

**DETERMINANTS OF YOUTH PARTICIPATION IN COMMUNITY
DEVELOPMENT PROJECTS IN BOMET CENTRAL SUB-
COUNTY, BOMET COUNTY, KENYA**

BY

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DECLARATION

This research project report is my original work and has never been submitted in any other university or learning institution for a degree or any other award.

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DEDICATION

I dedicate this to my late father Robert Sugut who imparted in me the urge to pursue higher education, my husband and children who encouraged me and have been patient with me during my study.

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I give thanks to our Almighty Father for His sufficiency, wisdom and extraordinary strength throughout this course.

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ABBREVIATIONS AND ACRONYMS

DFID	Department for International Development
NGO	Non-Governmental Organization
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
NYP	National Youth Policy
NYC	National Youth Council
APHRC	African Population and Health Research Centre
MYAS	Ministry of Youth Affairs and Sports
SPSS	Statistical Packages for Social Science
WHO	World Health Organization
MDG	Millenium Development Goals

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ABSTRACT

The study sought to examine the factors influencing youth participation in community development projects in Bomet Central Sub-county, Bomet County, Kenya. The study was guided by the four objectives: to establish the influence of level of education on youth participation in development projects Bomet Central sub county; to examine the impact of the emerging national youth policy on the community in development projects at Bomet Central sub county, to find out the relationship of accessibility to opportunities and youth participation in development projects in Bomet Central sub county; and to establish relationship of socio-cultural aspects and youth participation in development projects Bomet Central sub county. This study used an exploratory qualitative research design, which is useful when a researcher seeks to elicit a participant's experiences, perceptions and the meanings they attach to them. The study population consisted of young people between the ages of 18 and 35 and the target population was 37,960 youth in Bomet sub-County. A sample size of 396 was arrived at using Israel (2013) formula. Stratified random sampling was used in selecting respondents because it gives each item in the population an equal probability chance of being selected. The study used both primary and secondary data. The researcher used primary data collected using questionnaires to carry out the study. The questionnaires included structured and unstructured questions. The study obtained secondary data from the published reports which include periodicals, journals and internet. A pilot survey was also conducted for the purpose of testing the validity of instrument before the main data collection. The test-retest technique was used to test the reliability. Analysis involved the production and interpretation of frequencies counts and tables that describes and summarizes the data. The data is presented using tables. The findings of this study are expected to contribute immensely to the existing body of knowledge on youth participation in development projects. Further, the findings can be used in formulation government policies that are geared towards enhancing more participation from the youth. The study found out that there was a significant association between education levels and youth participation in development projects ($\chi^2=78.93$, P-value=0.000). It was established that 89.7% of the respondents were aware of opportunities that can help them participate in development projects. Accessibility was found to have significant effect on youth participation in development projects ($\chi^2=88.28$, P-value=0.000). Chi-square test of independence showed that there was significant association between government policies and youth participation in development projects ($\chi^2=130.219$, P-value=0.000). The findings indicated that there was a significant association between socio-cultural aspects and youth participation in development projects ($\chi^2=38.798$, P-value=0.001).

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Youth participation in any economic activity is of paramount importance. Youth participation or engagement is about involving young people in development projects. These people make invaluable contributions in their communities and are empowered themselves when they participate. Their importance in any economic activity cannot therefore be over-emphasized. In recent times, there has been a paradigm shift in the way the development projects are undertaken. Until recently the young people/youth were not being actively involved in the development projects. Currently a lot of attention to the youth can be witnessed in a number of sectors including but not limited to government, researchers and nongovernmental organizations. The focus on youth has been widely discussed with cross cutting issues affecting them and their community.

World Health Organization and other agencies define “young people” as people between the ages of 10 and 24. Youth participation in development projects helps build their confidence and their ability to express themselves, it helps them make their own decisions, it helps them grow up to be active citizens, it enhances their understanding of issues which affect their society. At a personal level participation can increase the youth knowledge and practical skills that come from real life problem solving. It can also strengthen their social interest and nurture long term commitment to self fulfilment. It enables the youth to think critically and actively challenge situations. Until recently the youth and their participation in development projects especially in Kenya and Africa in general have been given little attention.

Due to discourse on Children’s rights there is increasing interests in youth participation. The scope of their participation however has been limited to a very small area as their contribution often does not affect the structural policy decisions. Their participation has only been at the operational level. A specific study on youth participation and development was undertaken by Checkoway, (2006) who indicated the potential for

youth participation in strengthening of social development, building organizational capacity, and creating changes in the environment. He noted that there have been relatively few systematic studies of youth participation outcomes in developmental research.

Another study conducted by David, (2002) described youth participation as the real influence of young people in situations and not presence as subjects or service recipients. Both studies raised pertinent issues concerning the way youth participation has been handled. Other scholars Mwanzia Josephine and Robert Strathdee (2010) in their work “People –centered Principles” observed that youth participation is a fundamental right that is a means of reducing poverty and empowering the disadvantaged communities in marginalized rural and urban slums.

In our country - Kenya, just as in other African setups, development has been used to remedy the poor conditions of marginalized communities. Soon after independence, the Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya, under scored the importance of participation by all Kenyans in the development process.

