and Ramphal (2018) (see section 2.4.2) by revealing that the problem lies within government because they should implement policies. They continue explaining that besides the Municipal Structure Act 58 of 1999, which works as a primary communication channel between communities and municipalities, policies are absent. Ntini (2006) also confirms this finding by discovering that a lack of implemented supportive policies that encourage participation reduces levels of participation in community development. This therefore shows that the lack of specific policies that place senior citizens in the middle of community development activities could explain their non-participation.

4.3.4.4 Age discrimination

All ten senior citizens (100%) interviewed confirmed that they encounter discrimination in most places and also in community development activities because of their age. Villagers and the NGO worker also agree that age discrimination plays a part in deterring the participation of senior citizens in community development activities. The following quotes from senior citizens confirm this finding:

“I was chosen to be member of first committee after apartheid but the community members told us that we cannot be part of that committee because we have old ideas and we are stereotyped so they need young people to be members of committee” (M2)

“Most of the time when say our opinions they don't listen us because they say we have old ideas and we want things to operate within an old way while we on new South Africa” (F1)

“Facilitators in community development may also be having negative attitudes against our participation, they never invite us” (F5)

The credence of these findings are confirmed in Chapter 2 (section 2.4.2). Fund (2000) argues that stereotypical prejudice against people on the basis of their culture and age leads to lack of participation. Furthermore, Koolnaphadol (2012) and Age Action (2015) point out that hard

issues of bias, stereotypes and discrimination minimise levels of participation. This gives credence to these findings, as senior citizens are deterred from participating in community development activities because of their age.

4.3.5 Senior citizen benefits of participating in community development activities

Participants were asked to explain what they thought the benefits were for senior citizens if they participated in community development activities. All fourteen participants (100%) provided their opinions regarding how senior citizens could benefit if they participated in development activities in the UThukela district. Senior citizens, the NGO worker, the councillor and villagers were positive that senior citizens would benefit a lot if they participated in community development activities. Some of these include psychological, social, physical, emotional, spiritual and financial benefits. The following quotes from the interviews confirm these findings:

“Due to the age senior citizen are prone to various health issues, so by participating in development activities they can benefit physically, for example if they engaged in sport this can make their diseases being lessen because we all know that exercising makes body healthy” (F14)

“They can benefit physical and psychologically, to make example let’s say there are involved in a group that do art activities, such as craft, traditional necklaces, ukubaza izithebe and so on this mean they keep their hands, feet and brain active, also they can benefit spiritually, doing something you love and educating others about it makes you access your feelings and emotions” (M9 and F8)

“They can benefit socially, most of the time senior citizen stay at their household after retiring, therefore participating in community activities will give them a chance to make friends, connect with other people and create bond with community members” (M12 and F5)

“We can benefit financially, I mean let’s say there is a team of senior citizen playing soccer and most of the time they winning, this can make their team famous and attract sponsors and this way they can make money” (M2)

The literature in general shows that participating is always associated with positive results for the communities, people and projects. A study by Lehmberg and Fung (2010) confirms these findings by revealing that senior citizen participation results in physical, social and psychological benefits. Cohen’s (2006) study examining the effects of art participation confirms that participating senior citizens show better health, less medication usage and more positive responses to mental health measures. Lancaster (2002) in Chapter 2 confirms these findings by explaining that working together in most development activities creates partnership, a sense of solidarity and bonds between participants. Twala (2006) confirms the above finding by revealing that community development programmes promote human

improvement, and this can be accomplished if individuals take an interest. In addition, participation can create strong social connections amongst senior citizens. These findings are confirmed by Hays and Minchiello (2005) in their study of music participation. Participation in community development activities can help senior citizens to connect with their feelings of spirituality and enhance spiritual health, as confirmed by Hays and Minchiello (2005). The theory also confirms the findings by defining that meaningful participation has to include partnership, delegated power and citizen control in order to make the community successful and also for senior citizens to benefit socially, economically and environmentally.

4.3.6 Gains and losses for the community arising from senior citizen participation in community development activities

4.3.6.1 Gains

Participants were asked to explain what they thought the community would gain if senior citizens participate in community development activities (see interview guide, question 6). All fourteen participants had opinions and suggested several gains for the community. The following quotes confirm these gains.

“The community can be uplifted, for example let’s say senior citizen play soccer in community and they win from local, provincial and national. This can make the community and senior citizen famous and they can even be invited to play international and this way they can easily get sponsors and the community can be uplifted” (F14)

“Can benefit the guidance, you know when senior citizen participate, individual can take an opportunity to receive guidance from senior citizens as people who have experience, the skills and wisdom they will received can be used to create opportunities that can make the community move forward” (F3, F4 and F11)

“The fact that some senior citizens were professions in different field means that the community would benefits different knowledge base on their experience about economic, social and environment information” (M2, F1 and M13)

“I think the gain for the community is to save time, meaning that having people who have experience can make the project move fast and this way community would save time and money” (M10)

Several gains for the community were presented during the interviews as proved by the above quotes. Participants mentioned that the community would benefit from general skills and specific uses of senior citizen skills at all levels of project work. Furthermore, the community could receive guidance and gain new knowledge and skills in various activities. Senior citizens point out that the community would benefit from advice about social life, agriculture experience, marital advice and specific skills used for the project. Another gain that was mentioned was that senior citizen participation in community development activities would guarantee easy access to some advisors. The community would benefit a lot, as senior citizens

have an abundance of the skills, experience and wisdom they learned throughout their lifetimes and this can uplift their area. They also felt that they were gaining involvement by learning good art techniques and agriculture techniques from senior citizens. Moreover, another gain that was mentioned by participants was the efficient use of time with regard to some activities.

The literature review in Chapter 2 enhances some of these above mention benefits. Mchombu (2004) points out that using people who have experience of certain things or have a different outlook, help to give a better understanding of the problem, and ideas for solving it. This literature clearly highlights the findings that senior citizens can make a huge contribution through sharing their experience, ideas, skills and wisdom within the community. The gain for easy access to advice is confirmed by Oakley et al., (1991) in their definition of community, which implies that acknowledgement and interdependence with others convinces people to participate together and share certain practices that can nurture one another. Furthermore, the gains that will uplift the community are confirmed by Carpentier (2012) who defines the benefits of participation as the actions of the communities, groups and individuals related to development and improvement of an existing situation. Gains such as opportunities for sharing ideas and social bonds are consistent with benefits alluded to in McClenaghan's (2001) definition of community development, particularly in terms of what happens to people socially and collectively. Thus people are engaged in social action thereby acquiring skills, experience and wisdom necessary for positive development.

Gains such as knowledge and skills in various activities are confirmed by Ntini (2006) on factors that favour participation in community development activities. These include transferable skills, wide knowledge bases and community trust. Wlokas and Westoby (2017) confirm these findings by pointing out that people of the community attempt a collaborative effort to promote what they consider the wellbeing of their community and to maintain harmonious relationships.

4.3.6.2 Losses

Participants were asked to point out the losses they thought the community will face if senior citizens were to participate in community development activities. All fourteen participants (100%) indicated that there were no losses to the community if senior citizens were to participate in community development activities.

