

**FACTORS INFLUENCING PARTICIPATION OF YOUTH IN  
COMMUNITY BASED YOUTH PROJECTS IN NYERI COUNTY  
KENYA.**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
MASTER OF ARTS DEGREE IN PROJECT PLANNING AND  
MANAGEMENT**

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**DECLARATION**

I declare that this research project report is my original work and that it has not been presented in any other university or institution for academic credit.

**Signed** \_\_\_\_\_

**Date**.....

**Wanyoike Claire S. Wanja**

**L50/61603/2013**

Supervisor's Declaration

This research project report has been submitted for examination with my approval as university supervisor.

**Signed** \_\_\_\_\_

**Date**.....

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## **DEDICATION**

This research project report is dedicated to my parents Mr. and Mrs. Wanyoike for their moral support, encouragement and facilitation and who made sure that my study has been a success. Also my humble dedication and appreciation goes to my sister Maureen Wanyoike who has also extended moral support during the course of my studies.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AU</b>	African Union
<b>AYC</b>	African Youth Charter
<b>ILO</b>	International Labour Organization
<b>KYVEO</b>	Kenya Youth Voice and Empowerment Organization
<b>NYP</b>	National Youth Programme
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UN</b>	United Nations
<b>WHO</b>	World Health Organization
<b>YAA</b>	Youth Agenda

## ABSTRACT

The term participation is a term modified with adjectives, resulting in terms such as community participation, citizen participation, people's participation, public participation, and popular participation. It means a community having a share in" or "to take part in," thereby emphasizing the rights of individuals and the choices that they make in order to participate. Participatory development is the most important approach towards enabling communities to help themselves and sustain efforts in development work. Despite the government's effort to empower the youth through their participation in community based projects, youth have not fully participated in such projects. The purpose of the study was to assess the factors influencing youth participation in community based youth projects in Nyeri County. Four research objectives guided the study. Research objective one sought to establish the influence of level of education among the youth on their participation in community based youth projects , research objective two sought to assess how individual factors influenced youth participation in community based youth projects , research objective three sought to explore how youth involvement in the monitoring of the projects influenced their participation in community based youth projects while research objective four sought to determine how involvement in decision making influenced youth participation in community based youth projects in Nyeri County. The study adopted a descriptive survey design. The sample comprised of 80 officials and 274 youth members. Data was collected by use of questionnaires and was analyzed by use of qualitative and quantitative technique. Findings revealed that youth who had attained different levels of education participated differently in the youth projects as indicated by majority 49(65.3%) of youth officials which implied that the level of education had an influence on youth participation in community based projects. Majority 140(52.2%) of youth members strongly agreed that education encourages the youth to participate in community based youth projects. Based on the findings, it was concluded that education had an influence on youth participation in community based projects. On the influence of individual factors on the youth participation in community based youth projects, the study concluded that individual factors influenced youth participation in the implementation of community based youth projects and youths were not aware of the participation of community based youth project. The study lastly concluded that youth involvement in decision making process results in better quality decisions of the projects as youth provided technical experts during the projects decision making process. Based on the findings, the study recommended that the government should develop strategies to curb the challenges faced by youths in trying to be part and parcel of the community based projects and also have their voices heard..The study suggested that a study on other factors influencing youth participation in community based projects.. Influence of government policy on youth engagement in community based projects and effects of youth empowerment programmes on youth participation in community based projects to be conducted for further studies

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.3 Background of the study**

Participatory development is the most important approach towards enabling communities to help themselves and sustain efforts in development work. Communities are no longer seen as recipients of development programmes; rather, they have become critical stakeholders that have an important role to play in the management of programmes and projects in there are. The development of community is a dynamic process involving all segments of the locality including the often overlooked youth population (Luloff & Bridger, 2003). Working with the youth has been challenging and rewarding at the same time. It requires immense patience and unwavering trust and energy, but on the other hand, the experience offers enormous satisfaction, and reenergizes and reestablishes one's faith in the future.

The World Bank (2004) considers youth participation in community development projects as a process through which stakeholders' influence and share control over development initiatives, and the decisions and resources which affects them. While Cleaver (2006) is critical that, youth participation has become an act of faith in development. According to Merzel and D'Afflitti, (2003) the term community-based often refers to community as the setting for interventions. As setting, the community is primarily defined geographically and is the location in which projects are

implemented. Such projects may be citywide, using mass media or other approaches, or may take place within community institutions, such as neighborhoods, schools, churches, work sites, voluntary agencies, or other organizations. Various projects may be employed, including educational or other strategies that involve individuals, families, social networks, organizations, and public policy. These community-based projects may also engage community input through advisory committees or community coalitions that assist in tailoring interventions to specific target groups or to adapt programs to community characteristics.

Globally there is no commonly accepted definition of the term 'youth'. The definition of the term youth seems to vary from country to country and agency to agency depending on country or agency specific circumstances. The African Youth Charter (AYC) (2011) has defined young people as individuals between the ages of 15 and 35 years. This definition views young people within the African context and is based on Africa's development realities. The Millennium declaration summit has defined the youth as persons between ages 15-28 years old. In Uganda for instance the youth are classified as those individuals between ages 12 to 30 years, while in Nigeria, it is between 18 and 35 years (International Labour Organization [ILO], 2005).

According to Kenya's constitution a youth is a person between the age bracket of 18 and 35 years. The United Nations(UN) defines youth as persons between 15 and 24 years. The World Health Organization (WHO) identifies three categories of youth adolescents (10-19), youth (15-24 years), and young people (10-24 years). The

African Union (AU) considers youth as persons between 15 and 34 years. In Kenya, there are various aged-based definitions of youth. National Youth Policy (NYP) defines youth as persons aged 15-30 years. This definition is universally accepted and applied by international agencies involved in youth programmes and activities. Most African governments use this definition as a basis for developing their specific age markers, which often reflect high upper age limits in account of the physical, psychological, cultural, social, biological and political aspects, which explain the Kenyan youth situation. The new Constitution defines youth as all individuals in the republic of Kenya who have attained the age of 18 years but have not attained the age of 35 years (Government of Kenya [GoK], 2010). The youth development programmes which the government has been implementing target persons aged 15 to 35 years. Lack of consistency in the definition of Kenyan youth reflects the difficulty that most African societies have in specifying the age bracket of youth.

Kenya's population is largely youthful. 75% of the country's population is made up of persons aged 1 to 30 years. Youth number 10.1 million, accounting for 32% of the country's population. Of these, 51.7% are female and 48.3% male. Youth form about 60% of the total labour force in the country, but a majority, about 65% is unemployed. Out of 750,000 youth who graduate from various tertiary institutions in the country, only 25% access employment. The rest, 75% have to bear the burden of unemployment. Furthermore, some of those absorbed in the labour market have jobs that do not match their qualifications and personal development goals (GoK, 2006). A high level of youth unemployment is associated with lack of adequate education and

marketable skills, fluctuating demand for labour, demand for experience by potential employers and the relatively high youth population.

According to United States AID (2005) Youth need to take the lead in creating their own future. Engaging them in the project cycle will help nurture and encourage emerging youth leaders to learn, to lead, and to identify areas that may be of interest for future careers. Furthermore, inclusion of youth in project design and implementation provides youth with the self-esteem, connection to peers and communities and a positive self-identity, all of which reduce vulnerability to joining violent movements. The most successful youth programs recognize these factors and give youth a significant role in designing and implementing programs with the guidance and support of adult mentors. In Mercy Corps' (2009) Nepal program, young people designed community projects for which they raised money and subsequently built and helped maintain. By including youth in all phases of the project, Mercy Corps enabled youth to see themselves as change agents responsible for their future.

The youth could play an active role in the development of community projects whereby they would support the development of skills such as working in a group, public speaking, and confidence to be able to communicate and interact with a range of stakeholders. The process of participation and empowerment is not about actions simply prescribed by others. Rather, it cultivates opportunities for young people to

develop skills and competencies in a climate of mutual respect and understanding (Liebel & Saadi, 2010).

According to the Kenya Youth Voice and Empowerment Organisation(KYVEO) the youth today are facing many challenges and problems particular to them and while they aspire to have full participation in the life of society, their voices tend to be marginalized. The youth hold the key to developing strong, healthy and caring communities across Kenya and in their professional futures which will be entrusted to lead all aspects of society.

The problems facing Kenyan youth challenge not only today's society, but future generations as well. It is therefore essential that youth be given a role and a voice in seeking to address these challenges. It is imperative for youth leadership today and for Kenya's future, that we develop youth voices by providing every each one with a channel to express themselves.

According to Urdal (2004) unemployment seems to be the biggest issue facing the youth in Nairobi today. How to survive day by day without a stable source of income raises the brow. Most of them leave for Nairobi from the rural areas with hopes of landing lucrative jobs only to end up spending days in casual labour that pays about Ksh. 300 a day, if they are lucky. It's easy to join crime or to be recruited to join political gangs. With this kind of migration to the cities participation in the projects are rare or unheard of. It's not an easy road for the formally educated either. They finish university with high hopes and celebrate their graduations like they're still the

first people from their villages to have a degree. A very high percentage of graduates remain unemployed or work in jobs that have nothing to do with what they learned in university. The pay is always low and motivation is lacking. In so doing the thought of even participating in the community projects that are in their rural homes such as Nyeri become hard as they do not want to be associated with the rural folks.

In 2009 the Government of Kenya launched the Kazi Kwa Vijana (Work for Youth) programme, aiming to employ both urban and rural youth in labour intensive public works projects like road maintenance, water harvesting, afforestation and waste collection. The Government also supports a fund providing young people finance for self employment and entrepreneurial skills' development. What's most significant about the project though is their involvement in its management and implementation: the implementation team consists entirely of local youth. Moreover, the junior staff is allowed to make decisions without being micro-managed. The community has gained a sense of ownership in the project, as well as responsibility towards their environment. The donors' role has been to support an existing national process by scaling-up its dimension through additional financial support, as well through specific technical assistance.

Among the community based projects in Nyeri are projects on livelihoods Programme, entrepreneurship and empowerment. There are also incomes generating projects for example in Mukurwe-ini on sustainable agriculture. These include projects on poultry rearing, goat rearing and tissue culture. The membership of the

project is youth and farmers from the area. The community empowerment deals with self help groups. Most of these projects are managed under Caritas of the Catholic Archdiocese Nyeri and its parishes. The Kagua initiative project is a youth project promoting credible and accountable leadership among the citizens of Nyeri County. Through the support of Amkeni Wakenya, the Youth Agenda (YAA) has partnered with the Nyeri Social Forum, a community based organization on this project that seeks to improve the youth in Nyeri county through engagement in establishing accountable and responsive devolved governments by empowering them to utilize proper and adequate information as they begin to exercise their right to participate in the governance of their counties from the election of their leaders and right through their term in public offices. The project is expected to equip the youth in Nyeri County with pertinent knowledge to enable them monitor performance of the county governments.