1.2 Statement of the Problem

According to recent statistics in the world, the youth makes the largest population in history. Over 3 billion people – nearly half of the world's population –are under the age of 25. Almost 90% of all young people live in developing countries. These large numbers of young people are an opportunity and investment. When Youth take part in development projects they get support to meet their own subsistence needs; averts and reduces susceptibilities to unstable economic, political and social environments; promotes ownership and sustainability of interventions; helps them gain entry into target communities and build up trust and social capital. Young people are a country’s valuable asset and investing in them brings tremendous economic and social benefits. It is vital that they are involved in development projects. Governments around the world are increasingly supporting youth ministries, youth policies and youth programmes, and there is now greater recognition that young people are the future of their countries’

development. But there is still a long way to go to realise this potential. Adesope (2007) avers that since youths have been seen to be actively involved in community development, depicting greater social propensity, faster time of reaction and innovation inclination, it becomes necessary to exploit their active features for progressive change in the community. Although youths can play a significant role in development projects, their participation in Bomet Central sub-county is still low. The study examined the factors influencing youth participation in development projects in Bomet Central Sub-county, Bomet County, Kenya.

1.3 Purpose of the study

The main purpose of this study was to examine factors that influence youth participation in development projects in Bomet Central sub-county.

1.4 Research Objectives

The study was guided by the following objectives:

1. To establish the influence of level of education on Youth Participation in development projects
2. To examine the influence of accessibility to opportunities on Youth Participation in development projects
3. To assess the influence government policies and youth participation in development projects
4. To examine the influence of socio-cultural aspects on youth participation in development projects

1.5 Research Questions

The current study sought to find answers to the following research questions:

1. What is the influence of education levels on Youth Participation in development projects in Bomet Central sub-county?
2. What is the influence of accessibility to opportunities on Youth Participation in development projects at Bomet Central sub-county?

3. What is the relationship between government policies and youth participation in development projects in Bomet Central sub-county?
4. What is the influence of socio-cultural aspects on youth participation in development projects Bomet Central sub-county?

1.6 Hypothesis

H₀1: There is no significant relationship between education levels on Youth Participation in development projects in Bomet Central sub-county

H₀2: There is no significant relationship between accessibility to opportunities on Youth Participation in development projects at Bomet Central sub-county

H₀3: There is no significant relationship between government policies and youth participation in development projects in Bomet Central sub-county

H₀4: There is no significant relationship between of socio-cultural aspects on youth participation in development projects Bomet Central sub-county.

1.7 Significance of the Study

The findings of this study is expected to contribute immensely to the existing body of knowledge on youth participation in development projects. Further the findings will be used in formulation government policies that are geared towards enhancing more participation from the youth. The findings will also be used in mitigating the challenges that the youths are encountering in their lives.

1.8 Limitations of the Study

Some of the limitations of this study included securing appointments from those in authority or office due to their busy schedules. To curb this, the researcher identified key decision makers and approached them. This enabled the researcher to conduct the study smoothly. Another limitation was inadequate resources which may have hindered the research study but with prior planning the researcher came up with a cost-effective budget for the research study.

1.9 Assumptions of the study

The research was carried out with a basic assumption that the sampled population would be representative of the entire population and that the instruments would be valid and

reliable enough to provide the desired output. Since questionnaires were used mostly the researcher assumed the information obtained would be accurate and honest. In most cases the above was not true or correct up to 100%.

1.10 Organization of the Study

This research study is broken down into five chapters.

Chapter one has the following sub sections: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study and definitions of significant terms.

Chapter two is comprised of literature review. These are the past studies which have been done on the same subject, it therefore provides topics relevant to the subject matter. It will also include theoretical literature on the factors affecting youth participation and strategic options for mitigating challenges hindering youth participation in development projects.

Chapter three presents a detailed methodology to be used into this research study. It has terms of research design, target population, sample selection and size, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

Chapter four presents findings on factors influencing youth participation in development project. The subtopics discussed in this chapter include: background information, education levels, awareness, accessibility to opportunities, and government policy and youth participation in projects.

Chapter five provides the conclusions, summary of key observations, and recommendations based on the findings in chapter four.

1.11 Definition of Significant Terms

Determinants- Factors that influence the outcome or nature of something.

Accessibility -	The degree to which services and opportunities are available to the youth.
Accountability -	This, to young people involves informal means of supporting their autonomy as individuals and groups e.g., having and providing reasons for all actions and decisions concerning them, sharing information and sharing decision-making power democratically.
Awareness -	Inclusive process of passing information onto the youth
Democratic Right -	The right of the youth to influence development policies within their area of residence and the way in which their need should be addressed.
Development Projects -	Programs that address the needs of the community, through provision of services or products.
Education Level -	Stage of learning attained by the youth, primary secondary or tertiary levels of education.
Empowerment -	A process by which young people attitudinally, structurally, and culturally obtain the capacity, authority, and agency to decide and implement change in their own lives as well as the lives of other people, including adults and youth.
Livelihoods -	The means by which people survive (including skills, assets and other resources), as separate from simply jobs or labour. In the programming environment, and particularly with youth, a livelihood programme would be aimed at more than enterprise/employability to take in life skills, health etc.
Participation: -	The involvement of youth in development projects-duties and responsibility in running and management of the projects. It also refers to youths taking part in initiation and implementation of decision.
Youth -	Youth overlaps with, but is distinct from adolescence, as it extends into adulthood. This is useful in capturing many of those who have finished schooling, are sexually active and are facing livelihoods/unemployment issues.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises literature review that is relevant to the research topic, and includes theoretical literature on the factors affecting youth participation in development projects and strategic options for mitigating challenges hindering youth participation in development projects, literature on the concept of development, and empirical review on the effects of education level, accessibility, awareness campaigns, and government policy on youth participation in development projects.