"I do not see what community can lose if senior citizen participate" (M7)

"Community will only loss when senior citizen does not participate, not the other way around" (M13)

“Including senior citizen in community development activities would make senior citizen and community benefits in positive ways nothing will be loss” (F14)

The literature review in Chapter 2 does not give credence to community loss findings if senior citizens are involved in community development activities. This is because the involvement of senior citizens in community development activities in the district of UThukela has not been practiced or taken seriously. The theory also does not discuss the losses of participation but losses the community encounter if people do not participate.

4.3.7 Strategies that invite senior citizens to participate in community development activities

Participants were asked to provide or suggest strategies that could be used to invite senior citizens to participate in community development activities. All fourteen participants (100%) provided strategies that they thought could be used to invite senior citizens to community development activities. The following quotes from the interviews prove these findings:

“I believe if senior citizen were to be provided more attention and be invited in community development activities, also encouraging NGOs and community based organisations to invite senior citizen into participation could make senior citizen participate.” (F3)

“The local media should create programmes that encourage senior citizen and communities to participate jointly in community development activities” (F14)

“Create favourable condition for senior citizen, as we all know that physical decline make it hard for senior citizen to participate therefore creating favourable place that suit their condition can invite them, for example easy access to transport” (F11)

“There is need for a change of attitude in community members against senior citizen particularly in development activities and reduce discrimination toward elderly people” (M2 and M10)

“I would recommend parenting groups and social and behaviour change programmes because we all know that most of the time grandchildren are raised by grandparent therefore senior citizen gathering and be tout about their right, responsibilities, how to communicate with children because children tend to abuse senior citizen by doing whatever they want and take advantage of seniors, so this groups would help them on managing children also allows them to learn from others with a similar problem, this means that creating social support networks that can facilitate community development activities would be essential to invite senior citizen” (M12)

The literature review in Chapter 2 (see 2.4.5) gives credence to these findings. Ntini (2006) confirms these above findings by revealing effective strategies for enabling teachers to participate, such as a use of policy, media campaigns, training and change of attitudes. Participants in this study also describe the same findings as Ntini. Kam (2000) also gives credence to the findings by explaining that addressing obstacles that exist in the community

toward senior citizens would strengthen their participation in community development. This includes eliminating age discrimination, helping older people to advocate for their rights, strengthening their skills in community development, and developing more powerful age-based organisations to help older people to be increasingly influential and effective in development activities. Shier, McDougale and Handy (2014) give acceptance to these findings by describing that using education and life learning will promote solidarity and minimise inequality, age discrimination, as well as gender discrimination. Furthermore, Kam (2000) confirms these findings by initiating the strategy of promoting campaigns and programmes led by senior citizens through the media and social networks. This approach creates a positive image for the community and encourages other senior citizens to participate. The theory gives credence to these findings through the top rung which is citizen power. This allows citizens to be creative in their participation and provides ways in which a community can eventually assume full responsibility for its own programmes.

4.3.8 Senior citizen competencies in community development

Participants were asked to state the competence required for senior citizens that could be used in community development work in their area. (See question 10, interview guide). Participants made a connection between the roles senior citizens felt able to play and the competencies they felt were necessary and which senior citizens possessed. All fourteen participants (100%) mentioned necessary senior citizen competencies for community development activities:

- Art activities
- Farming skills
- Planning/ demonstrators
- Guidance/ training
- Mediators
- Motivational speakers/ story telling
- Advisers/ Mentors
- Monitoring
- Evaluation
- Conflict resolution
- Counselling
- Welding / brick laying

These findings were confirmed by the following quotes:

“Any skills prevalent in human life are obtainable among senior citizens. We have many and varied competencies such as farming, art activities include ukubaza, crafting, and so many more” (F12)

“Each senior citizen carries competencies that they acquired at school, in life and in the community, they can use in community development, some of us are retired teachers and I can assure you I have many transferable skills (planning, training, demonstrating, minute-taking, conflict resolution, counselling, monitoring and evaluation of activities)” (F1)

“Take note, I retired after 40 years of service as a teacher at a technical school. This means I have practical skills such as welding, carpentry, and brick laying. You see, if you accept that each of us have living using specific skills, then those specific skills that come to your mind are actually our competencies” (M9)

These findings are consistent with one of the reasons why the researcher chose the research question, namely to explore the abundance of senior citizens skills and talents for community development work. These results demonstrated the researcher’s conviction that senior citizens have an abundance of skills which could be utilised in community development. Ntini (2006) confirms these finding by illuminating a wide range of possible activities senior citizens can participate in. Furthermore, Cohen (1992) confirms these findings by recognising that many strengths and roles emerge that are associated with aging. These include special skills, vocabulary, storytelling and psychodynamic growth, which relate to components of wisdom and personal insight. Thiamwong et al., (2013) confirm these findings through explaining behavioural strategies which they describe as participating through enjoyment by helping family and community, staying away from stress, and making merit and helping people without expecting anything in return. This is a clear pointer that senior citizen competencies would benefit both the community and the senior citizens. The theory confirms these findings. Arnstein’s (1969) ladder of participation involves seven levels that permit senior citizens to explore their skills and talents in community development activities.

4.3.9 Suitable community development activities for senior citizens

Participants were asked to describe community development activities that they thought were suitable for senior citizens to take part in. All fourteen participants (100%) had opinions regarding activities that are suitable for community development. The following references were taken from interviews:

“It depends on how advanced in age one is and how physically fit one is still. For example, we can’t expect a senior citizen who is frail to go into rigorous activity, generally, you can expect all of us who are still fit to be able to do all community development activities just like non-senior citizens” (F1)

“Those still active can engage in gardening, poultry, piggery, small animal rearing, sewing, running small spazas and even production of marketing flyers. In

all these examples I have given you, physically fit and active senior citizens can be engaged fully and take up all tasks involved in each of these community development projects and activities” (M13)

“Uyabona Mbali, it is colonial to retire some people at 60 years of age. People are very active to about 65 years of age and towards 70 and post 70 years of age the energy levels start falling. Generally, the first decade after retirement is not a period your people should dismiss us from active engagement in community development activities” (M7)

“For me it depends on how fit you are, if you frail you can do activities that does not require energy, such as providing advice, give guidance, provide mentorship and so on, it does not necessarily mean if you frail you cannot do anything” (F6)

The literature review gives credence to these findings. The Older People Act of 2006 highlighted that every older person has a right to participate in community life in any position appropriate to his or her capabilities. This is a clear point that senior citizens should participate in any development activities of their choice depending on their fitness. Help Age (2009) also confirms the findings by pointing out that promoting participation in community life increases knowledge and confidence amongst members and encourages older people to mentor others and transfer knowledge and skills that can assist younger people in such areas as agriculture, health, water and sanitation. Furthermore, Matosse (2013) confirms these findings by illuminating that engaging senior citizens in development activities holds the potential to assist senior citizens to become busy after retiring not just to stay at home lonely and waiting for death. At the same time it contributes to social and economic development within the communities. This clearly points out that senior citizens can participate in social, economic and environmental development. Arnstein's (1969) ladder of participation involves seven levels that permit senior citizens to explore their skills and talents in community development activities.

4.3.10 Strategies for sustaining senior citizen participation in community development

Participants were asked to provide strategies that they thought could sustain the participation of senior citizens in community development activities. All (participants 100%) provided their opinions on strategies to sustain senior citizen participation.