#### **1.4 Statement of the problem**

The notion of youth participation in community based projects has been gaining momentum in the process of human empowerment and development. Contemporary development scholars have been advocating the inclusion of youth participation in development projects as they believe the avowed objectives of any project cannot be fully achieved unless people meaningfully participate in it. Stone (2011) argues that youth participation in development projects may help bring effective social change rather than impose an external culture on a society. Similarly, referring to the

experience of rural development programs, Shrimpton (2009) states that community participation in the design and management of a project greatly enhances the likelihood of project success due to improved and increased sustainability. Despite the government's effort to empower the youth through their participation in community based projects, youth have not fully participated in such projects. For example, in Nyeri County youth do not participate in meetings to discuss the projects they intend to participate in. In several meetings that the researcher was part of the projects observed that majority of the participants in such meetings were elderly people. Among 8 meetings called upon by the officials to discuss such projects, youth were virtually absent. The study sought to establish the factors that influence youth participation in community based projects in Nyeri County.

### **1.3 Purpose of the study**

The study sought to establish the factors that influence youth participation in community based youth projects in Nyeri County.

### **1.5 Objectives of the study**

The study was guided by the following objectives

- i. To establish how level of education among the youth influences their participation in community based youth projects in Nyeri County
- ii. To assess how individual factors influence youth participation in community based youth projects in Nyeri County

- iii. To explore how youth involvement in the monitoring of the projects influences their participation in community based youth projects in Nyeri County
- iv. To determine how involvement in decision making influences youth participation in community based youth projects in Nyeri County

### **1.5 Research Questions**

The following research questions answered the above objectives

- i. To what extent does level of education influence youth participation in community based youth projects in Nyeri County?
- ii. How does the individual factors influence youth participation in community based youth projects in Nyeri County?
- iii. How does involvement in monitoring of the projects influence the participation of youth in community based youth projects in Nyeri County?
- iv. In what ways does involvement in decision making influence youth participation in community based youth projects in Nyeri County?

### **1.6 Significance of the study**

Success of community based youth projects is very critical in stimulating economic growth in marginal parts of the country and providing employment opportunities for

the ever increasing population of unemployed youth. The findings of the study were also expected to add to the existing body of knowledge especially in the field of youth participation in community development projects. The findings of the study were expected to bring out the factors that influence youth participation in community based youth projects. This may help the community development practitioners in designing their projects in a manner that necessitated more youth participation.

The study was of significance to the Ministry of Youth whereby they would be able to understand the importance of the youth in the participation of community projects, the problems they face and challenges in trying to be part and parcel of the community based projects and also have their voices heard. With the Nongovernmental Organizations (NGOs) the study assisted them in trying to understand the gaps that this youth would want sealed so that they are able to work properly without conflict or clashing interests such as having the youth chair their own projects other than the NGOs steering everything for them. The findings of the study formed a basis for other scholars intending to carry out research in the area of youth participation in community based projects.

### **1.7 Limitations of the study**

Some of the limitations to this study were securing appointments from those in authority or office due to their busy schedules and therefore seeking other

arrangements to counteract this setback limited the study too. Another limitation was inadequate resources and time which might hinder the researcher

### **1.8 Delimitations of the study**

The study was delimited to youth based projects in Nyeri County. The study delimited to the 100 project officials and 970 members. The choice of these two categories of respondents is based on the fact that they have first hand information concerning the the factors that influence youth participation in community based youth projects in Nyeri County.

### **1.9 Assumptions of the study**

The study assumed that the respondents were available and that they provided reliable and valid information that was used to make conclusions in relation to the study.

## **1.10 Definition of Significant Terms**

The following are the significant terms used in the study

**Availability of resources** refers to youth access to money for running the projects

**Decision making** refers to opportunity for the youth to take part in formulation of decision for the project

**Individual factors** refers to personal characteristics such as gender, age, occupation and marital status

**Level of education** refers to the academic achievement of the youth whether in primary, secondary, college or university.

**Monitoring and evaluation** refers to youth participation in appraisal of the projects

**Youth Participation** it's an activity that's self help aided by the local community themselves, the government and other stakeholders offering only technical guidance and financial assistance.

**Youth:** according to the Kenyan Constitution a youth includes those between the ages of 18- 35 years

Youth participation refers to the involvement of young people in the community based projects

**Youth Participation** it's an activity that's self help aided by the local community themselves, the government and other stakeholders offering only technical guidance and financial assistance.

**Decision making** refers to opportunity for the youth to take part in formulation of decision for the project

**Individual factors** refers to personal characteristics such as gender, age, occupation and marital status

**Level of education** refers to the academic achievement of the youth whether in primary, secondary, college or university.

**Monitoring and evaluation** refers to youth participation in appraisal of the projects

**Participation:** refers to youth taking part in the youth based projects during the baseline and in the implementation of the project.

**Youth:** according to the Kenyan Constitution a youth includes those between the ages of 18- 35 years

### **1.11 Organization of the Study**

The study is organized into five chapters. Chapter One contains the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations, delimitations, basic assumptions of the study and the organization of the study. Chapter Two focuses on literature review. The chapter presents the concept of youth participation in community youth based projects from global, African and local perspectives. The chapter also presents a conceptual framework showing the variables and the various indicators. Chapter Three outlines the research methodology used in the study and included research design, target population, sample size and sampling techniques, sample size, sampling techniques, research instruments, validity of the instruments, reliability of the instruments, and finally data analysis techniques. The chapter also presents the Operationalization of variables table. Chapter Four presents data analysis, presentation and interpretation of data while Chapter Five entails summary of

findings, discussions of findings, conclusions, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews available literature review on youth participation in community youth based projects from global, African and local perspectives. The chapter lastly presents the conceptual framework of the study on which the study is based.

#### **2.2 Concept of youth participation in community based projects**

The terms participation is a term modified with adjectives, resulting in terms such as community participation, citizen participation, people's participation, public participation, and popular participation. It means a community having a share in" or "to take part in," thereby emphasizing the rights of individuals and the choices that they make in order to participate. Brager, Specht, and Torczyner (2007) defined participation as a means to educate citizens and to increase their competence. It is a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power. Armitage (2010) defined participation as a process by which the community act in response to public concerns, voice their opinions about decisions that affect them, and take responsibility for changes to their community.

Pran Manga and Wendy Muckle (Chappel, 2008) suggest that youth participation may also be a response to the traditional sense of powerlessness felt by the general

public when it comes to influencing government decisions: “people often feel that health and social services are beyond their control because the decisions are made outside their community. Involvement or participation has become one of the important conditions and is essential for the implementation of programmes and projects and also a fundamental condition to attract projects and programmes. It is also considered as a method capable of solving problems of maintenance of essential services that some of our communities meet like inadequate access to water and sanitation and lack of public funds.

Community based project are recognized as an integral component of economic development and a crucial element in the effort to lift countries out of poverty (Wolfenson, 2001). Such projects are a driving force for economic growth, job creation, and poverty reduction in developing countries. They have been the means through which accelerated economic growth and rapid industrialization have been achieved (Harris et al, 2006; Sauser, 2005). According to Paul (2009), youth participation in community projects implies a proactive process in which the beneficiaries influence the development and management of development projects rather than merely receiving a share of project benefits. Sara and Katz (2009) notes that community participation creates an enabling environment for sustainability by allowing users, as a group to select the level of services for which they are willing to pay, to guide key investment and management decisions, and also to make choices and commit resources in support of these choices.

Narayan, 2005; Yacoob and Walker, 2011; McCommon, Warner and Yohalem, 2009; and Wright, 2007 summarize indicators of youth participation in community based projects and management as participation in decision-making, control, community contribution, representation, responsibility, authority and informed choice. It is necessary for all aspects related to project development and implementation to be based on youth preferences. Youth must have the necessary information to understand options, and on available alternatives and associated costs, to help them in making rational and socially optimal decisions. Furthermore, the youth need to willingly contribute to the development and operation of the project and not to be coerced. Those responsible for managing community based projects should represent the diversity within the community, and be elected democratically. The youth need to assume responsibility for the project through realizing that its survival or collapse depends on their investment, for example, in terms of time, physical and financial capital. The youth also have to have the authority to make decisions relating to the project on behalf of the users. The youth should be able to make major decisions relating to the project and determine the outcome of the decisions.

According to Nikkhah and Redzuan (2009), it is impossible to achieve community development without participation and involvement of the youth in particular projects. They emphasize on participation as a means as well as an end. Participation as an end ensures people are directly involved in the project and they can take the control of decision that affect their lives. Furthermore, participation as a bottom-up

approach of community development will be high, and consequently the particular community will have access to a sustainable development.

According to Dungumaro and Madulu (2011), the level of involvement of youth in community youth based projects is still low in most developing countries including Tanzania. Bell (2011) argues that youth involvement in community based projects is based on local youth consent in taking part in public decision making processes that affect their lives. Livingstone and McPherson (1993) observe that lessons from successful community based projects in Western Canada suggest that a sustainable community managed project must be demand driven, that the implementing agency provide an enabling environment, and that beneficiaries be legally empowered to assume ownership and responsibility for the completed systems.

Nikkhah and Redzuan (2009) note that participation in which people get directly involved in the projects ensures that they can take control of decisions that affect their lives. They conclude that participation as an end would lead to empowerment through top-down, bottom-up and partnership. Empowerment and type of participation as an end in bottom up approach of community development will be high, and consequently the particular community will have achieve sustainable development.

Rono and Aboud (2003) in a study of the Nandi community participation in projects recommends that policy makers, development planners and implementers should ensure that people in the community are made aware that their level of work ethic, involvement and participation is responsible for the poor performance of their

community development projects. If the Nandi rural economy is to be revived, agents of change ought to guide the rural population towards involvement and full participation in projects which are meant to improve their welfare.

Yuerlita, Febriamansyahv and Saptomo (2004) in a study in Indonesia notes that there is need to emphasize on equal participation between youth and older people in decision-making process, implementation, operation and maintenance and monitoring and evaluation. In decision-making process, the older people actively participate and they attend meetings more frequently than the youth. However, youth do not get any knowledge about the schemes during the project construction or trainings. Youth use the facilities more often than older people but lack of general knowledge on the schemes make the youth unable to do maintenance tasks. The sustainability of a project may be threatened because youth are not effectively involved in the project. Therefore, involving both youth and older people effectively in the project phases need to be emphasized and implemented in the achievement of project sustainability.

Brett, Margaret and Tammo (2007) in the results of a study in Mali indicate that while community-based rural water supply is a positive step in responding to the needs of rural Malians, the installation of boreholes with hand pumps informed merely by consultative participatory approaches and limited extension involvement will not necessarily proffer sustainable rural water supply in the region. A “platform” approach to rural water supply management that can mobilize the assets and insights of different social actors to influence decision making at all stages, including the

design and choice-of-technology stages, in water supply interventions is instead advocated.

### **2.3. Level of education and youth participation in community based projects**

A study by Angba et al., in 2009 evaluating the effect of level of education on youth participation in community projects in Rivers State, Nigeria revealed that youth who were better educated participated actively than those not very well educated. In this study, data was collected with the aid of structured questionnaire administered to 210 youths in 27 communities. A multi stage random sampling technique was employed in the selection and data analysis was by the use of Pearson Correlation. Findings revealed that some relationship exist significantly between socio-demographic characteristics such as educational level and the attitude of youths towards community water projects.