2.2 Overview of Youth Participation in Development Projects

The youth have always been referenced to being tomorrow's leaders. While is true, their active participation in development projects should start at an early stage. They will also be parents as well as professionals. They represent important assets presently especially considering their big numbers. With good programs these people can play a very significant role in their society.

Developing a community is a dynamic and a rigorous process that must involve all segments if it has to succeed. It must be an all-inclusive activity encompassing the often-overlooked youth population. Youth represent an immense and usually untapped resource for short-term and long-term community development efforts. They also provide a vital resource for program planning and effective evaluation. As youth are brought into and connected with community development programmes that they have often times been ignored or excluded from; As youth are engaged in more sustained positive relationships with adults, other youth, and community development experts, apart from realizing that they are valued citizens of their communities, such partnerships and participation may result in skill enhancement, empowerment and confidence-building behaviours, which will boost their preparedness for active community development. However, youth are often regarded as a problem that has to be contained since it threatens security as well as peace (Maguire, 2007).

Nearly 50% of the developing world population is youth and children (UNICEF, 2007). This is often referred to as the 'youth bulge', as young people constitute a high and peaking proportion of many populations (UNDP, 2010). According to Angba, (2009), the youth bulge represents both a challenge and an opportunity for development. Its duration is a limited window in which to develop a bigger and younger workforce who can drive economic development and play a substantial role in the social development of their communities and society.

Opinions prevail about the meaning of the term "youth". Some view the youths as young boys and girls; some other people may see them as mature boys and girls. In different parts of the world, different criterion is used to judge who a youth is and who a youth is not. For example, in India, constitutional definition suggests that a person that is more than 21 years is an adult (Adesope, 2007). He further states that youth fall within 18 and 30 years of age and this has always been the general guide for the definition of youth.

Most of the developing countries have been engaging the youth in agricultural sector due to their energetic nature. It is also common to people above 30 years to form themselves into youth groups for economic and social reasons. The idea of co-operation towards youth development projects is a very common and age long phenomenon (Adejumobi, 1991). Governments in developing nations are aware of this, but give attention to it later than expected. The former approach towards development was the polarizing of economic activities in cities, leaving lagging regions to fend for self-existence till the spread and multiplier effects of industrial establishments at the centre would transform their local economy. Research has shown that some relationship exists significantly between some socio-demographic characteristics such as indigene(native) of a community, length of residence in community, gender, age, occupation, educational level and the attitude of youths towards community development projects (Angba, Adesope and Aboh,2009).

Community development has become a very topical issue in many parts of the world, especially among the developing countries (Ani, 1999). Time and again people have stressed the importance of creating conducive atmospheres and environments for the

inhabitants of the rural areas. According to Ani (1999), these rural areas are characterized by abject poverty, malnutrition, diseases, illiteracy and poor health facilities among others. Policies and strategies have often been formulated to redress these situations and create room to improve the standard of living of the people. The programme of rural development has been the concern of successive governments in Africa. For this reason, each region has made its own attempt by devising or adopting one approach or the other in order to implement its development policies. While some of these programmes were successful, others did not achieve the desired objectives, thus leading to their inability to eliminate rural poverty and underdevelopment. This results to rural – urban migration, mostly consisting of youth.

For example, in Uganda, it is estimated that the country needs to create over 600,000 new jobs per year for the next 12 years –equivalent to the total size of the formal employment sector at present. If this is not achieved, it will be impossible to reach the Millennium Development Goal targets, particularly on extreme poverty and hunger.

The large numbers of young people are an opportunity; an investment. Youth participation in development: strengthens young people’s abilities to meet their own subsistence needs; prevents and reduces vulnerabilities to economic, political and socially unstable environments; promotes ownership and sustainability of interventions; helps gain entry into target communities and build up trust and social capital. Young people are assets collectively can be an asset to development; at local, national, regional and international levels (DFID, 2005).

Crucially for countries experiencing a youth bulge, where youth-led conflict or crime may be a perceived risk, involving young people in meaningful activities and programmes builds social cohesion and embeds them within their communities (DFID, 2005). Young people are innovative and creative in problem solving and solution finding: they are the key to helping communities meet their subsistence needs, and in doing so, improving local people’s long-term security and control over their own lives.

Young people in Kenya today live in complex and challenging times (Chanya,2008).The political and social turmoil of the 1990s left scars that today are being borne

disproportionately by young people. By 2000, Kenya's economy was at its lowest point since independence, with 56 percent of the population living in poverty and a negative growth rate of 0.2 percent. This economic environment inevitably had a destructive impact on the social fabric of the country. Despite this gloomy picture however, developments in more recent years have given grounds for optimism (Maguire, 2007). One such development has been the creation of a Ministry of Youth Affairs and Sports. According to UNDP, (2009) report, there is a concerted effort to liberate the youth to realize their potential and unleash this potential to participate in development issues. As noted by Sen (2005), various society based organizations have come up with the agenda of youth empowerment. According to UNDP, (2009) youth investment in Kenya has attracted the support of international development partners. This has been through direct support or implementation of programmes or through local entities such as government ministries/departments and Non-Governmental Organizations.