The councillor and villagers felt that senior citizen participation in community development activities could be sustained by ensuring that age discrimination against senior citizens is minimised and that they are provided with opportunities to serve on various committees and their opinions listened to. The following quotes confirm these findings

“Most of the time is youth that encouraged to participate not senior citizen so I think what can sustain senior citizen participation is to give them opportunities to serve on the various committee we have here and make sure that there are recognised in everything” (M13)

“We can sustain their participation by ensuring that they do not face any kind of discrimination because most of the time senior citizen suffers from discrimination because communities think there are stereotype and old fashioned” (F11)

“I think there should be a policy that local authorities and NGOs should work with us by capitalising on any of use not yet 70 years of age and all those facilitating community developments should regularly address and invite us into working with them” (M9)

“The strategy would be to give us token for participating as incentives. Skills identification for senior citizens is important to enable those Municipality authorities to know us and also NGOs too willing to work with us” (M2)

The findings are confirmed by the literature review in Chapter 2. Ntini (2006) illuminates the findings by confirming that involving targeted people in various committees and encouraging inclusive participation sustains participation in community development. Ali (2016) expresses that involving community members in the designing and implementation of programmes can greatly enhance the quality of the programmes. This is a clear point that involving all kinds of community members such as youths, adults and senior citizens in community development can sustain participation. The findings in this study reveal one of the reasons senior citizens are deterred from participating is that they are not invited. Ali (2016) confirms that if all members can be invited that is how senior citizen participation can be sustained. Bravo (2015) explained that due to a host of social and economic obstacles within communities, it is imperative that strategies for increasing senior citizen participation in community development are identified and encouraged. This confirms the point that policies that encourage participation must be enabled in order to sustain senior citizen participation. Kam (2000) also confirms these findings by illuminating that changing existing obstacles such as age discrimination helps older people to advocate for their rights, strengthens their skills in community development, and develop more powerful age-based organisations needed for effective development. Furthermore, Kam (2000) confirms that a strategy of promoting campaigns and programmes that are led by senior citizens through the media and social networks can create a positive image for the community and encourage other senior citizens to participate. The theory also confirms these findings by identifying partnerships and collaborative working relationships between senior citizens and the community from the second and top rungs which are tokenism and citizen power.

4.4 CONCLUSION

In this chapter, the demographic profiles of participants were presented, followed by the main findings of the study, a general understanding of participation, the roles of senior citizens in community development, factors favouring and deterring their participation in community development, community benefits and losses if senior citizens participate, the benefits for senior citizens when they take part in development activities, the competencies senior citizens have in community development, and lastly the strategies for inviting and sustaining senior citizen participation in community development. The themes used for the discussions have been derived from the objectives of study. The categories and sub-categories are derived from the data collected and were discussed using actual quotes from the participants. The literature was provided to support the findings from the participants.

The next chapter presents the discussion, the conclusion derived from the data collected, and recommendations made by the researcher for the increase of the participation of senior citizens in community development activities.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The main focus of this chapter is on the conclusions and recommendations based on the empirical data presented and discussed in Chapter 4 and the literature review in Chapter 2.

The research question, i.e. what are the main reasons for the lack of participation of senior citizens in community development activities in the UThukela district of KwaZulu-Natal, and what can be done to increase their participation, was addressed. The concept of participation was defined in order to understand what exactly senior citizens were expected to do when they participated. This concept was understood through the help of other authors. The theoretical framework of Arnstein's (1969) ladder of participation was discussed and it was helpful in determining how senior citizens should participate in community development activities. Since this study was examining the participation of senior citizens, it was appropriate to use Arnstein's ladder. Differentiating the levels of participation helped to determine the roles which senior citizens can play in community development activities.

Central to this research is the concept of participation, which has been defined as a process of taking initiatives and actions that are stimulated by thinking. It was established that senior citizens can participate in community development activities. This can be done by eliminating factors that deter them from participating and promoting factors that favour their participation in community development activities (see sections 5.2.3 and 5.2.4). The roles that senior citizens can play in community development activities were explored, as well as gains and losses when senior citizens participate in community development activities. The benefits that senior citizens receive when participating in community development activities as well as activities that are suitable for them in community development activities were discussed. Strategies that can be put in place to ensure that senior citizens participate and strategies to sustain their development once they become committed to community development were also identified. In addressing the research question, the aims of the research i.e. to establish guidelines on how to involve senior citizens in community development activities and increase their participation were achieved.

5.2 FINDINGS

Conclusions are drawn from the findings discussed in section 4.3 according to the categories that emerge as the main theme and from the literature review in Chapter 2. These findings are presented as follows:

5.2.1 Understanding of participation in community development

Participants stated that they understand participating in community development. They confirmed the importance of participating and also stated the need for ensuring that senior citizens participate in community development activities. Thus participants clearly showed that they knew what to participate and not to participate means.

5.2.2 Roles of senior citizens in community development activities

Participants were convinced that senior citizens should participate in community development activities. At least thirty roles where senior citizens could participate were identified (see Table 4.4 in Chapter 4). Thus there is a need for senior citizens to participate by playing any of the mentioned roles depending on how advanced in age and physically fit they are because there are roles that others do not fit into. The roles that senior citizens could play are as follows: storytelling, guides, advisors, counsellors, mediators, instructors, coaches, treasurers, chairmen, demonstrators, trainers, planners, proposal writers, knitting, pottery, general farming, and basket and mat weaving. They also can play roles of being implementers, monitors, evaluators, teachers, business advisors, mobilisers, motivational speakers, facilitators, and teachers in social, economic and political education.

5.2.3 Factors in favour of the participation of senior citizens in community development activities

Participants pointed out that there are already factors in favour of senior citizen participation in community development activities (see Table 4.5 in Chapter 4). Therefore, it is not necessary for the community, non-governmental organisations, government and community based organisations to build on these factors in order to ensure that senior citizens take part in community development activities. The factors found to be in favour of senior citizen participation in community development activities are that senior citizens have time and they can be more committed than anyone else. Furthermore, senior citizens have a wide knowledge base and transferable skills and they are trusted by the community most of the time.

5.2.4 Factors that deter participation of senior citizens in community development activities

Participants mentioned factors that deter senior citizens from participating in community development activities (see Table 4.5 in Chapter 4). There is a need for power holders, government, the community, non-governmental organisations and community based organisations in the community to identify these deterring factors and eliminate them so that senior citizens can take part in community development activities without worrying about anything that hampers them from participating. The mentioned factors that deter senior citizens from participating in community development activities include unawareness/lack of opportunities, physical barriers, lack of specific support policies and age discrimination.

5.2.5 Senior citizen benefits by participating in community development activities

Participants stated that senior citizens who participate in community development activities benefit in almost all areas of their lives. The areas that were explored include physical, psychological, social, spiritual, financial and emotional. Each and every one of these areas involves magnified benefits such as lessening stress, providing a sense of community and belonging which fall under the psychological benefits. Many benefits that senior citizens received through participating in community development activities appear to have a positive relationship to physical health and psychological health as well as sense of social wellbeing. It is logical to conclude that active participation in community development has a positive effect on the quality of life of senior citizens and most senior citizens would benefit from opportunities to participate in development activities.

5.2.6 Gains and losses for senior citizen participation

Participants felt that senior citizens had a lot to gain if they take part in community development activities (see section 4.3.6). These include sharing of skills, the availability of consultation with senior citizens by the community, the provision of guidance, the use of senior citizens' skills at all levels of the project, uplifting the community through sharing art activities, learning better farming methods, receiving free education about history, civil education and health topics. Furthermore, the community can receive free inspirational and developmental advice. The use of experience and local skills can minimise the cost of developmental activities and lessen the time of the project.