Educational level correlates significantly and positively with age. The implication of this finding is that as one attains a higher level of education attitude towards participating in community water projects is likely to be more favourable. In essence the higher the educational level attained the more favourable the attitude towards participating in community development projects. Ovwigho and Ifie (2004) reiterated the importance of education when they noted youth's involvement in community development endeavors. Also, Onweagba (1990) in a study found that education was linked to attitude towards participation.

Similarly, Ekong (2003) reported that age is more often used as a tenable criterion for some social status than education. According to Nelson et al (1960) educational levels are highly significant in the extent, intensity and pattern of participation. They further stated that participation increases with education, but beyond the high school level the increase is greatest in non church-related organizations. It was further expressed that effective participation obviously requires communicative and human relational skills which must be learned; hence those who are better educated would be better empowered for participation because their attitude would likely be favourable.

Asiabaka (1990) found that educated youth participated more in the rural development programme of government (Better Life Programme). Education is a major determinant of effective participation in community development projects. The educated people would most likely appreciate community development better than the less educated. If the people appreciate community development his attitude towards participating in community water projects is likely to be favourable. Onu (2000) had reported the importance of education among rural development agents. The educated youths are potent agents in development in many rural and urban communities.

Regarding education, most studies are inconsistent about education and participation in community development projects. Findings from various studies researching youth participation indicate that the level of education of youth is high in Nyeri. In their study conducted in Greece, Sarri and Trihopoulou (2005) indicate that the level of education is a determinant of how youth understand development issues and which

also motivates them to get involved. However, during a conference organized by the Organization for Economic Cooperation and Development (OECD) in July 2004 participants reported that well-educated youth are less likely to participate in community affairs.

Lack of sufficient education and training for youth is an impediment their participation in community based activities. Culturally, and especially in the rural setting, the girl child was not given equal opportunity to study like the boys; hence they had limited education and training (if any) which tended to affect effective performance in later life (Carter, 2000).

#### **2.4 Influence of individual factors on youth participation in community development projects.**

Several factors may influence youth participation in community development projects. Literature cites amongst others, personal characteristics, finance, and business characteristics as the most important ones (Naser et al., 2009). One of the main factors affecting individual factors documented in the literature concerns their personal characteristics. In a study on Nigerian youth involvement in community based projects, the authors found that nearly half of their sample of youth participants started their business between 19-24 years old (Mordi et al., 2010).

It is observed that age has an impact on how one approaches his environments and activities. Young people are very aggressive, impatient, and ready to take risks. This

may influence on business practice of the entrepreneurs. Individuals are socialized to behave in ways that meet with the approval of their role set, example, a young person with business owning parents may well be expected to join family business and not to do so would create a vacuum in the business. Simon (1998) found that age has an impact and perceived levels of participation is acquired overtime and consequently age has an impact on the involvement of youth in community activities e.g. it has been suggested that many aged thirty or less may not have acquired sufficient organizational experience while those aged forty five years or more may no longer possess the required energy. However, Longenelker (1999) said that there are no hard or fast rules concerning the right age for starting business.

The other factors that influence youth participation in community based activities include need for effective communication to negotiate/bargain favorably on issues of development (Woldie & Adersua, 2004). As far as marital status is concerned, youth tend to be married with children (Nearchou- Ellinas & Kountouris, 2004), which also explains to some extent their late entry in community activities. Youth in many parts of the world seek alternatives for advancement. Participation in community based development projects is usually viewed by youth as a retrogressive undertaking and hence may wish to engage in other areas of personal development.

Female married youth family obligations also bar them from becoming successful entrepreneurs in both developed and developing nations. Having primary responsibility for children, home and older dependent family members, few women

can devote all their time and energies to their business (Starcher, 1996). The financial institutions discourage women entrepreneurs on the belief that they can at any time leave their business and become housewives again. The result is that they are forced to rely on their own savings, and loan from relatives and family friends. For example in India women give more emphasis to family ties and relationships. Married women have to make a fine balance between participation on community activities and home. The interest of the family members is a determinant factor in the realization of women folk business aspirations.

According to Capowski (1992) women entrepreneurs are predominant in the service industry, which is attributed to the “traditional” female upbringing. Similarly, Kepler and Shane (2007) and Brush et al., (2006) suggest that female-led businesses are more likely to be found in personal services and retail trade and less likely to be found in manufacturing and high technology. Since their young age women are expected to help in the home and have been educated to be service-oriented, which explains why entrepreneurial activities are concentrated in the services sector. Thus, the choice of industry is based on their previous life experiences which reflect their personality and values. In addition, due to social factors, women tend to choose specific sectors that are considered to be acceptable for women, and because they face certain barriers in other sectors (Mirchandani, 1999). With regards to the relationship between choice of sector and previous experience, studies carried out seem to suggest that there is a positive relationship since it is viewed as less risky to enter into a business in which the entrepreneur has prior knowledge. Bosma et al., (2004) found

that the industry experience of the entrepreneur increases firm survival, firm profits, and firm employment. Likewise, Gimeno et al., (1997) also found that experience in related businesses had a positive effect on performance.

Motivation of the youth in community based projects is another factor that influences their participation. Motivation refers to those forces operating within an individual which compel him to act in a certain manner (Monnappa, 2008). Work has different connotations to different people. Some people will consider some types of work as hobbies or play while others will not participate in a play unless for pay. Mostly, the motives that drive people to work are intrinsic. They have a need for achievement which is the desire to accomplish a task or goal which then gives them satisfaction. Among the early proponents of motivations, Maslow's Hierarchy of needs is of special significance in work related issues. It has five progressive needs structure that explains individuals drive, that is physiological, social, ego, and self-actualization (Monnappa, 2008).

Satisfaction is encouragement that leads to graduates and later workers to display significant improvements as it forms a great deal of self-perception (Child, 1997). Self-perception is what one brings to a specific event. The attributing factors are both environmental and personal. These attributors are for example aptitude effort, chance, mood, fatigue, health, teaching methods, research methods among others. Monnappa (2008) explains the effects of good self-perception on business entrepreneurship.

## **2.5 Youth involvement in monitoring of the projects in community based projects**

Since communities know the most about their own local environment, culture, vulnerabilities, requirements, they ought to be involved in the appointment of the evaluation committee. The evaluation committee should be planned by them or, at a minimum, under their direction. However, a true community-based approach requires a different programming flow, one that begins not with assessment, but with mobilization of social groups and communities, which is then followed by a community-based assessment (Mulwa, 2007). This mobilization may be done by the community on its own initiative or as a response to signals from government about how reconstruction will be undertaken. Alternatively, agencies involved in reconstruction, including national and local NGOs, or local governments may initiate the mobilization process but the community should be involved in the appointment of the evaluation committee (Government of Kenya, 2003).

Conventionally trained planners may need to adjust their thinking in order to successfully participate in this type of water projects. This implies that they should be aware of the community needs and aspirations, they should share in the vision and mission of the committee. Also, because the success of this type of approach depends on community decision making, assistance may be needed to restart institutional mechanisms for consensual decision making and to establish or reestablish other governance structures (United Nations Development Programme [UNDP], 2002).

Training and facilitation are key ingredients of a youth participatory approach to community based projects. Youth need training that supports their particular role(s) in the projects. They should be accorded chance and opportunity to elect those that are to evaluate their programmes. If supervision of development projects is a community responsibility, some members will need to be incorporated in the evaluation committee to understand plans and specifications of the project (Kibua, 2006). Facilitation is different from training, but is also critically important. Facilitation involves activities that help the community reestablish their decision-making processes, develop and implement plans, get access to resources, resolve conflicts, etc. Finding, training, and keeping good community facilitators are absolutely critical roles for government and agencies involved in participatory community based projects.

The appointment of evaluation committee should comprise at least eight to twelve (8-12) members who are appointed by the board. Criteria for selection of community committee members should be determined by the policy board, but should include several considerations. For example, members should preferably have some connection to established formal or informal community or consumer networks, although appointment of individual consumers with the capacity to develop such links should also be considered (Nyamori, 2009). Applicants for community advisory committee membership should be sought through a range of strategies, including seeking recommendations of individuals from peak bodies directly approaching individuals who have appropriate experience as consumers or community members.

Both the selection criteria and the selection process for appointment to the community advisory committee must be transparent. The process must ensure that individuals or groups are informed about the committee and the selection process, and that prospective members are encouraged to apply (Nyamori, 2009).

In the evaluation committee, the community should be allowed to present a considerable number of youth from the community who will represent the community during the evaluation. At least one, but no more than two, members of the board who satisfy the selection criteria for appointment should be appointed to the community advisory committee. Board providing services to rural communities need to develop specific strategies for engaging with consumers, careers and community members from across their region, particularly from remote communities (Ahmed, 1997).

## **2.6 Involvement of youth in decision making and youth participation in community based projects**

Participation plays a major role in people's management of their own affairs. Ownership and control of community based projects have a profound impact on participation in development projects (Mathbor, 2010). Ferrer (2008) emphasized four areas to be worked toward in a participatory resource management program: greater economic and social equality, better access to services for all, greater participation in decision making, and deeper involvement in the organizing process resulting from the empowerment of people.

Involvement of youth in decision making about community based projects is an important factor in the success of the projects. Such involvement should give the youth full inclusion in designing, organizing, and implementing activities and workshops in order to create consensus, ownership, and action in support of community based youth projects in specific areas. It should include people and groups rather than exclude any individuals. Youth involvement is a process for involving the youth in the decision making of an organization (Becker, 2007). Participation actually brings the public into the decision- making process. Youth involvement can take place at several stages in the establishment and management of the project in several stages. These stages includes recognition of a need; discussions with interested parties and integration with the community; baseline studies and monitoring; education; core group building and formalization of reserves; and enforcement.

Recent decades have seen a dramatic increase in public participation in decision-making conducted by government agencies. This increase has been driven both by citizens who demand a greater role in shaping the decisions that affect their well-being, and by agencies that recognize the benefits of involving citizens in their decision making processes. It is now widely believed that members of the public should participate in decision making (Webler et al., 2001), and there are many laws, regulations, and policies that call for public participation in decision-making (ELI, 1999). Evidence suggests that involving stakeholders results in better quality decisions (Beierle and Cayford, 2002). The forms and processes of public

participation in environmental decision-making by government agencies are highly variable. There is a rich literature of case studies that describe these many forms and processes, assess their relative merits, and provide insights about what works and what doesn't (see for example Beierle, 2000; Conley and Moote, 2008; Chess and Purcell, 2009; Renn et al., 1995; Zarger, 2003 for reviews).

They also believe that participation can help increase trust in government, and in the legitimacy, credibility, and acceptability of risk management decisions (Charnley, 2000; Folk, 2011; Rowe and Frewer, 2005). However, other people criticize the youth participation process, asserting that it increases rather than decreases conflict between agencies and the public, increases rather than decreases the costs of making and implementing policy decisions, and is unduly time consuming (English, 2006). In addition, some people believe that involvement processes are counter-democratic, claiming that they increase the influence of special interest groups. Moreover, some people believe that decisions involving complex technical and scientific issues should be made by experts, viewing members of the general public as being unqualified to address them, and too emotionally involved in the problems to be solved (Folk, 2011).