The importance of the youths to national development is without doubt because the various programmes directed at them by government at various times gives credence to this (Agumagu *et al.*, 2006). Youth generally need proper harnessing so that they can maintain reliable status quo in their locality. It is easier for them to speak with one voice when they are brought together. This is why mobilization yields progress.

The entirety of youth in both urban and rural areas needs to be mobilized for proper impact to be felt in their communities (Adesope, 2007). In a study by Ugwoke *et al.* (2005) it was reported that youth engaged in successful farming activities. Fasina and Okunola (2005) confirmed this by stating that youths are major clientele group needed for agricultural transformation in Nigeria. Thus, the preparation of any nation for productive life depends on the policies and programmes designed for youths.

2.3 Education Levels and Youth Participation in Development Projects

Study findings indicate that educational level of respondents 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 development projects is likely to be more favourable. However, attitudinal level may vary. In essence the higher the

educational level attained the more favourable the attitude towards participating in community development projects (Angba *et al.*, 2009). Ovwigho and Ifie (2004) reiterated the importance of education when they noted youths' involvement in cooperative endeavours. Similarly, Ekong (2003) reported that age is more often used as a tenable criterion for some social status than education.

According to Angba, (2009), 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. Education is therefore, a major determinant of effective participation in community development projects.

The educated youth would most likely appreciate community development better than the less educated. If the youth appreciates community development his attitude towards participating in community development projects is likely to be favourable. Ani (1999) had reported the importance of education among rural development agents. The youths are potent agents in development in many rural and urban communities. Jibowo and Sotomi (1996) in their study found that statistically significant relationship existed between age, level of formal education, occupation and participation in youth programmes. Education has been acknowledged by many authors as key to development of an individual's learning and skill training.

According to Gordon (2008), what makes some countries rich, with their citizens enjoying high standards of living is commerce; producing, selling and buying goods and services that lead to jobs, individual wealth, and high standard of living. O'Lawrence (2008) further adds that for a nation to be competitive in a global economy, its human capital (workers) must be trained and educated to develop its natural resources and able to improve technology. Natural resources, technology, and human capital are important strategic economic advantages. Human capital is the most important of the three; the

most important elements in the quest for a competitive advantage in commerce are the skills and initiative of a nation's workforce.

Highest level of education attained among individual youth can be an important leverage in indicating the how, when and extent of youth participation in development projects. Thus, when many people receive basic education, literacy levels are likely to be relatively high; hence there is potential for capitalising on their human capital assets in the development projects. The report further notes that the enrolment process is usually in informal institutions with little or no recognition by government systems. Lack of recognition of these institutions has meant that informal school leavers have been unable to attain secondary school education.

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.

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. 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 County, Kenya and translated to high level of participation. 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. Lack of sufficient education and training for youth is an impediment their participation in com

unity 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 which tended to affect effective performance in later life (Fletcher et al., 2001).

For the purpose of this study, awareness will be examined in the context of interpersonal communication among the youth and how this has affected participation in development projects. Interpersonal communication is usually defined by communication scholars in numerous ways, usually describing participants who are dependent upon one another. It can involve one on one conversations or individuals interacting with many people within a society (Floyd, 2009). It helps us understand how and why people behave and communicate in different ways to construct and negotiate a social reality. According to Pearce (2008), interpersonal communication is the process that we use to communicate our ideas, thoughts, and feelings to another person.

2.4 Accessibility to opportunities and Youth Participation in Development Projects

As much as there are development projects within the sub county areas, the level of youth participation may be influenced by the extent to which these opportunities are available to them. According to African Population and Health Research Centre (2002), youths in many areas are faced not only by lack of adequate accessibility to basic urban services but also lack of clarity in accessibility to participation in development opportunities. Failure to have well defined development programs is among the major challenges facing the youth to developing strategies for participation in development programs (Roth, 2003).

Evidence on accessibility to employment opportunities among the Kenyan youth paints a dismal picture on the extent to which youth are able to participate in development programs. According to (ILO: 2003), youth unemployment has become major challenge in the 21st century with sub-Saharan Africa being one of the regions highly affected by youth unemployment. According to ILO statistics, the Kenyan unemployment rate is approximately 40% with an estimated 64% of the unemployed Kenyans being youth.

Checkoway, (2006) notes that due to unemployment and low participation levels, Kenya's youth remain marginalised and unable to contribute to their full potential on

national development. Youth according to Checkoway are a socially excluded group and as a result they are denied access to resources and services that are open to others. He further notes that social exclusion can be perpetuated by formal institutions (laws, policies, etc) and informal ones (traditional systems, cultural practices, social attitudes) etc., and can include lack of access to employment, to justice and to markets, financial facilities, and a lack of political participation.