The data from participants demonstrated that there were no losses the community could encounter if senior citizens were to participate in community development activities. Instead, participants expressed that the community loses if senior citizens do not participate in

community development activities and suggested participation should always be encouraged because it uplifts communities and boosts individuals.

5.2.7 Senior citizens competencies in community development

Participants declared that senior citizens have skills or competencies that may be rare and may be effectively used in community development activities. A minimum of twenty skills/competencies were mentioned (see section 4.3.8). This therefore shows that there is an abundance of transferable skills that senior citizens have which can be used in community development activities. The competencies that senior citizens may bring to community development are as follows: art activities, farming skills, guiding, trainers, mediators, motivational speakers, story tellers, advisors, mentors, conflict resolution, planners, demonstrators, monitors, evaluators, councillors, welding, writers and coaches.

5.2.8 Suitable community development activities for senior citizens

Participants stated that senior citizens are capable of doing any community development activities just like non-senior citizens but they have to be physically fit. Participants also highlighted that the senior citizens who are frail and those who are advanced in age should participate in positions that are appropriate to their capabilities, such as tasks that do not require energy. There is a need to invite senior citizens to community development activities because they are capable of doing many activities just like non-senior citizens. This would bring positive changes and save time because senior citizens have the experience that can boost many projects.

5.2.9 Strategies for inviting senior citizens to participate in community development activities

Participants expressed faith in the use of policy, encouraging non-governmental organisations and community-based development to invite senior citizens by the use of media campaigns, the creation of favourable conditions, reducing discrimination against senior citizens, the provision of social and behavioural change programmes and changes of attitude on the part of community members and government. Therefore there is a need to implement and encourage these strategies as ways of inviting senior citizens to participate in community development activities.

5.2.10 Strategies for sustaining senior citizen participation in community development

Participants mentioned several strategies that can be used to sustain the participation of senior citizens such as reducing age discrimination towards senior citizens, giving them

responsibilities in committees, launching policies that authorise senior citizens to work with non-governmental organisations and community based organisations and showing political commitment (see section 4.3.10).

5.3 RECOMMENDATION FOR FUTURE RESEARCH

From the findings of the research based on the literature review in Chapter 2 and the empirical data in Chapter 4, a number of recommendations are made which are intended to involve and increase senior citizen participation in community development activities. The following recommendations are for municipalities, communities, community development organisations, government, and families.

5.3.1 Municipalities

- The municipality should ensure that there is access to data and reports of any implemented community development activity and that it is made available to senior citizens in a format and language that is accessible to them. The availability of information would ensure that everyone has access to information about development activities and how they should participate.
- Community councillors should ensure increased participation of senior citizens by encouraging their involvement in various committees, decision making, and the planning and implementation of community development activities. These efforts are meant to prove that senior citizens are still important and valued in their respected communities.

5.3.2 Communities

- Some respondents complained that they face age discrimination in communities when they take part in community development activities. Power holders of the community such as the *Induna*, councillors and the King should establish rules that prohibit age discrimination and the community should ensure that they treat senior citizens with respect and dignity.
- Respondents revealed that sometimes they are unaware of community development activities implemented in their community, therefore the community and community developers need make sure that everything is transparent or even go door-to-door in order to make sure that senior citizens are aware of community development activities occurring in their area
- Acknowledgement and forms of appreciation for the efforts of senior citizens in community development by other community members is highly recommended. This

is because it will not only give them confidence in their work but also guarantees continuing participation.

- The findings confirmed that participation contributes to social connection with other people, therefore community members need to encourage senior citizens to participate in community development.

5.3.3 Community development organisations

- Senior citizens have an adequate understanding of their roles in community development activities. Encouraging non-governmental organisations and rural district councils to involve senior citizens in identifying key issues and creating guidelines for community development educates others about their roles in the community, and at the same time creates harmonious working relationships.
- Use the media to encourage and popularise senior citizen participation in community development as a positive testimony for their participation. Senior citizens need to feel the pressure to participate and this will guarantee that they are more enlightened about their significance in community development activities.
- Practice multi-sectoral community development activities in order to widen the base and create concrete roles for the participation of senior citizens.

5.3.4 Government

- It was evident from the findings that senior citizens are mostly not invited to participate and there are no compelling policies to include them. Government needs to introduce coherent policies that would encourage senior citizens to take part in development activities
- Respondents reveal that the other reasons that deter them from participating are physical barriers. Government needs to make sure that they accommodate senior citizens in their development projects, such as having transport easily accessible or providing things that can make life easier for them, thus creating favourable conditions which can encourage them to participate more.
- Provide incentives for senior citizens who participate in community development activities.

5.3.5 Families

- Senior citizens spend most of their time in their households with their family members. The families of senior citizens should be supportive and always encourage them to

participate in community development activities as this helps them physically, emotional and psychologically.

5.3.6 Further research

- Communication networks amongst themselves and community members to identify challenges and further improvements.
- There is a need for further research on what community development as a practice can do for senior citizens. This is important to ensure that communities upgrade their strategies of living with senior citizens.
- Further research is recommended to explain the re-emergence of arson and murder of the elderly on suspicion, unsubstantiated evidence and allegations of witchcraft, of late in the Eastern Cape/KwaZulu-Natal areas. This may teach communities to respect and protect the aged.
- To determine how lived experiences of senior citizens shape the needs for programmes and services that facilitate social participation in the community. This may create social bonds between communities and senior citizens and it can enable senior citizens to be valued in their respective communities.

5.4 CONCLUSION

In conclusion, the study investigated the lack of participation of senior citizens in community development activities. According to the evidence and analysis in this study, it is evident that unawareness, physical barriers, lack of specific supportive policies and age discrimination are the factors that militate against senior citizen participation. However there are factors that favour senior citizen participation such as advanced knowledge, possession of transferable skills, time, commitment and trust by the community that can assist senior citizen participation. It is therefore important that all role players utilise the findings of the study in order to improve the efficiency of senior citizen participation. In conclusion there is a great potential to increase senior citizen participation when a multi-sectoral approach could minimise the deterring factors for senior citizens. The UThukela District leadership must adopt values and principles that show commitment to senior citizen involvement in community development activities. Further, non-governmental organisations, government, community based organisations, communities, councillors and families must encourage senior citizen participation because it is beneficial for both communities and senior citizens.