The requirement of decision making applies to all parties involved in the community based project, such as project management, external organizers, and traditional leaders, as well as any emergent leadership from the ranks of the poor and the disadvantaged (Adnan, Barrett, Alam, & Brustinow, 2002) The authors also note that

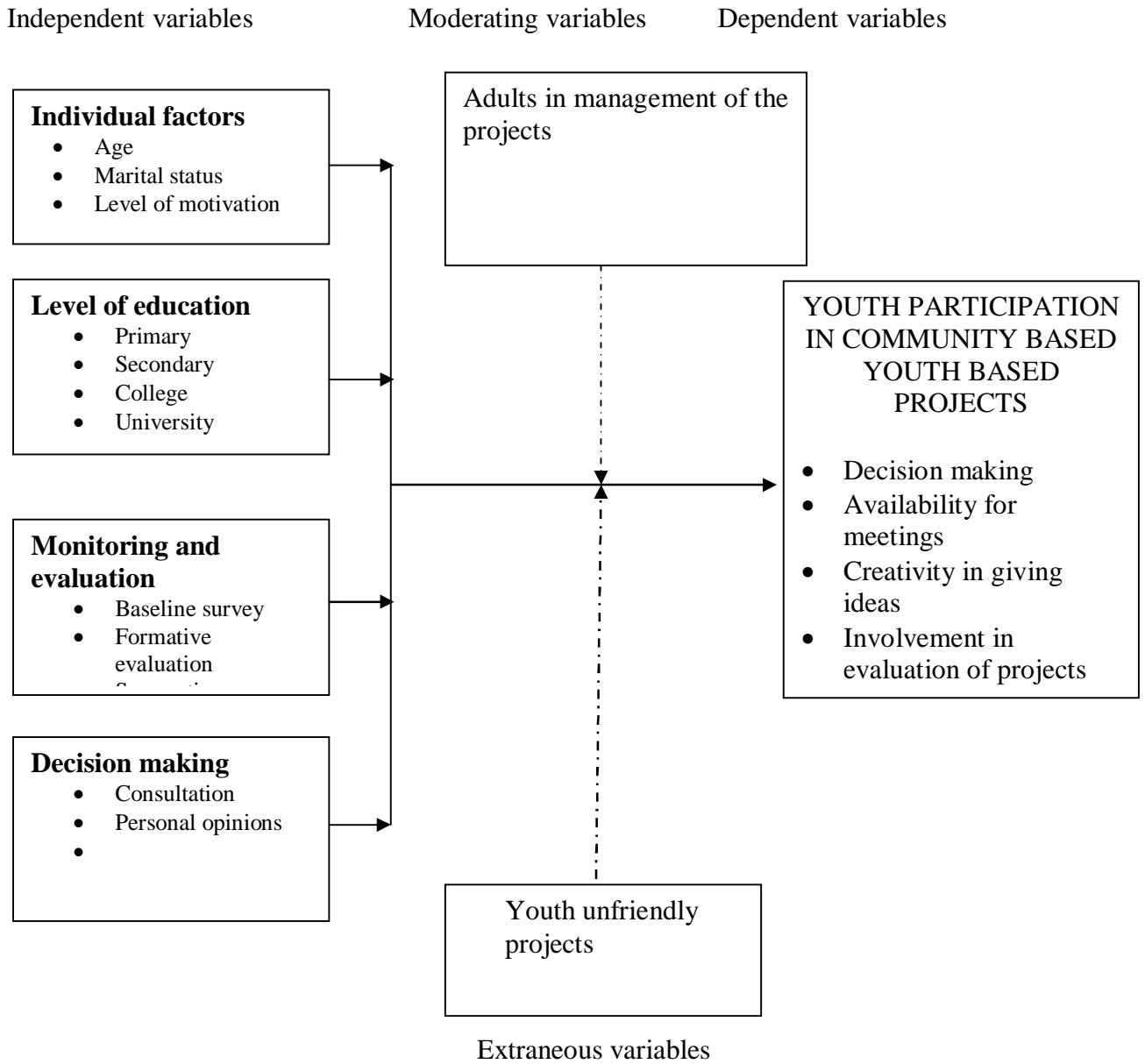
the agencies involved in project management and implementation are procedurally and periodically answerable to the people in the project area, as well as the citizens of the country in general. All people should be aware of their roles in the project and the planning of activities of the project. Accountability of concerned community members must be ensured, particularly after the decision is taken.

## **2.7 Theoretical Framework**

The study is based on Arnstein's (1969) theory of community participation. Arnstein proposed a ladder of participation. He stated that participation in community activities is influenced by a number of factors which include centre of power, Issues of process and capacity, group leadership, attitude that the participants have towards the project. Arnstein states that in particular, there has been a shift towards understanding participation in terms of the empowerment of individuals and communities. This has stemmed from the growing prominence of the idea of the citizen as consumer, where choice among alternatives is seen as a means of access to power. Under this model, people are expected to be responsible for themselves and should, therefore, be active in decision-making. This theory is applicable to this study since youth participation is also influenced by similar factors as proposed by Arnstein.

## **2.8 Conceptual framework**

The conceptual framework for the study is presented in Figure 2.1



**Figure 1. Conceptual framework**

The conceptual framework above shows the interrelationships of variable on the factors influencing youth participation in community based youth. The framework shows that youth participation in such projects is affected by a variety of factors

which include youth individual factors such as age, marital status, their level of education and the level of motivation; level of education whether primary, secondary, college or university; involvement in the monitoring and evaluation of the projects may it be baseline survey, formative and summative evaluation, and lastly involvement in decision making. These are the independent variables of the study. When these variables are manipulated, they will have an influence on how the youth participate in community based projects. The moderating variable is the adult dominance in the projects, while the intervening variable is youth unfriendly projects.

## **2.8 Summary of the literature review and research gaps**

The chapter has reviewed literature of factors influencing youth participation in projects. According to Paul (2009), youth participation in community projects implies a proactive process in which the beneficiaries influence the development and management of development projects rather than merely receiving a share of project benefits. Sara and Katz (2009) has also noted that participation in community projects participation creates an enabling environment for sustainability by allowing users. According to Nikkiah and Redzuan (2009), it is impossible to achieve community development without participation and involvement of the youth in particular projects . Bell (2011) argues that youth involvement in community based projects is based on local youth consent in taking part in public decision making processes that affect their lives while Livingstone and McPherson (1993) observe that lessons from successful community based projects in Western Canada suggest that a sustainable community managed project must be demand driven, that the

implementing agency provide an enabling environment, and that beneficiaries be legally empowered to assume ownership and responsibility for the completed systems.

Brett, Margaret and Tammo (2007) found that inadequate consultative participatory approaches to the projects was a hindrance to success of the projects. While the authors focused on participative approaches, they did not identify what factors affect your participation in youth projects hence this study fills in that gap. Angba et (2009) has revealed that youth who were better educated participated actively than those not very well educated. However Angba did not establish how level of education affected your participation in your projects hence this study fills in that gap.

Asiabaka (1990) found that educated youth participated more in the rural development programme of government (Better Life Programme). Asiabaka did not however establish how different levels of education affected your participation in projects hence the current study fills in the gap. Onu (2000) had reported the importance of education among rural development agents. The educated youths are potent agents in development in many rural and urban communities. This study was conducted in out of Kenya. The current study will be conducted in Kenya so that results can be compared.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of research methodology which explains the intended research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments methods of data collection and data analysis methods.

#### **3.2 Research Design**

This study was conducted using descriptive survey design. Descriptive survey research sought to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior or values (Mugenda & Mugenda, 2003). Descriptive survey suited this study because the population in question was large and it was difficult to observe the characteristics of each individual. It also helped in collecting original data on youth participation in community based projects.

#### **3.3 Target population**

A population consists of a group that share common characteristics from which individuals or units of analysis are then chosen out of the population for the study, i.e. such a sample consists of a small portion of the total group that made up the study

(Fox & Bayat, 2007). The study targeted all the community youth projects in Nyeri County. There were 20 community youth based projects comprising of 5 officials each. The target population therefore comprised of all 100 project officials and 970 members involved in the projects.

### **3.4 Sample size and sampling procedure**

Sampling means selecting a given number of subjects from a defined population as representative of that population (Mugenda & Mugenda 2003). The youth members and the officials were sampled using simple random sampling. To sample the officials, the researcher used the table by Krejcie and Morgan (1970) (Appendix IV) who states that out of a sample of 100, 80 should be selected and out of 970, 274 should be selected. This implies that the sample was 80 officials and 274 youth members.

### **3.5 Data collection instruments**

Primary data was collected by use of questionnaires. Questionnaires were used as they are convenient in saving time and are economical in terms of finances. Use of questionnaires provided ample time for the respondents to attend to questions without undue pressure. According to Mugenda & Mugenda (2003), a questionnaire is a written set of questions to which subjects respond in writing. Questionnaires ensured anonymity of the respondents thus was expected to enhance their honesty (Orodho 2005). Questionnaires allowed the respondents to freely express themselves

(Mugenda & Mugenda 1999) The questionnaires had both close ended and projective questions which required respondents to indicate feelings, opinions and suggestions (Orodho, 2005).

### **3.6 Validity of Instrument**

Validity is the degree to which the research instruments appropriately and accurately measures what they are supposed to measure (Orodho, 2005). Content validity was established through consultations and discussions with the research supervisors who were experts in the area of research. Their inputs was incorporated in the instruments before the actual data collection.

### **3.7 Reliability of Instrument**

Reliability is the degree of consistency to which a research instrument measures whatever it is intended to measure or how it yields similar results over a number of repeated trials (Orodho, 2005). The reliability of questionnaires was established through the test-retest procedure. Questionnaires were first tested in ten randomly selected community based youth projects not in the study sample. A period of two weeks was allowed before the tools were administered again for a retest. Sampled responses from the test and the retest was analyzed using means, frequencies and percentages that produced scores which helped check whether the two processes gave similar results. The scores were then correlated using Pearson's Correlation Coefficient as an estimate of reliability. A correlation coefficient of above 0.7 implied

that the items in the instruments correlated highly among themselves hence consistent. The procedures helped in modifying and removing a few ambiguous responses or weaknesses and hence produce revised instruments used in the actual study.

### **3.8 Data analysis methods**

Data analysis is the categorizing, ordering, manipulation and summarizing of data to obtain answers to research questions. Data analysis followed after the data has been collected. The research yield both qualitative and quantitative data from the structured and the unstructured items. Coding was done for the structured items. Coding was usually done through which categories of data are transformed into symbols that may be tabulated and counted (Kothari, 2004). The analysis of the coded data was done using the Statistical Package for Social Sciences (SPSS). Quantitative and qualitative methods of data analysis were used in which descriptive statistics like frequencies and percentages were applied to summarize quantitative data while the qualitative data was arranged into themes. Quantitative data from the structured interviews was coded and analyzed using descriptive statistics.

### **3.9 Ethical consideration**

Before the commencement of the study, the researcher sought permission from the relevant authorities. A letter of introduction was sought from the university. The researcher explained to the respondents the purpose of the study before involving

them. She also explained how the results of the study would be important to them. The researcher also assured the respondents that the information they provided was for the purpose of the study and their identity was to be treated with confidentiality.