It is noteworthy to underscore that beyond the broad exclusion of youth, there are groups of young people who are more disadvantaged. Young people who feel alienated from society and excluded from job opportunities and decision-making may turn to violence, crime, territorial or identity based gangs. This can create urban no-go zones where residents become excluded on the basis of where they live. Young people have often been excluded from gaining access to credit facilities owing to the fact that many financial institutions need collaterals like title deeds which many youths don't have.

Accessibility to employment and participation in development projects among the youth has been barred by corruption, nepotism and demand for experience by employers. According to Maguire, (2007) two and half million youths in the country are out of work. Of those who do find employment, many have jobs that do not match their qualifications. Although many highly educated youths suffer long periods of unemployment, the prospects for employment are higher for the better educated, especially those with technical skills. Maguire (2007) further adds that scepticism and ambivalence within organizations is a substantial challenge.

Young people are often excluded from contributing to organizational development because there is still a lack of confidence about the meaning, value and methodologies of participation with young people, and limited knowledge and capacity among colleagues on how to work with young people. While volunteering and internship opportunities still have a role in youth development, Mwanzia, (2010) notes that young people are not able to contribute to development because they participate in short-term unpaid positions rather than professional roles development programs. Particular considerations not met when hiring young people include, getting the balance right: between hiring those with

some existing development and work experience, and realizing the full potential of less experienced individuals.

According to World Bank report (2009) many young people in developing countries lack direct access to institutional systems and structures within governments. This severely impedes their ability to advocate for their rights. In the rare cases where young people have been able to influence or make decisions, barriers within complicated infrastructure have tended to limit implementation. This destroys young people's confidence and trust in such mechanisms.

There have been attempts to address the challenges facing young people in Kenya. According to Benjamin (2002) the Ministry of Youth Affairs and Sports, in collaboration with other stakeholders and the young people of Kenya, developed the National Youth Policy and its implementation plan. The youth policy provides a vehicle for public action in response to the many challenges faced by Kenya's young people, and suggests ways of tackling those challenges. The policy prioritizes youth-centred programmes in areas such as participation and inclusion in national development, employment, health and education, and vocational skills and competencies development. However, Benjamin notes that the attempts have been marred by policy gaps especially in reproductive health, education-for-life, and information dissemination. Moreover, a long-standing problem in Kenya's political framework has been the weak implementation of policies relating to youth development hence a likely hurdle towards youth participation in development projects.

2.5 Government Policies and Youth Participation in Development Projects

The political environment within a particular country can in some circumstances be supportive of participation in development projects. Equally, in different circumstances, it can constitute a fundamental obstacle (Aminuzzaman, 2006). In countries where prevailing ideologies does not encourage openness or citizen comments but prefers to maintain the direction and decision making concerning state of affairs in strictly controlled hands, the prevailing political environment will not be conducive for genuine participation.

According to Blair (2000), centralised political systems that lay more emphasis upon local mechanisms for administration and decision making can greatly reduce the potential for authentic participation. Blair further notes that, tensions can arise between mechanisms promoted locally by the state in order to achieve centrally planned objectives, and spontaneous informal development efforts at grassroots level within development projects whose participation are excluded from the mechanisms.

A study undertaken by Chadha, (2005) noted that Government policies with regard to development projects are of critical importance in determining the direction of participation by any kind of grassroots levels. Chadha (2005) noted that in cases where there is tension between the policy of the state and development projects, there is tendency of political power directing direction of development projects or attempts to co-opt such projects for party political reasons. It can therefore be seen that nature of political environment in a particular state will influence participation of local groups.

An observation was made by Hague (2009) on the influence of government on participation in development projects in regard to existing legal system. In his study, Hague notes that existing legal system within a country can seriously frustrate efforts to promote participation in development functions. Two ways in which he identified this would happen was through; legal system with an inherent bias both in the way it is conducted in which it maintains status quo, on other hand many urban youths being unaware of their legal rights and of the services legally available to them.

This he explains was largely contributed by the fact that many legal systems do not overly seek to impact this information to slum people who largely remain ignorant and excluded from effect of law which is supposed to benefit them. In other instances, Blair (2000) notes that legal systems act as direct constraint on involvement in development activities. This is particularly the case in terms of legislation which governs the rights of legal association of different categories of workers.

There is documented evidence that the nature of government administration can have overall influence on participation in development projects. Khwaja (2004) notes that centralised government encourage administrative structures which by their nature are

major obstacles to people's participation. These administrative structures retain control over decision making, resource allocation and information and knowledge which many people will require if they are to play effective part in development activities. He further comments that administrators in such structures tend to have negative attitude toward the whole notion of people participation which is often manifested as arrogance, disbelief, that people in the slums can never assume responsibility for administrative matters.

This results in administrative procedures becoming a minefield and an effective deterrent to slum dwellers seeking direct involvement in or assistance from local administration. Rahman, (2004) argues that, for people who struggle for livelihood, administrative structures demands most of their time and may not afford the procedures of centralized government. Rahman, (2004) further notes that many governments are faced with the challenge of cost in terms of finance and time of encouraging effective local participation and few governments are prepared to undertake such commitments.

Kenya has ratified most of the international protocols touching on youth participation. Further, Kenya has formulated policies and developed programmes to ensure youth participation is mainstreamed in national policies. Consequently, the country has created relevant institutions and structures to spearhead youth participation in national governance and in other areas of national development. Such efforts include the creation of a Ministry of Youth Affairs and Sports in 2003. Since its creation, the Ministry of Youth Affairs and Sports has, in support of youth participation, developed the National Youth Policy and the National Youth Council Act 2009; among other initiatives (UNDP, 2010).