REFERENCES

- Abetana, H. (1995). The significance of community self-help activities in promoting social development; *Journal of Social Development in Africa*, 10,1, pp. 5-24.
- Age Action (2015). Issues for Older People in the Developing Countries.
<https://www.ageaction.ie/how-we-can-help/ageing-in-the-developing-world/issues-older-people>
- Ali, M. (2016). Exploring the contribution of Community Development to the rural livelihood. University of Bradford. Dissertation.
- Alvi, M.H. (2016). A manual for selecting sampling techniques in research. MPRA: No 70218.
- Arnstein, S.R. (1969). A Ladder of Citizen Participation, *Journal of American Institute of Planners* 35.
- Aspen Institute (2000). *Community Change: Theories, Practice and Evidence*. The Aspen Institute
- Axelsson, K. and Melin, U. (2015). Public administration as a tool of sustainable development. *Journal of Self-Governance and Management Economics*.
- Babbie, E. (2007). *The Practice of social research*. 11th edition, Thompson Wadsworth, Belmont.
- Babbie, E. and Mouton, J. (2001). *The Practice of Social Research*. Cape Town; Oxford University Press. South Africa.
- Barnett, R., Brennan, M.A. and Lesmeister, M. (2006). An exploration of factors shaping youth involvement in community development: Findings from a survey of Florida youth. *Journal of community development*, 1(2).
- Berg, B. L. (2011). *Qualitative Research methods for the social sciences*. Boston. Allyn and Bacon.
- Bogdan, R.C. and Bilken, S.K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Boyce, C. and Neale, P. (2006). *Conducting In-depth Interviews: A guide for designing and conducting In-depth interviews for evaluation input*. Pathfinder International.
- Bravo, P. (2015). Conceptualizing patient empowerment: a mixed methods study. Healthcare Quality Research Group, Cardiff University.
- Brayman, A. (2008). *Social research methods*, Second edition. Oxford University Press.
- Brennan, M.A. and Cascante, D.M. (2011). Conceptualizing community development in the twenty-first century. *Community development*, Research Gate. USA.
- Briley, D., Wyer, R.S. and Li, E. (2014). A Dynamic view of cultural influence: *A Review*. *Journal of consumer psychology*, 24, 4 pp. 557–571.
- Bunck, T. J. and Iwata, B. (1987). Increase senior citizen participation in community based-nutritious meal program 1. *Journal of Applied Behaviour Analysis* 11(1).
- Burns, D., Heywood, F., Taylor, M., Wilde, P. and Wilson, M. (2009). *Making Community Participation Meaningful*. Development and Assessment.
- Butterfoss, F. D. (2005). Process Evaluation for community participation, *Annual Review Public Health*, 27: 323 – 40.
- Carpentier, N. (2012). *Media and participation. A site of ideological-democratic struggle*. Bristol: Intellect.

- Chamber, R. and Conway, G.R. (1991). Guidance Note in Recovery Livelihood. Institute of Development Studies,
- Chambers, R. (1994). Rapid and Participatory Rural Appraisal. *Africanus*, 22 (1/2): 56.
- Checkoway, B.N. and Guitierrez, L.M. (2006). Youth participation and community change. An introduction. *Journal of community practice*.
- Cohen G.D. (2006). Research on creativity and aging. The positive impact of the art in health and illness. *Generations*, 30(1).
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), pp. 155-159
- Cohen, J. (1992). Qualitative Methods in Psychology: A power primer. *Psychological Bulletin*, Vol 112.
- Cohen, J. (2006). Social, emotional, ethical and academic education: Creating climate for learning, participation in democracy and wellbeing. *Harvard Educational Review*, Vol 76, No 2.
- Cornwall, A. (2008). Unpacking Participation: models, meanings and practices, Cohen, J. and N Upholf (1980). Participation place in Rural development: *Seeking clarity through specificity*, *World Development*, 8(3), pp. 213-35.
- Craig, G. (2002). Toward measuring of empowerment: Evaluation of community development. *Community development, journal of the community development society*, 33(1), 124-14.
- Craig, R.T. (1995). Grounded Practical Theory: A case of intellectual discussion. *Communication theory*.
- DeVos, A.S. (2002). Qualitative data analysis and interpretation. In *De Vos*, A.S, edited by H, Strydom, C.B. Fouche, and C.S.L. Delport. (2011), 2002. Research at Grassroots for the social science and human science professions. Pretoria: Van Schaik.
- DeVos, A. Strydom, H., Fouche, C. and Delport, C. (2011). Research at grassroots for social science and human service professions. Van Schaik Publishers, Pretoria
- Dhamotharan, M. (2009). Handbook on integrated community development. Seven D approaches to community capacity development. Asian productivity organisation.
- Eisenhart, M.A. (1991). Conceptual framework for research circa 1991: Ideals from cultural anthropologist.
- Eversole, R. (2012). Remaking participation: challenges for community development practice.
- Fenge, L. (2001). Empowerment and Community Care-projecting the 'voice' of older people. *Journal of Social Welfare and Family Law*, Volume 23, no. 4, pp. 427-439.
- Food and Agriculture organization: FAO (1991). Collecting statistics for agriculture, population and employment. Economic and social development paper.
- Frazer, N. (2000). Rethinking recognition. *Research gate*.
- Fund, A. (2000). Varieties of participation in complex government. *Public administration review*, 66(s1).
- George, A.S., Mehra, V., Scott, K. and Sriram, V. (2015). Community participation in health system research. A systematic reviewed the state of research, the nature of interventions involved and the features of engagement with communities. 10(10).
- Gillham, B. (2001). The research interview. *Continuum research methods*.
- Gran, G. (1983). Development by People: Citizen construction of a Just World. Praeger Special Studies.

- Grant, C. and Osanloo, A. (2014). Understanding, selecting and integrating a theoretical framework in dissertation research: Developing a blue print for your house.
- Gupte, M. (2004). Participation in gender environment: The case of community forestry in India. *Hum. Ecol.*, 32(2).
- Harper, B. and Dunham, A. (1959). *Community Organisation in Action*. City Association Press, New York.
- Hays, T. and Minchiello, V. (2005). The meaning of music in lives of older people. A qualitative study. *Ageing and society*.
- Help Age International. (2000). *Ageing Issues in Africa. A Summary of ageing*.
- Hoffman, V. A. (2012). *The Past, Present and Future of Community Development in United States*. Joint Center for Housing Studies. Harvard University
- Hoggett, P. (1997). *Contested communities: Experiences, struggles, and policies*. The policy press.
- Hussein, K. (2000). *The national co-ordination of EU policy: The domestic level*. Oxford University Press.
- Ife, J. (2013). *Community development in an uncertain world. Vision, analysis and practice*. Cambridge University Press, New York.
- Integrated Development Plan 2017/18, Inkosi Langalibalele Municipality.
- International Institute for Environment and Development 2010. *International Institute for Environment and Development*. www.iied.org.
- Jamshed, S. (2014). Qualitative research method –interviewing and observation. *Journal of Basic and clinical pharmacy*. 5(4):87-8.
- Johnson, C. (1982). Grassroots organizing: omen in anticolonial in Southwestern Nigeria. *African Studies Review*.
- Kam, P. (2000). Elderly People: A Community Work Approach. *Community Development Journal*, Volume 31, no. 3, pp.230-240.
- Karimgani, A. and Rahman, K.M.A. (2015). *International Journal of Humanities and Social Science Studies*. 788711.
- Kawulich, B. and Chilisa, B. (2012). Selecting a research paradigm approach: Paradigm, methodology and methods. University of West Georgia.
- Kent, G. (1981). Community-Based Development Planning. *Third world planning Review*, Volume. 3. No.3 pp. 313 -326.
- Khan, M.A. (2006). An investigation of Factors influencing participation. *Journal of Hospitality and Tourism Education*, 18(4):9-1.
- Kieya, H.O. (2016). Factors influencing community participation in the implementation of Murram projects in Nyamira, country, Kenya. Dissertation.
- Kilewo, E.G. and Frumence, G. (2015). Factors that hinder community participation in developing and implementing comprehensive council health plans. *Global health action*. Tanzania.
- Kimani, E.N. and Kombo, D.K. (2011). Gender and poverty reduction: A Kenyan context. *Educational Research and Reviews*. 5(01), pp. 24-30.
- Kings Fund (2000). *Age discrimination in health and social care*.
- Koolnaphadol, T. (2012). *Factors affecting people participation in community development*. Rajabhat Rajagarindra University.