### 3.10 Operational definition of variables

Indicators were denoted by the main variables under the study in order to render them measurable.

<b>OBJECTIVE</b>	<b>INDEPENDENT VARIABLE</b>	<b>DEPENDENT VARIABLE</b>	<b>INDICATORS</b>	<b>MEASURE</b>	<b>SCALE MEASUREMENT</b>
To establish how level of education among the youth influence their participation in community based projects in Nyeri county	Level of education	Participation of your in community based projects	Levels of education <ul style="list-style-type: none"> <li>• Highest level of education attained</li> <li>• Level of education</li> </ul>	Level of education	Ordinal
To assess how individual factors influence youth participation in community based projects in Nyeri	Individual factors	Participation of your in community based projects	<ul style="list-style-type: none"> <li>• Age</li> <li>• Marital status</li> <li>• Career engagement</li> </ul>	How youth in different ages participate	Ordinal
To explore how youth involvement in the monitoring of the projects affect their participation in community based projects in Nyeri County	Involvement in monitoring of the projects	Participation of your in community based projects	<ul style="list-style-type: none"> <li>• Baseline survey</li> <li>• Midterm evaluation</li> <li>• Summative evaluation</li> </ul>	Number of times that youth are involved	Nominal ordinal
To determine how involvement in decision making influences youth participation in community based projects in Nyeri County	Involvement in decision making	Participation of your in community based projects	<ul style="list-style-type: none"> <li>• Consultations</li> <li>• Personal opinions</li> </ul>	Involvement in all levels	Nominal ordinal

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This study investigated the factors influencing youth participation in community based youth projects in Nyeri County. The study specifically established the influence of level of education, individual factors, youth involvement in the monitoring of the projects and involvement in decision making how they influence youth participation in community based youth projects in Nyeri County. This chapter also discusses those findings in line with the views that had been advanced earlier in the study.

#### **4.2 Response rate**

Out of the 80 officials and 274 youth members sampled in the study, 75 officials and 268 youth members responded and returned the questionnaires this was 97.8%0 hence was deemed as adequate for data analysis. This further implies that there was a fair representation of respondents.

#### **4.3 Demographic information of the respondents**

The following section presents the information data of officials and youth members

##### **4.3.1 Demographic data of officials**

The demographic information of officials was based on gender, age, level of education, marital status and the number of years they had served as an official in the group. Data revealed that majority 48(64.0%) of officials were male while 27(36.0%) of officials were female.

Table 4.1 tabulates the age of the youth officials

**Table 4.1 Distribution of officials according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
Below 25 years	14	18.7
31 – 35 years	21	28.0
36 – 40 years	2	2.7
41 – 45 years	25	33.3
50 years and above	13	17.3
<b>Total</b>	<b>75</b>	<b>100.0</b>

Table 4.1 shows that 14 (18.7%) of youth officials were below 25 years, 21 (28.0%) of officials were aged between 31 and 35 years, 25 (33.3%) of officials were aged between 41 and 45 years while 13 (17.3%) of youth officials were above 50 years old. This indicates that the youth officials were relative old and hence could understand the factors influencing youth participation in community based youth projects.

The researcher sought to establish the marital status of the respondents. Table 4.2 presents the data

**Table 4.2 Distribution of officials according to marital status**

<b>Marital status</b>	<b>F</b>	<b>%</b>
Single	21	28.0
Married	47	62.7
Divorced	7	9.3
<b>Total</b>	<b>75</b>	<b>100.0</b>

Majority 47(62.7%) of officials were married, 21(28.0%) of officials were single while 7(9.3%) of youth officials were divorced.

Asked to indicate their highest education level, they responded as Table 4.3

**Table 4.3 Distribution of officials according to highest education level**

<b>Highest education level</b>	<b>F</b>	<b>%</b>
College level	27	36.0
University level	22	29.3
Post graduate	26	34.7
<b>Total</b>	<b>75</b>	<b>100.0</b>

Data shows that 27(36.0%) of officials had college level of education, 22(29.3%) of officials had university education level while 26(34.7%) of officials had post graduate education level. This implies that the officials had acquired education and hence

could understand the factors influencing youth participation in community based youth projects

The researcher further asked the youth officials to indicate the number of years they had served as youth officials. Table 4.4 tabulates the findings

**Table 4.4 Number of year’s officials had served in the group**

<b>Years</b>	<b>F</b>	<b>%</b>
Below five (5) years	20	26.7
5 - 10 years	42	56.0
Over 11 years	13	17.3
<b>Total</b>	<b>75</b>	<b>100.0</b>

Data shows that majority 42(56.0%) of youth officials had served the group for between 5 and 10 years, 20(26.7%) of officials for below 5 years while 13(17.3%) of youth officials had been in the group for over 11 years. This indicates that the officials had worked with youth for considerable number of years and hence were in a position to provide information on the factors influencing youth participation in community based youth projects

#### **4.3.2 Demographic data of youth members**

The demographic information of youth members was based on gender, age, level of education, marital status and the number of years they had been in the group.

The respondents were further asked to indicate their gender. Data shows that majority 159(59.3%) of youth members were male while 109(40.7%) of youth members were female.

Table 4.5 tabulates youth members' age

**Table 4.5 Distribution of youth members according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
Below 25 years	182	67.9
26 – 30 years	67	25.0
31 – 35 years	19	7.1
<b>Total</b>	<b>268</b>	<b>100.0</b>

Majority 182(67.9%) of youth were aged below 25 years, 67(25.0%) of youth members were in the age bracket of 26 and 30 years while 19(7.1%) of youth members were aged between 31 and 35 years. This agrees with the Kenya's constitution which indicates that a youth is a person between the age bracket of 18 and 35 years.

The youth were asked to indicate their marital status. Data revealed that Majority 207(77.2%) of youth members were single while 61(22.8%) of youth members were married. Asked to indicate their highest education level, they responded as Table 4.6

**Table 4.6 Highest education level of youth members**

<b>Highest education level</b>	<b>F</b>	<b>%</b>
Secondary level	130	48.5
College level	118	44.0
University level	20	7.5
<b>Total</b>	<b>268</b>	<b>100.0</b>

Data shows that 130(48.5%) of youth members had secondary education, 118(44.0%) of youth had college level education while 20(7.5%) of youth members had university education level. This indicates that the youth members had acquired basic education.

Table 4.7 presents duration of the youth members in the group.

**Table 4.7 Duration of the youth members in the group**

<b>Years</b>	<b>F</b>	<b>%</b>
Below five (5) years	142	53.0
5 - 10 years	86	32.1
Over 11 years	40	14.9
<b>Total</b>	<b>268</b>	<b>100.0</b>

Table 4.7 shows that majority 142(53.0%) of youth members had been in the group for below 5 years, 86(32.1%) of youth members for duration of between 5 and 10 years while 40(14.9%) of youth members had been the group for over 11 years. This indicates that the members had been in the groups for considerable number of years

and hence were in a position to provide information on the factors influencing youth participation in community based youth projects

#### **4.4 Influence of level of education on the youth participation of community based projects**

The purpose of this study was to assess the factors influencing youth participation in community based youth projects. Specifically, the study sought to establish how level of education influenced youth participation of community based projects. Data is presented **in the following** section:table 4.8

**When the officials were asked whether the youth who had attained different levels of education participated differently in the youth projects. Data revealed that Majority 49(65.3%) of youth officials indicated that the youth who had attained different levels of education participated differently in the youth projects. This implies that the level of education had an influence on youth participation in community based projects. Data on the same item among the youth indicated that majority 191(71.3%) of youth members indicated that the youth who had attained different levels of education participated differently in the youth projects while 77(28.7%) of youth members indicated that youth who had attained different levels of education never participated differently in the youth projects**

Table 4.8 presents youth officials' responses on whether highly educated youth play a major role in youth participation of community based youth projects

**Table 4.8 Youth officials’ responses on whether highly educated youth play a major role in youth participation of community based youth projects**

<b>Responses</b>	<b>F</b>	<b>%</b>
Strongly agree	7	9.3
Agree	54	72.0
Disagree	14	18.7
<b>Total</b>	<b>75</b>	<b>100.0</b>

Majority 54(72.0%) of youth officials agreed that highly educated youth played a major role in youth participation of community based youth projects while 14(18.7%) of youth officials disagreed that highly educated youth played a major role in youth participation of community based youth projects

Table 4.9 tabulates youth members response whether the current education system in Kenya was playing a major role in youth participation of community based youth projects

**Table 4.9 Youth members’ responses on the role of education on participation in youth projects**

<b>Responses</b>	<b>F</b>	<b>%</b>
Strongly agree	91	34.0
Agree	98	36.6
Disagree	40	14.9
Strongly Disagree	39	14.6
<b>Total</b>	<b>268</b>	<b>100.0</b>

Data shows that 91(34.0%) of youth members strongly agreed that the education system in Kenya was playing a major role in youth participation of community based youth projects, 98(36.6%) of youth members agreed while 39(14.6%) of youth members strongly disagreed that the education system in Kenya was playing a major role in youth participation of community based youth projects. This agrees with Nelson (1960) who indicated that educational levels are highly significant in the extent, intensity and pattern of participation.

Table 4.10 tabulates youth members’ responses on the same item.

**Table 4.10 presents youth members responses on whether the experiences in the education are useful in the participation of community based youth projects**

<b>Responses</b>	<b>F</b>	<b>%</b>
Strongly agree	140	52.2
Agree	109	40.7
Disagree	19	7.1
<b>Total</b>	<b>268</b>	<b>100.0</b>

Majority 140(52.2%) of youth members strongly agreed that the experiences in the education are useful in the participation of community based youth projects while 109(40.7%) of youth members agreed with the statement. This implies that education is a major determinant of effective participation in community development projects

Table 4.11 tabulates youth officials responses on whether education encourages the youth to participate in community based youth projects

**Table 4.11 Youth officials responses on whether education encourages the youth to participate in community based youth projects**

<b>Responses</b>	<b>F</b>	<b>%</b>
Strongly agree	42	56.0
Agree	13	17.3
Undecided	6	8.0
Disagree	8	10.7
Strongly Disagree	6	8.0
<b>Total</b>	<b>75</b>	<b>100.0</b>

Majority 42(56.0%) of youth officials strongly agreed that education encourages the youth to participate in community based youth projects, 13(17.3%) of officials agreed, 6(8.0%) of officials were undecided with the statement while the same number of officials strongly disagreed that education encourages the youth to participate in community based youth projects. This implies that in essence the higher educational level was attained, the more favourable the attitude towards participating in community development projects. When the youth members were asked to respond to the same item, they responded as Table 4.12

**Table 4.12 Youth members responses on whether education encourages the youth to participate in community based youth projects**

<b>Responses</b>	<b>F</b>	<b>%</b>
Strongly agree	140	52.2
Agree	128	47.8
<b>Total</b>	<b>268</b>	<b>100.0</b>

Data shows that majority 140(52.2%) of youth members strongly agreed that education encourages the youth to participate in community based youth projects while 128(47.8%) of members agreed with the statement.