Various attempts have been made by the government that indicate that youth development projects indeed exist. Among such projects expected to have impact in the youth include *Kazi kwa vijana*, youth development funds and constituency development funds. Studies about youth participation in these projects do not bring a clear picture of the extent to which youth are involved and what factors influence this involvement.

2.6 Influence of Socio-Cultural factors on youth participation in community development projects

Influence of Socio-Cultural factors on youth participation in community development projects. These factors refer to how a particular community looks at their values, customs, beliefs and their traditions. Socio-cultural factors involve both social and cultural elements of society (Kottak, 2002). They are facts and experiences that influence individuals' personality, attitudes and lifestyle. They include discrimination, population, culture and limits of cultural interpretations. Chinguta (2001) has suggested that youth enterprise support programmes in developing countries should consider socio-cultural constraints that limit the participation of youth in particular young women who want to engage in income generating activities. The problem of credit access to youth run enterprises seems to be more pronounced in developing countries have to rely on international consultants who are not well versed with societal expectations.

Staudt (1991) states that "Understanding culture is the starting point for learning the meaning of development, the values that guide people's actions and the behavior of administrators. Cultural differences emerge in many types of development settings, from assumptions to project design to technology transfer and management styles. The technocrats from outside may not be familiar with local resources and are accustomed to different approaches to project management practices. This in turn causes conflict of interest, puts extra pressure on executives and frustrations which restrain project progress. This leads to lost opportunities, cost overruns and schedule delays. Cultural misfit of the project objectives and a lack of local knowledge and understanding can result into rejection of projects by intended beneficiaries. Some religions may discriminate against sex and the caste system in India may not allow freely intermingling of the population.

2.7 Theoretical Framework

This study was anchored on the conceptual framework developed. A conceptual framework defines the interrelationship between variables deemed important in study. According to Kothari (2004), it presents the researchers view about the concept being

presented in the study. In this study independent variables will include respondents' education levels, awareness, accessibility and Government policies and it is hypothesized that these variables have a direct influence on the youth participation in development projects, being dependent variables. Youth participation in development projects will be measured through decision making, implementation and evaluation. The relationship between education levels, awareness, accessibility and Government policies and youth participation in development projects will be moderated by environmental factors and intervened by organizational factors.

2.7.1 Social System Theory

Talcott Parsons defined a social system as only a segment (or a "subsystem") of what he called action theory (Parsons, 1951). Parsons organized social systems in terms of action units, where one action executed by an individual is one unit. He defines a social system as a network of interactions between actors (Talcott, 1951). According to Parsons, social systems rely on a system of language, and culture must exist in a society in order for it to qualify as a social system. Parsons' work laid the foundations for the rest of the study of social systems theory and ignited the debate over what framework social systems should be built around, such as actions, communication, or other relationships.

Systems Theory explains human behaviour as the intersection of the influences of multiple interrelated systems. Even for individual issues, families, organizations, societies, and other systems are inherently involved and must be considered when attempting to understand and assist the individual. According to this theory, all systems are interrelated parts constituting an ordered whole and each subsystem influences other parts of the whole.

Systems Theory is used to develop a holistic view of individuals within an environment and is best applied to situations where several systems inextricably connect and influence one another. It can be employed in cases where contextual understandings of behaviour will lead to the most appropriate practice interventions. There are many practice interventions available to social workers and their applications vary greatly depending on

the context, but following are a few common interventions used as part of Systems Theory.

2.6.2 Social Learning Theory

The founder of social learning theory Albert Bandura (1977) asserted that “Social learning theory approaches the explanation of human behaviour in terms of a continuous reciprocal interaction between cognitive, behavioural and environmental determinants”. In this theory, the youth are expected to increase their own capabilities and confidence to implement new skills, gain positive attitudes about implementing new skills and experience support from their environment in order to use their new skills because people learn by watching what others do. The theory helps understand human behaviour, emotions and thoughts. It helps us take control of ourselves. The disadvantage is that it cannot explain everything about human nature, it does not explain biological differences.

According to Barry Monica (2005), youth is just an additional bridging stage between childhood and adulthood to exemplify the protracted transition brought about by tighter labour market restrictions on school leavers, extended education and often compulsory training. It thus offers a convenient sociological bridge between the widening poles of childhood and adulthood in Western world. The sociological bridge is dynamic and sometimes too weak to support youth cross over without falling off course. This study was based on the social learning theory because as the youth develop, their needs vary as they participate in the various youth groups that meet their varying demands at each stage of development.

2.8 Knowledge Gap

The literature reviewed reflects high level of education among the youth as well as high number of community development projects whereby youth involvement levels are low. To add on that, the government has come up with a number of directives towards youth empowerment, such as, *Kazi Kwa Vijana* initiative. Despite all these achievements, most of the youth are highly affected by unemployment, underemployment as well as poverty occasioned by lack of income sources. Most youth are involved in crime, violence and other social vices such as prostitution. Out of this worrying situation, the intervention

measures put in place seem not to yield results. Further, studies on the factors influencing youth participation in development projects and with particular reference to Bomet Central Sub-county in Bomet County in Kenya has not been carried out and documented (Ministry of Youths Affairs and Sports, 2012). Moreover, the nature of the influence of such factors on youths on the way they feel about participating in community development projects is not clear (Angba, 2009). This therefore underlined the need to fill this gap by carrying out this study.