- Kuma, P.K. (2002). Political disempowerment amongst older people in Hong Kong, *Journal of Cross-cultural gerontology* 15:307-29.
- KwaZulu-Natal, P. O. Socio-Economic Review and Outlook (SERO). 2017/2018.
- La Ferrara, E. (1999). Inequality and Group Participation: Theory and Evidence from Rural Tanzania. *Journal of Economics*, Vol 85(2) pp. 235-237.
- Lancaster, T. (2002). *Setting Community Health Programmes: A Practical Manual for use in Developing Countries*. Macmillan Press Ltd., London.
- Lane, M. (2005). Community development, crime and violence: A case study. *Community development journal*, 45(3) pp. 221-222.
- Lehmberg, L.J. and Fung, C. (2010). Benefits of Music Participation for Senior citizens: A review of Literature. *Music Education Research International*, Vol 4.
- Lindgren, I. (2010). Exploring the importance of citizen participation and involvement in e-government projects: Practice incentives, and organization. *Transforming government people process and policy*, 4(4):299-921.
- Lindgren, M. (2010). Community and consent: Unarmed insurrection in non-democracies. *Journal of International Relations*. Europe.
- Little, W. (2016). *Introduction to Sociology*, BC Campus, Canada.
- Lukasik, J., Pikala, N. and Jagielska, K. (2018). Senior citizen existential needs and education for the meaning of life.
- Mack, N. et al. (2005). *Qualitative research methods: A data collector's field guide*. North Carolina, USA: USAID, Family Health International.
- Maher, L. (2010). *Strategies of increasing Participation in Cooperative learning groups*, Maygrove Collage. Dissertation.
- Makofane, M.D.M. and Gray, M.M.A. (2007). Factors hindering the successful outcome of rural community projects. *Social Work/Maatskaplike Werk*. 2001:43(3)
- Mannarini, T., Fedi, A. and Trippetti, S. (2009). Public involvement: How to encourage citizen participation. *Journal of Community and Applied Social Psychology*. 20(4): 262-274.
- Mansuri, G. and Rao, V. (2012) "Can Participation be Induced? Some Evidence from Developing Countries", Policy Research Working Paper 6139, The World Bank, Washington, D.C.
- Manyozo, L. (2009). Mobilizing rural and community radio in Africa. *Ecquid Novi: African*.
- Manyozo, L. (2012). *Media, Communication and Development: Three approaches*.
- Marston, C., Hinton, R., Kean, S., Baral, S., Ahuja, A., Anthony, C. and Anayda, P. (2016). Community participation for transformative action on women's, children's and adolescents' health. *Bulletin of the World Health Organization*, 94 (5), pp. 376 - 382.
- Matarrita-Cascante, D. and Brennan, M.A. (2012). Conceptualizing community development in the twenty-first -century.
- Matosse, E.P. (2013) *Community participation in the integrated development plan preparation process: The case of Ndwedwe municipality, KwaZulu Natal*. Dissertation.
- Mbugua, M.N., Holt, P.T., Harris, P., Olomolaiye, P.O. and Holt, G.D. (1993). A framework for determining critical success factors influencing business performance. *Culture and Performance*.
- McCarthy, K.F. and Jinnett, K.J. (2001). *A new framework for building participation in art*. First edition. Rand Cooperation.

- McClenaghan, P. (2001). Response to social capital: An analytical tool for exploring lifelong learning and community development. *Journal for Educational Research*, 29(3): pp. 417-432.
- Mchombu, K.J. (2004). *Sharing knowledge for community development and transformation: a Handbook*. Second edition. Oxfam Canada.
- McMillan, D.W. and Chavis, D. (1986). Sense of Community: A Definition and Theory. *Journal of community psychology*.
- McMillan, J.H. and Schumacher, S. (1993). *Research in Education: A conceptual introduction*. 3rd edition. New York.
- McNamara, C. (1999). General guidelines for conducting interviews. Retrieved 4. August 2002 from <http://www>.
- Means, R., Richard, S. and Smith, R. (2003). *Community care policy and practice*. Basingstoke: Palgrave (3rd edn).
- Minichiello, A.C. (2005). Arts and the quality of life: An exploratory study. *Social indicators Research*, 71, 11-59.
- Monaheng, T. (1995). *Rural development and participation*. University of South Africa Dissertation.
- Mutong, Z.B (2012). Women's participation in Community-Based Organisation's development as a strategy for poverty reduction in Kenya. *Priscilla papers*. Vol.26, No.1.
- Mwiru, M.N. (2015). *The importance of community participation in development project at local level, a case of Dodoma municipal council*. Dissertation.
- Naidoo, C., and Ramphal, R.R. (2018). The factors that affect public participation for effective municipal service delivery. *Journal of South Africa*. Vol 29(4). pp. 82-93
- Nikkhah, H.A. and Redzuan, M. (2009). Participation as a medium of empowerment in community development. *European Journal of Social Science*. Vol 11.
- Nour, A.M. (2011). Challenges and Advantages of community participation as an approach for sustainable urban development in Egypt. *Journal of Sustainable Development*. Vol.4, No 1.
- Ntini, E. (2006), *Participation of Rural Based Teachers in Community Development Activities in the Chivi district, Masvingo, Zimbabwe*: University of South Africa. Dissertation.
- O'Brien, C. (2009). *New Directions in Community Development and Conflict Resolution*.
- Oakley, P. (1991). *Project with People: The Practice of Participation in Rural Development*, Geneva. ILO *Research in sexual and reproductive health*. San Francisco: Jossey Bass.
- Oris, M., Gabriel, R., Ritschard, G.. and Kliegel, M. (2017). Long Lives and Old Age Poverty: Social Stratification and Life-Course Institutionalization in Switzerland, *Research in Human Development*, Volume 14, no. 1, pp. 427-439.
- Patton, M.Q. (2002). *Qualitative research and Evaluation Methods*. 3rd edition. London. Sage.
- Pearse, A. and Stifel, M. (1976). *Inquiry into Participation: A research approach*, Popular participation program. Geneva: United Nations Research Institute for Social Development.
- Postle, K., Wright, P., and Beresford, P. (2005). Older people participation in political activity-making their voice heard: A potential support roles for welfare professionals in contenting ageism and social exclusion. *Practice*, 17:3, pp. 173-189.
- Pretty, J. (1995). Participatory Learning for Sustainable Agriculture. *World development*, Volume 23, No 8.
- Republic of South Africa, 2006: Older People Act 13 of 2006, Pretoria, the Presidency.