To establish whether the youth who had low education were not willing to participate in the community based youth projects, the youth officials were asked to respond to the same. Table 4.13 shows their responses

**Table 4.13 Youth officials' responses on whether the youth who had low education were not willing to participate in the community based youth projects**

<b>Responses</b>	<b>F</b>	<b>%</b>
Agree	61	81.3
Disagree	8	10.7
Strongly Disagree	6	8.0
<b>Total</b>	<b>75</b>	<b>100.0</b>

Majority 61(81.3%) of youth officials agreed that the youth who had low education were not willing to participate in the community based youth projects while 6(8.0%) of youth officials strongly disagreed that youth who had low education were not willing to participate in the community based youth projects.

Table 4.14 tabulates responses on whether differences in education levels hinders effective youth participation in implementation of the community based youth projects

**Table 4.14 Responses on whether differences in education levels hinders effective youth participation in implementation of the community based youth projects**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Youth officials	42	56.0	19	25.3	6	8.0	8	10.7
Youth Members	169	63.1	80	29.9	5	1.9	14	5.2

Table 4.20 shows that majority 42(56.0%) of officials and majority 169(63.1%) of youth members strongly agreed that the differences in education levels hinders effective youth participation in implementation of the community based youth projects while 8(10.7%) of youth officials and 14(5.2%) of youth members strongly disagreed with the statement. This indicates that the level of education was a determinant of how youth understood development issues and which also motivates them to get involved. The researcher also sought to establish whether better educated

youth participate actively than those not very well educated. The data is presented in Table 4.15

**Table 4.15 Responses on whether better educated youth participate actively than those not very well educated**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Youth officials	26	34.7	21	28.0	21	28.0	7
Youth Members	169	63.1	39	14.6	34	12.7	26	9.7

Findings indicates that 26(34.7%) of youth officials and majority 169(63.1%) of youth members strongly agreed that better educated youth participated actively than those not very well educated. The data further indicates that 21(28.0%) of youth officials and 34(12.7%) of youth members disagreed that better educated youth participated actively than those not very well educated.

The researcher further sought to establish whether the educated youth were better empowered for participation in the community based youth projects. Table 4.16 tabulates the findings

**Table 4.16 Educated youth are better empowered for participation in the community based youth projects**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Youth officials	33	44.0	21	28.0	21	28.0	0
Youth Members	210	78.4	39	14.6	14	5.2	5	1.9

Data shows that majority 210(78.4%) of youth members strongly agreed that educated youth were better empowered for participation in the community based youth projects, 33(44.0%) of youth officials strongly agreed with the statement. The study further indicates that a significant number 5(1.9%) of youth members strongly disagreed that educated youth are better empowered for participation in the community based youth projects. This agrees with Carter, (2000) who indicated that insufficient sufficient education and training for youth was an impediment of participation in community based activities.

Asked to indicate whether educated youth appreciated community development projects better than the less educated, they responded as Table 4.17

**Table 4.17 Responses on whether educated youth appreciated community development projects better than the less educated**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Youth officials	35	46.7	19	25.3	14	18.7	7
Youth Members	86	32.1	78	29.1	63	23.5	41	15.3

Table 4.17 shows that 35(46.7%) of youth officials and 86(32.1%) of members strongly agreed that educated youth appreciated community development projects better than the less educated. The study further indicates that 14(18.7%) of officials and 63(23.5%) of members disagreed with the statement.

#### **4.5 Influence of individual factors on the youth participation in community based youth projects**

To establish the influence of individual factors on the youth participation in community based youth projects. The youth official and members were posed with items that sought the same. Data is presented in the following section: Table 4.18 tabulates youth members responses on individual factors influencing youth participation in the implementation of community based youth projects

**Table 4.18 Youth members responses individual factors influencing youth participation in the implementation of community based youth projects**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	203	75.7
No	65	24.3
<b>Total</b>	<b>268</b>	<b>100.0</b>

Individual factors influenced youth participation in the implementation of community based youth projects as indicated by majority 203(75.7%) of youth members while 65(24.3%) of youth members indicated that individual factors does not influence youth participation in the implementation of community based youth projects.

To establish whether other officials influenced the officials to participate in the community based youth projects, the officials were asked to indicate the same. Table 4.19 tabulates the findings

**Table 4.19 Youth officials’ responses on officials influence on their participation them to participate in the community based youth projects**

<b>Responses</b>	<b>F</b>	<b>%</b>
Strongly agree	40	53.3
Agree	14	18.7
Disagree	14	18.7
Strongly Disagree	7	9.3
<b>Total</b>	<b>75</b>	<b>100.0</b>

Majority 40(53.3%) of youth officials strongly agreed that other officials influenced them to participate in the community based youth projects, 14(18.7%) of officials agreed, the same number of officials disagreed with the statement while 7(9.3%) of youth officials strongly disagreed that other officials influenced them to participate in the community based youth projects.

Asked whether the youths were aware of the participation of community based youth projects, majority 42(56.0%) of officials indicated that they were not aware of the participation of community based projects.

To establish whether age of the youth influenced their participation in the implementation of community based youth projects, the respondents were asked to indicate the same. Table 4.20 tabulates the findings

**Table 4.20 Responses on influence of age of their participation in community based projects**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Youth officials	27	36.0	34	45.3	7	9.3	7
Youth Members	120	44.8	107	39.9	41	15.3	0	0.0

Findings indicate that 27 (36.0%) of officials and 120 (44.8%) of members strongly agreed that age influenced youth participation in the implementation of community based youth projects while a significant number 7(9.3%) of officials strongly disagreed with the statement. This implies that age had an impact on how one approaches his environments and activities. Young people were very aggressive, impatient, and ready to take risks and this may influence on their participation in the implementation of community based youth projects

To establish whether marital status of the youth influenced their participation in community based youth projects, the officials and youth members were asked to indicate the same. Data is presented in Table 4.21

**Table 4.21 Responses on whether marital status of the youth influence their participation in community based youth projects**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Youth officials	48	64.0	25	33.3	2	2.7	0	0.0
Youth Members	107	39.9	96	35.8	44	16.4	21	7.8

Majority 48(64.0%) of youth officials and 107(39.9%) of members strongly agreed that marital status of the youth influenced their participation in community based youth projects, 25(33.3%) of officials and 96(35.8%) of members agreed while 21(7.8%) of youth members strongly disagreed that marital status of the youth influenced their participation in community based youth projects. This shows that female and male members had different level of participation in the community based youth projects.

The researcher further sought to establish whether male youths participated in the community based youth projects more than female. Table 4.22 tabulates the findings

**Table 4.22 Responses on whether male youths participated in the community based youth projects more than female.**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Youth officials	34	45.3	14	18.7	14	18.7	13	17.3
Youth Members	140	52.2	86	32.1	21	7.8	21	7.8

Majority 140(52.2%) of youth members and 34(45.3%) of youth officials strongly agreed that male youths participated in the community based youth projects more than female, 14(18.7%) of officials and 86(32.1%) of members agreed with the statement while 13(17.3%) of officials and 21(7.8%) of youth members strongly disagreed that male youths participated in the community based youth projects more than female. This was because women gave more emphasis to family ties and relationships than community based projects.

Table 4.23 tabulates responses on whether married young ladies participated in community activities

**Table 4.23 Responses on married ladies participation in community based projects.**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Youth officials	7	9.3	9	12.0	20	26.7	39
Youth Members	0	0.0	0	0.0	47	17.5	221	82.5

Majority 39(52.0%) of youth officials and majority 221(82.5%) of members strongly disagreed that married young ladies participated in community activities while a significant number 7(9.3%) of officials strongly agreed with the statement. This agrees with Starcher, (1996) who indicated that married women had primary responsibility for children, home and older dependent family members, few women can devote all their time and energies to their projects

**Table 4.24 Response on motivation for participation in community activities**

Respondents	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Youth officials	33	44.0	28	37.3	7	9.3	7
Youth Members	86	32.1	65	24.3	61	22.8	56	20.9

Data shows that 33(44.0%) of official and 86(32.1%) of members strongly agreed that motivated youth participated on community activities while 7(9.3%) of youth officials strongly disagreed with the statement. This implies that there was a need for achievement which was the desire to accomplish a task or goal which then gives them satisfaction. Satisfaction is encouragement that leads to youth members to display significant improvements as it forms a great deal of self-perception.

**Table 4.25 Youth Members responses on the influence of individual factors on the youth participation in community based youth projects**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
My Parents and family influence me to participate in the community projects	85	31.7	81	30.2	63	23.5	39	14.6
My friends influence me to participate in the community projects	136	50.7	106	39.6	21	7.8	5	1.9
I am not aware of the implementation of community based projects	86	32.1	81	30.2	62	23.1	39	14.6

Findings indicates that 85(31.7%) of youth members strongly agreed that their parents and family influenced them to participate in the community projects while 18(30.2%) of youth members agreed with the statement. Majority 136(50.7%) of youth members strongly agreed that their friends influenced them to participate in the community

projects while 86(32.1%) of members strongly agreed that they were aware of the implementation of community based projects. This implies that individual factors and personal characteristics had an influence in youth participation in the community projects.

#### **4.6 Influence of youth involvement in the monitoring of the projects of community based projects**

To establish the influence of youth involvement in the monitoring of the projects of community based projects, the researcher posed items to the youth officials and members. Data is presented in the following sections:

The youth officials were asked whether youths were involved in the monitoring and evaluation of the youth projects. Data showed that majority 62(82.7%) of youth officials indicated that youths were involved in the monitoring and evaluation of the youth projects while 13(17.3%) of officials indicated that youths were not involved in the monitoring and evaluation of the youth projects. This mobilizes them to have projects own initiative.

When the youth members were asked whether youth involvement in the monitoring of the youth projects influenced the community based youth projects, majority 140(52.2%) of youth members indicated that their involvement in the monitoring of the youth projects influenced the community based youth projects. This implies that youth involvement help the community to establish their decision-making processes, develop and implement plans and get access to resources

**Table 4.26 Youth officials’ responses on the influence of youth involvement in the monitoring of the projects of community based projects**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Youth members are involved in the mobilizations process	13	17.3	27	36.0	35	46.7	0	0.0
Youth are involved in the appointment of the evaluation committee.	2	2.7	33	44.0	40	53.3	0	0.0
Youth are involved in the evaluation committee to understand plans of the projects	0	0.0	7	9.3	33	44.0	35	46.7
Youth members recommendations are sought in decision making of the community projects	0	0.0	36	48.0	33	44.0	6	8.0
Youth form a considerable number from the community during the monitoring of the community projects	7	9.3	14	18.7	26	34.7	28	37.3

Data shows that 35(46.7%) of youth officials disagreed that youth members were involved in the mobilization process, majority 40(53.3%) of officials disagreed that youth were involved in the appointment of the evaluation committee. Data further shows that 33(40.0%) of officials disagreed that youth were involved in the evaluation committee to understand plans of the projects and their recommendations were sought in decision making of the community projects while 28(37.3%) of officials strongly disagreed that the youths formed a considerable number from the

community during the monitoring of the community projects. This implies that youth members lacked connection to established formal or informal community activities and applicants for community advisory committee membership was not sought through a range of strategies, including seeking recommendations of individuals from youth bodies.