2.9 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. The conceptual framework presented in figure 2.1 shows the diagrammatical representation of the interrelationship among variables of the study. The figure presents the factors that are perceived to influence the participation of youths in development projects in Bomet Central sub-county. The framework shows that youth participation in development projects is affected by several perceived factors which include level of education, accessibility to opportunities, government policies, and socio-cultural aspects. These are the independent variables which, when manipulated had an impact on the participation of youths in development projects.

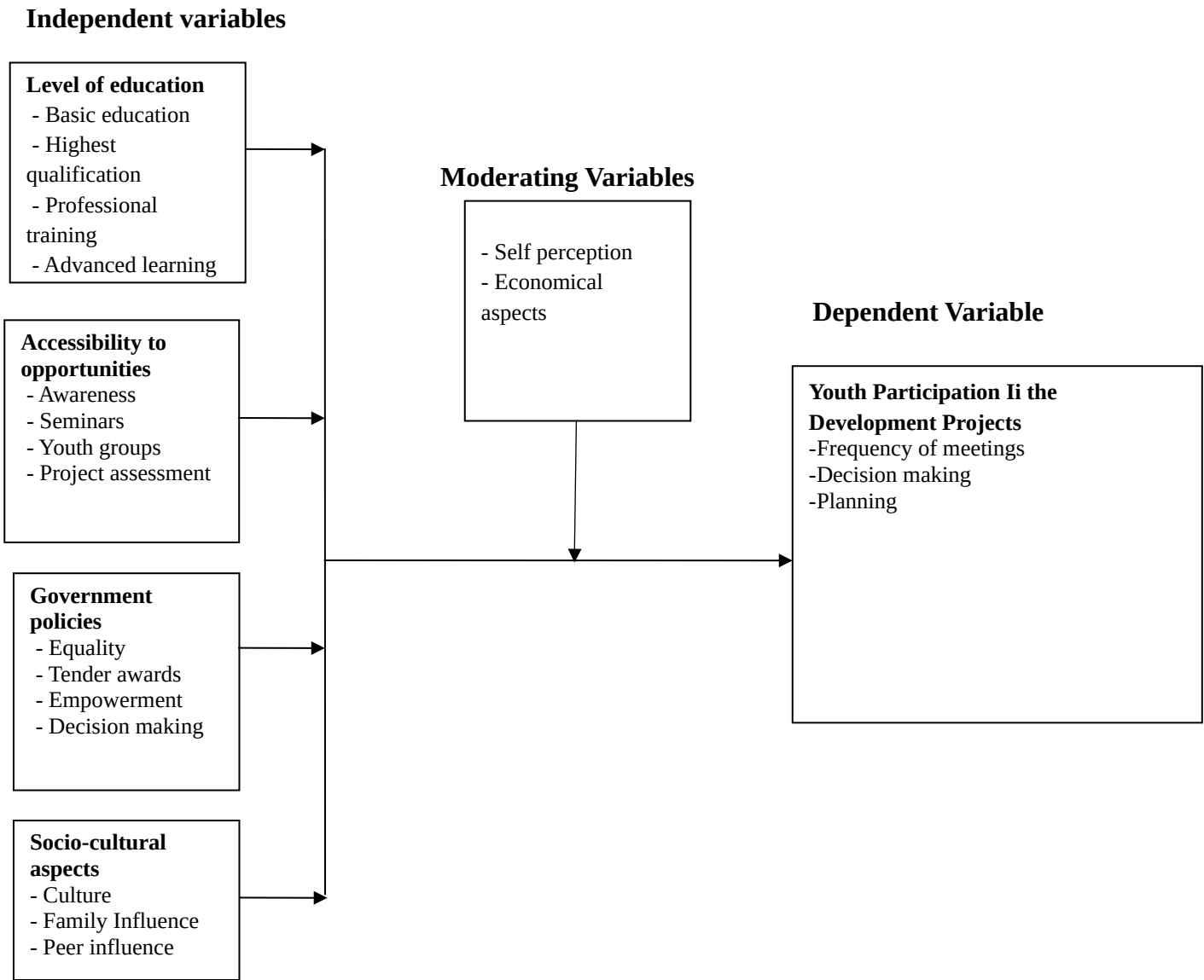


Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter commences with a discussion regarding the research design used in the study. Next, the chapter discusses the population and sampling techniques that were used to select suitable respondents. The chapter provides an outline of the data collection approach that the researcher used. Thereafter, data analysis and verification are discussed followed by possible limitations of the research.

3.2 Research design

This study used an exploratory qualitative research design, which is useful when a researcher seeks to elicit a participant's experiences, perceptions and the meanings they attach to them (De Vos, *et al* 2011). Through this design, researchers are able to get insight into and understand some aspects of the subject's social life. Babbie and Mouton (2001) explains that the primary goal is for the researcher to be able to describe and understand aspects of human actions and behaviour. The study will seek to find out the factors that influences youth participation in development projects in Bomet Central sub county Bomet County in Kenya. It will also extend to seek to find out how the youth can benefit from their participation as well as how their communities benefit from their participation. This will be through youth's own experiences and in their spoken words. For this study a qualitative research design will be relevant because the main aim for the researcher is to explore and understand youth's actions and behaviour pertaining to their participation in community development projects.