- Rurup, M.L., Pasman, H.R., Goedhart, J., Deeq, D.J., Kerkhof, A.J., and Onwuteaka-Philipsen, B.D. (2011). Understanding Why Older People Develop a Wish to Die: A Qualitative Interview Study in Crisis. *The Journal of Crisis Intervention and Suicide Prevention*, Volume 32, no. 4, pp. 204-216.
- Ruster, J. (2003). Slum upgrading and participation. Lesson from Latin America. The International Bank for reconstruction and Development. Washington D.C.
- Samad, M. (2002). Participation of the rural Poor in Government and NGO Programs. Mowla Brothers, Dhaka.
- Sarantakos, S. (2005). Social Research. 3rd edition. New York.
- Sarason, S.B. (1974). The psychological sense of community: Prospects for a community psychology. Brookline books.
- Sharma, K. (2000). Popular participation in Botswana. Development and citizen participation in Africa. *Regional Development Dialogue*, 21(1): 177-191.
- Shashi, L. and Kerr, J. (2002). Scaling up participatory development in India. Development and Change. Washington D.C.
- Shava, E. and Thakhati, D.R. (2018). Challenges in the Implementation of community development projects in Eastern Cape Province, South Africa. *Journal of Human Ecology*, 53(3):363-373.
- Shembe, C. (2015). Community participation in the Zimbabwe Community Development Association ISAL: Dissertation.
- Shier, M.L., McDougale, L.M., and Handy, F. (2014). Non-profit and promotion of civil engagement: A conceptual framework for understanding the footprint of non-profit within local communities. *Journal non-profit and economic development research*.
- Sibanda, D. (2011). The role of community participation in development initiatives: The case of the Dangs ecological sanitation project in the Zvishavane district, Zimbabwe. Dissertation.
- Sibiya, N. (2010). An investigation of community participation trends in rural development process in Nquthu, Northern KwaZulu Natal. Dissertation.
- Skidmore, P., Bound, K., and Lownsborough, H. (2006). Community participation Who benefits? JRF website (www.jrf.org.uk). Accessed 23 March 2019.
- South African Citizens Act, 2007- South African Government, Pretoria.
- Statistics South Africa (2011). Census 2011 Statistical Release- P0301.4. Pretoria. Statistics South Africa
- Swanepoel, H. J. and De Beer, F. (1998). Community development and beyond: issues, structures and procedures. Pretoria: Van Shaik.
- Swaraj, C. (2016). Community Development. Social work and community development. State Resources Centre, Kerala.
- Swick, K.K.J. (2001). Service-learning in teachers education. Building learning communities. *Clearing House*: 74(5): 261-264.
- Terre Blanche, M., Durrheim, K., and Painter, D. (2006). Research in Practice: Applied Methods for the Social Sciences, 2nd Ed. University of Cape Town Press.
- Tesoriero, F. (2010). Community development: community-based alternative in an Age of Globalisation. Community development. Pearson Australia.
- Thiamwong, L. McManus, M. and Suwanno, J. (2013). Developing of the Thai health aging model: A grounded theory study. *Journal of Health Sciences*.

- Tolley, E.E., Robinson, E.T., Ulin, P.R., and Mack, N. (2016). *Qualitative methods in Public Health: A field for applied research*. Second edition.
- Twala, W.D. (2006).. Community participation a necessity for project success. *African Journal of Agricultural Research*, Vol 5(10).
- Ulin, P.R., Robinson, T.R., and Tolley, E.T. (2004). *Qualitative methods. A field guide of applied research and productive health*. San Francisco. Jossey Bass.
- United Nations Economic Commission for Europe Policy brief on ageing (2009). Integration and participation of older persons in society. Working group on Ageing. www.unece.org/pau.
- UThukela District Municipality (2016). *IDP*. 2016-2017.
- UThukela District Municipality Draft Annual Report 2016/2017
- Waweru, R. (2015). Factors which promote community participation in the community driven development approach. *International journal of Humanities and social science research*.
- Wlokas, H.L., Westoby, P., and Soal S. (2017). *Learning from the Literature on community development for the implementation of community renewable in South Africa*. Energy Research Centre, University of Cape Town. South Africa.
- World Health Organization (2002). European sustainable development Health series: 4. Washington D.C World Bank Report.
- Yin, R., Ulin, P.R., Yin, R., Robinson, T.R., and Tolley, E.T. (2005). *Qualitative methods: A field guide of applied research and productive health*. San Francisco. Jossey Bass.
- Yin, R. K. (2009). *Case study research design amd methods*. Second edition. Sage publications. International educational and professional pblisher, Thousand Oaks London. New Delhi.
- Zadeh, B.S. and Ahmad, N. (2009). Participation and community development. *Research journal of social sciences* 2(1): 13-14.
- Zenter, H. (1964). The State and the Community. *Sociology and Social Research*. (48) 414 - 427.

ANNEXURE A

ETHICAL CLEARANCE LETTER



18 October 2019

Miss Mbali Londiwe Sikhosana (214536337)
School Of Built Env & Dev Stud
Howard College

Dear Miss Sikhosana,

Protocol reference number: HSSREC/00000364/2019

Project title: The participation of senior citizen in community development activities in UThukela District, KwaZulu Natal

Full Approval – Expedited Application

This letter serves to notify you that your application received on 29 August 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one year from 18 October 2019.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,

Dr Rosemary Sibanda (Chair)

/s/

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UICEN Research Ethics Office Westville Campus, Gordon Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campus: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

ANNEXURE B
GATEKEEPER'S REQUEST LETTER



School of Built Environment
06 June 2019
& Development Studies

To: The Manager

Municipality

Re: Permission for Conducting Research [Gatekeeper's Letter]

1. This is to confirm that Mbali Londiwe Sikhosana student number 214536337 is a bona fide student pursuing MA in SS in our Department at The University of KwaZulu-Natal [UKZN]. She is conducting research on the topic: **The participation of senior citizen in community development activities in UThukela District, KwaZulu Natal**. As part of her empirical data collection, Miss Mbali Londiwe Sikhosana, 214536337 has to be in the research area provisionally from 01/10/ 2019 to 01/02/2020 to carry out this research.
2. This request is submitted to your office as an ethical prerequisite for obtaining and analysing the participation of senior citizen in community development activities in UThukela District, KwaZulu Natal for academic purposes.
3. We appreciate any support that she may be given to enable her to carry out her research.
4. Find attached the research instruments she intends to use for your perusal.

Thanking you in anticipation

Yours sincerely

Mr. E. Ntini: (Project Supervisor)

Department of Community Development

ANNEXURE C
GATEKEEPERS PERMISSION LETTER UTHUKELA



Inkosi Langalibalele
LOCAL MUNICIPALITY - UMKHANDLU WENDAWO

OFFICE OF CLLR E.S NDUMO
INKOSI LANGALIBALELE LOCAL MUNICIPALITY – UMKHANDLU
WENDAWO

PO BOX 16, Estcourt, 3310] Physical Address: Civic Building, 1 Victoria Street, Estcourt
Tel. No.: 036 342 7800, Fax. No.:


Dear Sir/Madam

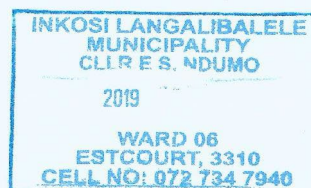
This serves to confirm that Mbali Londiwe Sikhosana, ID NO: 9509201411080, registered for matter in Social Science at University of Kwa Zulu Natal. Permission is hereby granted to her to carry out Community Research based on Senior Citizen in Community Development activities in our area.

The research will be solely for academic purposes she will be doing this till the end of her course.

Should you have any queries please contact Cllr E.S Ndumo at 072 734 7940.