Table 4.27 tabulates youth members responses on the same items.

**Table 4.27 Youth members’ responses on the influence of youth involvement in the monitoring of the projects of community based projects**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	I participate in monitoring of the community based projects	1	0.3	2	0.7	145	54.1	120
Mobilization process of the community include youth members	24	9.0	42	15.7	201	76.4	1	0.3
I am involved in the appointment of the evaluation committee	1	0.3	4	1.5	79	29.5	184	68.7
I am involved in the evaluation committee to understand plans of the projects	1	0.3	65	24.3	163	60.8	40	14.9
My recommendations are sought in decision making of the community projects	1	0.3	1	0.3	64	24.3	203	75.7
Youth form a considerable number from the community during the monitoring of the community projects	19	7.1	21	7.8	108	40.3	120	44.8

Findings shows that majority 145(54.1%) of youth members disagreed that they participated in monitoring of the community based projects, majority 201(76.4%) of members disagreed that mobilization process of the community include youth members. Data further shows that 184(68.7%) of members strongly disagreed that they were involved in the appointment of the evaluation committee. Majority 163(60.8%) of youth members disagreed that they were involved in the evaluation committee to understand plans of the projects, majority 203(75.7%) of members strongly disagreed that their recommendations were sought in decision making of the community projects while 120(44.8%) of members strongly disagreed that the youth formed a considerable number from the community during the monitoring of the community projects. This indicates that in the evaluation committee, the community did not include a considerable number of youth from the community who should represent the community during the evaluation.

#### **4.7 Influence of youth involvement in decision making on the youth participation in the implementation of community based projects**

The study further sought to establish the influence of youth involvement in decision making on the youth participation in the implementation of community based projects. When the respondents were asked whether involvement of youth in decision making influenced youth participation in community based youth projects, they responded as Table 4.28

**Table 4.28 Respondents' responses on involvement of youth in decision making**

<b>Respondents</b>	<b>Yes</b>		<b>No</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Youth officials	48	64.0	27	36.0
Youth Members	214	79.9	54	20.1

Majority 48(64.0%) of youth officials and majority 214(79.9%) of members indicated that involvement of youth in decision making influenced youth participation in community based youth projects. This shows that decision making plays a major role in youths management of their own affairs. Ownership and control of community based projects have a profound impact on participation in development projects

**Table 4.29 Youth officials responses on the influence of youth involvement in decision making on the youth participation in the implementation of community based projects**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Youths are involved in recognition of community based projects needs	12	16.0	21	28.0	21	28.0	21
Involving youth in decision making process results in better quality decisions of the projects	44	58.7	13	17.3	12	16.0	6	8.0
Youth provide technical experts during the projects decision making process	41	54.7	20	26.7	8	10.7	6	8.0
Youth are too emotionally to be involved in the decision making of the community projects	41	54.7	19	25.3	15	20.0	0	0.0

Findings indicates that 21(28.0%) of youth officials agreed that youths were involved in recognition of community based projects needs, the same number of officials strongly disagreed with the statement. Majority 44(58.7%) of officials strongly agreed that involving youth in decision making process results in better quality decisions of the projects while majority 41(54.7%) of officials strongly agreed that youth provides technical experts during the projects decision making process and that youths were too emotionally to be involved in the decision making of the community projects.

This indicated that involvement of youth in decision making about community based projects was an important factor in the success of the projects

When the youth members were asked to indicate the same, they responded as Table 4.30

**Table 4.30 Youth members responses on the influence of youth involvement in decision making on the youth participation in the implementation of community based projects**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
I am involved in recognition of community based youth projects needs	62	23.1	61	22.8	65	24.3	80	29.9
I plays a greater role in shaping the decisions that affect the community based youth projects	5	1.9	20	7.5	120	44.8	123	45.9
Involving youth in decision making process results in better quality decisions of the projects	126	47.0	142	53.0				
Youth provide technical experts during the projects decision making process	87	32.5	118	44.0	23	8.6	40	14.9
Youth increases conflicts in the decisions concerning the community based youth projects	61	22.8	65	24.3	121	45.1	21	7.8
Youth are too emotionally to be involved in the decision making of the community projects	62	23.1	61	22.8	65	24.3	80	29.9

Table 4.30 indicates that 80(29.9%) of youth members strongly disagreed that they were involved in recognition of community based youth projects needs, 123(45.9%) of members strongly disagreed that they played a greater role in shaping the decisions that affect the community based youth projects. Majority 142(53.0%) of members agreed that involving youth in decision making process results in better quality decisions of the projects, 118(44.0%) of members agreed that youth provided technical experts during the projects decision making process. The study further shows that 121(45.1%) of youth members disagreed that youth increased conflicts in the decisions concerning the community based youth projects while 80(29.9%) of youth members strongly disagreed that youth were too emotionally to be involved in the decision making of the community projects. This agrees with (English, 2006) who indicated that people criticize the youth participation process, asserting that it increases rather than decreases conflict between agencies and the public, increases rather than decreases the costs of making and implementing policy decisions, and is unduly time consuming. This implies that youth were not involved in recognition of a need and integration with the community about the community projects.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of Findings**

The purpose of the study was to assess the factors influencing youth participation in community based youth projects in Nyeri County. Four research objectives guided the study. Research objective one sought to establish the influence of level of education among the youth on their participation in community based youth projects , research objective two sought to assess how individual factors influenced youth participation in community based youth projects , research objective three sought to explore how youth involvement in the monitoring of the projects influenced their participation in community based youth projects while research objective four sought to determine how involvement in decision making influenced youth participation in community based youth projects in Nyeri County.

The study adopted a descriptive survey design. The sample comprised of 80 officials and 274 youth members. Data was collected by use of questionnaires and was analyzed by use of qualitative and quantitative technique.

### **5.2.1 Influence of level of education on the youth participation of community based projects**

Findings revealed that youth who had attained different levels of education participated differently in the youth projects as indicated by majority 49(65.3%) of youth officials which implied that the level of education had an influence on youth participation in community based projects. Majority 140(52.2%) of youth members strongly agreed that the experiences in the education were useful in the participation of community based youth projects. The study further found out that education encouraged the youth to participate in community based youth projects as indicated majority 42(56.0%) of youth officials which implied that in essence the higher the educational level attained the more favourable the attitude towards participating in community development projects. Majority 140(52.2%) of youth members strongly agreed that education encourages the youth to participate in community based youth projects. Majority 61(81.3%) of youth officials agreed that the youth who had low education were not willing to participate in the community based youth projects.

Majority 42(56.0%) of officials and majority 169(63.1%) of youth members strongly agreed that the differences in education levels hinders effective youth participation in implementation of the community based youth projects which implied that the level of education was a determinant of how youth understood development issues and which also motivated them to get involved. Findings further indicated that educated youth were better empowered for participation in the community base as indicated by majority 210(78.4%) of youth members which implied that lack of sufficient

education and training for youth was an impediment their participation in community based activities. The above findings are in line with Angba who found that youth who were better educated participated actively than those not very well educated. In this study, data was collected with the aid of structured questionnaire administered to 210 youths in 27 communities. Ovwigho and Ifie (2004) reiterated the importance of education when they noted youth's involvement in community development endeavors. Also, Onweagba (1990) in a study found that education was linked to attitude towards participation. Asiabaka (1990) found that educated youth participated more in the rural development programme of government

### **5.2.2 Influence of individual factors on the youth participation in community based youth projects**

The study revealed that individual factors influenced youth participation in the implementation of community based youth projects as indicated by majority 203(75.7%) of youth members. Majority 40(53.3%) of youth officials strongly agreed that other officials influenced them to participate in the community based youth projects. It was further revealed that youths were not aware of the participation of community based youth project as indicated by majority 42(56.0%) of officials. The study further revealed that age had an impact on how one approaches his environments and activities. Young people were very aggressive, impatient, and ready to take risks and this may influence on their participation in the implementation of community based youth projects. Majority 48(64.0%) of youth officials strongly

agreed that marital status of the youth influenced their participation in community based youth projects. It was further indicated that male youths participated in the community based youth projects more than female as indicated by majority 140(52.2%) of youth members. This was because women gave more emphasis to family ties and relationships than community based projects.

Majority 39(52.0%) of youth officials and majority 221(82.5%) of members strongly disagreed that young married ladies participated in community activities as married women had primary responsibility for children, home and older dependent family members. Majority 136(50.7%) of youth members strongly agreed that their friends influenced them to participate in the community projects which implied that individual factors and personal characteristics had an influence in youth participation in the community projects. The findings are in line with Simon (1998) who found that age has an impact and perceived levels of participation is acquired overtime and consequently age has an impact on the involvement of youth in community activities e.g. it has been suggested that many aged thirty or less may not have acquired sufficient organizational experience while those aged forty five years or more may no longer possess the required energy

### **5.2.3 Influence of youth involvement in the monitoring of the projects of community based projects**

The study indicated that youths were involved in the monitoring and evaluation of the youth projects as indicated by majority 62(82.7%) of youth officials which mobilized

them to have projects own initiative. Majority 140(52.2%) of youth members indicated that their involvement in the monitoring of the youth projects influence the community based youth projects. Findings further revealed that majority 40(53.3%) of officials disagreed that youth were involved in the appointment of the evaluation committee. This implied that youth members lacked connection to established formal or informal community activities and applicants for community advisory committee membership was not sought through a range of strategies, including seeking recommendations of individuals from youth bodies. Majority 145(54.1%) of youth members disagreed that they participated in monitoring of the community based projects, majority 201(76.4%) of members disagreed that mobilization process of the community include youth members. Majority 163(60.8%) of youth members disagreed that they were involved in the evaluation committee to understand plans of the projects, majority 203(75.7%) of members strongly disagreed that their recommendations were sought in decision making of the community projects which indicated that in the evaluation committee, the community did not allow to present a considerable number of youth from the community who should represent the community during the evaluation. This is reiterated by Mulwa (2007) who found that true community-based approach requires a different programming flow, one that begins not with assessment, but with mobilization of social groups and communities, which is then followed by a community-based assessment. Ahmed (1997) also states that board providing services to rural communities need to develop specific strategies

for engaging with consumers, careers and community members from across their region, particularly from remote communities.

#### **5.2.4 Influence of youth involvement in decision making on the youth participation in the implementation of community based projects**

Majority 48(64.0%) of youth officials and majority 214(79.9%) of members indicated that involvement of youth in decision making influenced youth participation in community based youth projects. Findings further indicated that involving youth in decision making process results in better quality decisions of the projects as indicated by majority 44(58.7%) of officials. Youth provided technical experts during the projects decision making process and that youths were too emotionally to be involved in the decision making of the community projects as indicated by majority 41(54.7%) of officials. It was also found that involving youth in decision making process results in better quality decisions of the projects as indicated by majority 142(53.0%) of youth members. Youth members disagreed that youth increased conflicts in the decisions concerning the community based youth projects which implied that youth were not involved in recognition of a need and integration with the community about the community projects. Ferrer (2008) emphasized four areas to be worked toward in a participatory resource management program: greater economic and social equality, better access to services for all, greater participation in decision making, and deeper involvement in the organizing process resulting from the empowerment of people.