Yours in Community Services


.....
CLLR E.S NDUMO
KZN 237



ANNEXURE D

LETTER TO PARTICIPANTS

University of KwaZulu-Natal
School of Built Environment and Development Studies
Discipline of Community Development
Glenwood
Durban, 4001

Dear Participants

I am Mbali Londiwe Sikhosana, a registered master's student in School of Built Environment and Development Studies in the Discipline of Community Development. My student number is 214536337, and I am doing my master's project with the project title of: **The participation of senior citizen in community development activities in UThukela District, KwaZulu Natal.**

The aim of the study is to describe how senior citizen can participate in community development activities. It also seek to describe the strategies that can be put in place for senior citizen participation in community development activities. Further it will explore the factors that are in favor and against the participation of senior citizen in community development activities.

Permission to conduct the study among Estcourt participants will be obtained from the Municipal and Ethical Clearance for the study will be obtained from the Humanities and Social Sciences Research Ethics Committee of UKZN. I kindly request your participation in the study through focus group discussions and individual interviews. They has been a little research that has been done about participation of senior citizen in community development activities, therefore your participation in the study will contribute to the body of knowledge in this regard.

The following aspects are very important for you to know:

- Participation in this study is voluntary and you will not suffer negative consequences for declining to participate or withdraw from the study.
- Your identity will remain anonymous and information provided is confidential.

- The information obtained will only be used for research purposes and will be reported in a research report and will be published using anonymous data.
- The interview will take about 1 hour or less
- You may, for your interest receive a copy of the final research report through Mr Ntini from the school of Built Environment and Development studies.
- No monetary benefits will be obtained for participating in the study.

Should you require any further clarification regarding this study, please feel free to contact my supervisor and UKZN Human and Science Research Ethics Committee (HSSREC). The contact details are below.

Mr. Edmore Ntini Telephone 0312602289. Email: Ntinie@ukzn.ac.za

HSSREC telephone number: 0312604557. Email: HSSREC@ukzn.ac.za

Thank you for considering participating. Please sign the consent form on the next page should you be willing to participate in the study.

Regards

M.L Sikhosana

ANNEXURE E
PARTICIPANT INFORMED CONSENT FORM (ENGLISH)

Participants Formalization of Consent.

I (Full names of the participant)
hereby confirm that I understand the contents of this document and the nature of the
research project, and I consent to participate in the research project.

I understand and agree to the following:

- **Participation is voluntary and that I may withdraw my participation at any time without suffering any negative consequences.**
- **The information I provide will be anonymous and confidential.**
- **To treat the information shared with strict confidence.**
- **Information obtained will be for research purposes only and reported on in a research report that I will access from the supervisor.**
- **No monetary or other benefits will result from participating in the research.**
- **The data will be kept in the Discipline of Community Development for a period of 5 years and there after destroyed.**
- **I may approach the supervisor or the HSSR Ethics Committee if I have any questions or concerns relating to the project to this number 0312604557**

I give permission for the interview to be audio taped

Yes ☐ **No** ☐

Signature of applicant

Date

ANNEXURE F
PARTICIPANTS INFORMED CONSENT FORM (ISIZULU)

Isihloko: Ukubamba iqhaza kwezaKhamizi ezindala emisebenzini yokuthuthukisa umphakathi esifundeni UThukela, KwaZulu Natali

Abahlanganyeli Ukuhlelelwa kabusha Kwemvume.

Mina..... (Amagama aphelele omhlanganyeli)

Ngiaqinisekisa ukuthi ngiyaqonda okuqukethwe yile ncwadi Kanye nohlobo lweprojekthi yomcwaningo, futhi ngiyavuma ukubamba iqhaza kwiprojekthi yocwaningo.

Ngiaqonda futhi ngiyavumelana nokulandelayo:

- **Ukubamba iqhaza kungokuzithandela nokuthi ngingahoxisa ukubamba iqhaza kwami nanganoma yisiphi isikhathi ngaphandle kokuthola imiphumela emibi.**
- **Imininingwane engiyinikezayo izoba engaziwa futhi ibe yimfihlo**
- **Ukuphatha imininingwane eyabiwe ngokuzethemba okuqinile.**
- **Imininingwane etholakele izokwenzelwe ucwaningo kuphela futhi ibikwe embikweni wokucwaninga engizowuthola kumphathi.**
- **Akukho mali noma ezinye izinzuzo eziyovela ngokuhlanganyela ocwaningweni**
- **Imininingwane ngalo lonke ucwaningo izogcinwa Esibekweni Sokuthuthukiswa Komphakathi isikhathi esiyiminyaka emi-5 emumva kwalapho bese isonakalisiwe.**
- **Ngingaxhumana nabaphathi noma neKomiti Lezimilo le-HSSR uma ngenemibuzo noma ukukhathazeka okuhlobene neprojekthi kule nombololo yocingo 0312604557**
- **Nginikeza imvume yokuthi ingxoxo ivunyelwe ukuthwebula umsindo**

☐

Yebo

☐

Cha

ANNEXURE G

INTERVIEW GUIDE (ENGLISH)

1. Explain what you understand about participation in community development?
2. What roles do you think senior citizens can play in community development activities?
3. What factors would you say deter senior citizen from participating in community development activities?
4. What factors would you say are in favour of the participation of senior citizens in community development activities
5. What would you say senior citizens benefits by participating in community development activities?
6. What would you say are the benefits for the community if senior citizens participate?
7. How do you think senior citizen can be invited to participate in community development activities?
8. What competencies would say senior citizens have that can be used in community development activities in your area?
9. What community development activities do you think are suitable for senior citizens?
10. What strategies would you recommend to ensure that senior citizens participate in community development activities?

ANNEXURE H

INTERVIEW GUIDE (ISIZULU)

Isihloko: Ukubamba iqhaza kwezaKhamizi ezindala emisebenzini yokuthuthukisa umphakathi esifundeni UThukela, KwaZulu Natali

ISIQONDISO SOKUXELWA

1. Chaza okuqondayo ngokubamba iqhaza komphakathi?
2. Yiziphi izindima ocabanga ukuthi izakhamuzi ezindala zingabamba iqhaza ekuthuthukiseni umphakathi?
3. Yiziphi izinto ongathi zivimba izakhamizi ezindala ukuth zingabandakanyi emisebenzini yokuthuthukisa umphakathi?
4. Yiziphi izinto ongathi zivumela ukubamba iqhaza kwezakhamuzi ezindala emisebenzini yokuthuthukisa umphakathi?
5. Yini ongathi izakhamuzi ezindala zisizakala ngayo ngokubamba iqhaza emisebenzini yokuthuthukisa umphakathi?
6. Ungathi yiziphi izinzuzo zomphakathi uma izakhamuzi ezindala zibamba iqhaza?
7. Ngabe ucabanga ukuthi izakhamuzi ezindala zingamenywa kanjani ukuthi zibambe iqhaza emisebenzini yokuthuthukisa umphakathi?
8. Imaphi amakhono ongathi izakhamuzi ezindala anazo ezingasetshenziswa emisebenzini yokuthuthukisa umphakathi endaweni yangakini?
9. Yimiphi imisebenzi yokuthuthukisa umphakathi ocabanga ukuthi ifanele izakhamuzi ezindala?
10. Yimaphi amasu ongawaphakamisa wokuqinisekisa ukuthi izakhamuzi ezindala zibambe iqhaza emisebenzini yokuthuthukisa umphakathi?