### **5. 3 Conclusion**

Based on the findings, it was concluded that education had an influence on youth participation in community based projects. Youth participated differently in the community projects as they had different levels of education. It was further concluded that education encouraged the youth to participate in community based youth projects. Youths who had low education were not willing to participate in the community based youth projects. It was concluded that project qualities could be improved through education. Differences in education levels hinders effective youth participation in implementation of the community based youth projects which implied that the level of education was a determinant of how youth understand development issues and which also motivates them to get involved. The study further concluded that educated youth were better empowered for participation in the community base.

On the influence of individual factors on the youth participation in community based youth projects, the study concluded that individual factors influenced youth participation in the implementation of community based youth projects and youths were not aware of the participation of community based youth project. The study further concluded that age had an impact on how one approaches his environments and activities. Young people were very aggressive, impatient, and ready to take risks and this may influence on their participation in the implementation of community based youth projects. It was further concluded that marital status of the youth influenced their participation in community based youth projects because women gave more emphasis to family ties and relationships than community based projects.

It was concluded that married women had primary responsibility for children, home and older dependent family members and hence married young ladies did not participate fully in community activities. The study further concluded that there was a need for achievement which was the desire to accomplish a task or goal which then gives them satisfaction. Families influenced youth participation in the community projects.

On the influence of youth involvement in the monitoring of the projects of community based projects, the study concluded that youth involvement in the monitoring of the youth projects influenced the community based youth projects but they were not involved in the appointment of the evaluation committee. The study therefore concluded that youth members lacked connection to established formal or informal community activities and applicants for community advisory committee membership was not sought through a range of strategies. Youth members were not involved in monitoring of the community based projects, mobilization process, evaluation committee to understand plans of the projects and their recommendations were not sought in decision making of the community projects.

On the influence of youth involvement in decision making on the youth participation in the implementation of community based projects, the study concluded that involvement of youth in decision making influenced youth participation in community based youth projects. The study lastly concluded that youth involvement in decision making process results in better quality decisions of the projects as youth provided technical experts during the projects decision making process.

## **5.4 Recommendations**

Based on the findings, the following recommendations were made:

- (i) The government should develop strategies to curb the challenges faced by youths in trying to be part and parcel of the community based projects and also have their voices heard
- (ii) Community development practitioners to design their projects in a manner that will necessitate more youth participation
- (iii) Youth should be provided with entrepreneurship training as the more business assistance a young entrepreneur obtains the better his or her awareness on community participation in the project.

## **5.5 Suggestions for further research**

The following are suggestions for further research

- i. Influence of government policy on youth engagement in community based projects
- ii. Effects of youth empowerment programmes on youth participation in community based projects.

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**APPENDICES**

**APPENDIX I**

**LETTER OF TRANSMITTAL**

University of Nairobi  
Department of Extra Mural  
Studies  
P.O. BOX 30197  
NAIROBI

Dear Respondent,

**RE: RESEARCH PROJECT**

I am a student of the University of Nairobi pursuing a Master of Arts Degree in Project Planning and Management. I am conducting an academic research on factors influencing youth participation in community based youth projects in Nyeri county. I will appreciate if you could answer the following questions as comprehensively and as truthful as possible. Please use the space provided.

Yours faithfully,

Wanyoike Claire S. Wanja

## APPENDIX II

### QUESTIONNAIRE FOR THE PROJECT OFFICIALS

The purpose of this questionnaire is to solicit information on the factors influencing youth participation in community based youth projects. You are required to participate in the study by filling in this questionnaire. You are assured that the information that you provide will be used for the purpose of the study and that your identity will be treated with utmost confidentiality. Kindly respond to all the questionnaire items as truthful as possible.

#### Section one: Demographic information

1. What is your gender?

Male [     ]     Female     [     ]

2. What is your age bracket

Below 25 years     [     ]     26 – 30 years [     ]

31 – 35 years     [     ]     36 – 40 years [     ]

41 – 45 years     [     ]     46 – 50 years [     ]

51 ears and above     [     ]

3. Marital status

Single [     ]     Married [     ]     Divorced [     ]     Separated [     ]

4. Highest education level attained

Secondary level     [     ]     College level     [     ]     University level     [     ]

Post graduate     [     ]

5. How many years have you served as an official in the group?

Below five (5) years [    ] 5 - 10 years [    ] Over 11 years [    ]

**Section B: Influence of level of education on the youth participation of community based projects**

6. Do youth who have attained different levels of education participated differently in the youth projects?

Yes [    ] No [    ]

Explain your answer \_\_\_\_\_

7. The statements below relate to Influence of level of education on the youth participation in the implementation of community based projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please tick the option that best suits your opinion on the statement given.

<b>Level of education</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Highly educated youth play a major role in youth participation of community based youth projects					
Experiences in the education are useful in the participation of community based youth projects					
Education encourages the youth to participate in community based youth projects					
Youth who have low education are not willing to					

participate in the community based youth projects					
Differences in education levels hinders effective youth participation in implementation of the community based youth projects					
Better educated youth participate actively than those not very well educated					
Educated youth are better empowered for participation in the community based youth projects					
Educated youth appreciate community development projects better than the less educated					

**Section C: Influence of individual factors on the youth participation in community based youth projects**

8. The statements below relate to influence of several factors on the youth participation of community based youth projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please circle the option that best suits your opinion on the statement given

|

<b>Individual factors</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Other officials influence me to participate in the community based youth projects					
Youths are not aware of the participation of community based youth projects					
Age of the youth influence their participation in the implementation of community based youth projects					
Marital status of the youth influence their participation in community based youth projects					
Male youths participate in the community based youth projects more than female.					
Married young ladies do not participate in community activities					
Motivated youth participate in community activities					

**Section D: Influence of youth involvement in the monitoring of the projects of community based projects**

9. Are youth involved in the monitoring and evaluation of the youth projects?

Yes [ ] No [ ]

10. The statements below relate to influence of involvement in monitoring in the youth projects community based projects. Supplied also are five options

corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please circle the option that best suits your opinion on the statement given

<b>Involvement in monitoring</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Youth participate in monitoring of the community based projects					
Youth members are involved in the mobilizations process					
Youth are involved in the appointment of the evaluation committee.					
Youth are involved in the evaluation committee to understand plans of the projects					
Youth members recommendations are sought in decision making of the community projects					
Youth form a considerable number from the community during the monitoring of the community projects					

**Section E: Influence of involvement in decision making on the youth participation in the implementation of community based projects**

11. Does involvement of youth in decision making influence youth participation in community based youth projects?

Yes [ ] No [ ]

12. The statements below relate to influence of involvement in decision making in the youth projects community based projects. Supplied also are five options

corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please circle the option that best suits your opinion on the statement given

<b>Involvement in decision making</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Youths are involved in recognition of community based projects needs					
Youth plays a greater role in shaping the decisions that affect the community based projects					
Involving youth in decision making process results in better quality decisions of the projects					
Youth provide technical experts during the projects decision making process					
Youth increases conflicts in the decisions concerning the community based projects					
Youth are too emotionally to be involved in the decision making of the community projects					

**APPENDIX III**  
**QUESTIONNAIRE FOR THE YOUTH MEMBERS**

This questionnaire is designed to gather information on the factors that influence participation of youth in community based youth projects in Nyeri County, Kenya. You are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information you provide will only be used for the purpose of this study. Please respond to all items.

**Section A: Demographic information**

Please tick [ √ ] or answer as appropriate

1. What is your gender?

Male [     ]     Female     [     ]

2. What is your age bracket

Below 25 years     [     ]     26 – 30 years [     ]

31 – 35 years     [     ]     36 – 40 years [     ]

41 – 45 years     [     ]     46 – 50 years [     ]

52 ears and above     [     ]

3. Marital status

Single [     ]     Married [     ]     Divorced [     ]     Separated [     ]

4. Highest education level attained

Secondary level [ ] College level [ ] University level [ ]

Post graduate [ ]

5. How many years have been in this group?

Below five (5) years [ ] 5 - 10 years [ ] Over 11 years [ ]

**Section B: Influence of level of education on the youth participation in the implementation of community based projects .....**

6. Does the level of education influence youth participation in community based youth projects?

Yes [ ] No [ ]

7. The statements below relate to Influence of level of education on the youth participation in community based youth projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please circle the option that best suits your opinion on the statement given.

Level of education	5	4	3	2	1
The current education system in Kenya is playing a major role in youth participation of community based youth projects					
Experiences in the education are useful in the participation of community based youth projects					
Education encourages the youth to participate in community based youth projects					
Youth project qualities can be improved through					

education					
Differences in education levels hinders effective youth participation of the community based youth projects					
Better educated youth participate actively than those not very well educated					
Educated youth are better empowered for participation in the community based youth projects					
Educated youth appreciate community development projects better than the less educated					

**Section C: Influence of individual factors on the youth participation of community based youth projects**

8. Do the individual factors influence youth participation in the implementation of community based youth projects?

Yes [            ]            No [            ]

9. The statements below relate to influence of individual factors on the youth participation of community based youth projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please circle the option that best suits your opinion on the statement given

<b>Individual factors</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
My Parents and family influence me to participate in the community projects					
My friends influence me to participate in the community projects					
I am are not aware of the implementation of community based projects					
Age of the youth influence their participation in the implementation of community based projects					
My Marital status influence my participation in the implementation of community based projects					
Male youths participate in the community based projects more than female.					
Married youth ladies do not participate on community activities					
Motivated youth participate on community activities					

**Section D: Influence of youth involvement in the monitoring of the projects of community based youth projects**

10. Does youth involvement in the monitoring of the youth projects influence the community based youth projects?

Yes [ ] No [ ]

11. The statements below relate to influence of involvement in monitoring of the youth projects in the implementation of community based projects. Supplied also

are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please circle the option that best suits your opinion on the statement given

<b>Involvement in monitoring</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I participate in monitoring of the community based projects					
Mobilization process of the community include youth members					
I am involved in the appointment of the evaluation committee.					
I am involved in the evaluation committee to understand plans of the projects					
My recommendations are sought in decision making of the community projects					
Youth form a considerable number from the community during the monitoring of the community projects					

**Section E: Influence of involvement in decision making on the youth participation in community based youth projects**

12. Does involvement of youth in decision making influence youth participation in community based youth projects?

Yes [ ] No [ ]

13. The statements below relate to influence of involvement in decision making in the youth projects in community based projects. Supplied also are five options

corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4,

Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please circle the option that best suits your opinion on the statement given

<b>Involvement in decision making</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am involved in recognition of community based youth projects needs					
I plays a greater role in shaping the decisions that affect the community based youth projects					
Involving youth in decision making process results in better quality decisions of the projects					
Youth provide technical experts during the projects decision making process					
Youth increases conflicts in the decisions concerning the community based youth projects					
Youth are too emotionally to be involved in the decision making of the community projects					

**APPENDIX IV**  
**TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN**  
**POPULATION**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	50,000	382
210	136	1,000	285	100,000	384

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**N** is Population size, **S** is Sample size.  
Source: Krejcie. R.V. and Morgan, D. (1970).