The researcher's intention was therefore to collect rich and detailed information from the respondents that would help in understanding their perceptions and actions regarding community development projects. The researcher was able to do so using the qualitative research design because it produces descriptive data in the participant 's own written or spoken words and thus involves identifying the participant's beliefs and values with regards to the subject matter (De Vos et al, 2011).

3.3. Target Population

The study population consisted of young people between the ages of 18 and 35 residing in Bomet Central Sub County of Bomet County. According to 2009 census report, the youth population is as shown in the table 3.1:

Table 3.1: Target population

Ward	Youth Population
Silibwet Township	8, 253
Ndaraweta	6,617
Singorwet	6,538
Chesoan	10,349
Mutarakwa	6,203
Total	37,960

3.4 Sample Size and Sampling Procedure

3.4.1 Sample size

Kothari (2004) maintains that a sample size should not be too large or too small to compromise the cost effectiveness and accuracy respectively in meeting the objectives of the study. Studies require optimum sample size from the accessible population in order to meet requirements for research (Mugenda & Mugenda, 2003). Bluman (2004) argues samples cannot be selected in a haphazard way because the information obtained might be biased. The sample size, n , for target respondents with a known population, N , is calculated using Israel (2013) formula as shown below

Israel (2013) formula

$$n = \frac{N}{1 + N(e)^2}$$

Where e is the desired precision (0.05 for 95% confidence level).

N is the target population

$$n = \frac{37960}{1 + 37960(0.05)^2} = 396$$

Hence, the sample size is 396

Table 3.2: Sample size

Ward	Youth Population	Sample
Silibwet Township	8, 253	86
Ndaraweta	6,617	69
Singorwet	6,538	68
Chesoan	10,349	108
Mutarakwa	6,203	65
Total	37,960	396

3.4.2 Sampling Procedure

Sampling means selecting a given number of participants from a defined population as representative of that population. Stratification sampling method was applied in this study. The region will be stratified into five based on the number of wards. Each ward represented a stratum. Sub sample was selected from each stratum. The sample of the study was obtained by summing up the sub-samples from the strata. Stratified random sampling was used in selecting the respondents from each stratum because it gives each item in the population an equal probability chance of being selected.

3.5 Data Collection Methods and Instruments and Procedure

The study used both primary and secondary data. The researcher will use primary data collected using questionnaires to carry out the study. The questionnaires included structured and unstructured questions. A structured questionnaire were used to collect data from the respondent. Questionnaire is an instrument that asks the same question to all individuals in the sample. It is a self-administered instrument where the respondent answer all the questions. The structured questions were used in an effort to conserve time and money as well as to facilitate easier analysis as they are in immediate usable form; while the unstructured questions were used to encourage the respondents to give insights to their feelings, background, hidden motivation, interests and decisions and give as much information as possible without holding back. At the same time, with the use of structured questions, the researcher was after information that is found to be easier for administration purposes. This method was used since the questionnaires are followed by

alternative answers. The study collected secondary data from the published reports which include periodicals, journals and internet.

3.6 Validity and Reliability of Instruments

These are individually discussed as follows:

3.6.1 Validity

Validity refers to the accuracy and meaningfulness of inferences, which are based on the research results. According to Mugenda and Mugenda (2003), the usual procedure in assessing the content validity of a measure is to use a professional or expert in a particular field which helps in discovering question content, correction in the wording and the sequencing problems before the actual study as well as exploring ways of improving overall quality of study. For the sake of this study, the researcher sought opinions of experts and supervisor in the field of study specially to establish the validity of the research instrument. A pilot survey was also conducted for the purpose of testing the validity of instrument before the main data collection. This facilitated the necessary revision and modification of the research instrument thereby enhancing validity.

3.6.2 Reliability

Reliability is the degree of consistency of the research instrument which measures whatever it is intended to measure or how it yields consistent results over a number of repeated trials. Reliability enabled the researcher to identify the ambiguities and inadequate items in the research instrument; where the instrument reliability is the dependability, consistency or trustworthiness of a test. The test-retest technique was used to test the reliability, where questionnaires were administered to a group of individuals (according to the tested number) with similar characteristics as the actual sample. Tests were repeated at an interval of two weeks. The scores obtained from each tests were correlated to get the coefficient of reliability. In the event that the Spearman's Rank Correlation Coefficient falls at an average of 0.75, it was certain that the instrument were reliable and therefore consistent to answer the research questions of the study.

3.7 Data Analysis Methods

The filled questionnaires were checked for completeness at two levels where the data collectors verified that questionnaires were complete before they were taken to the researcher to do the final verification. This was done to ensure that any anomalies detected were corrected immediately before the questionnaires were taken from the respondent. Data analysis was started once all the data were captured. Closed-ended questions were analysed using nominal scales into mutually exclusive categories and frequencies by employing descriptive statistics such as mean, frequencies, standard deviation, and ratios. Analysis involved the production and interpretation of frequencies counts and tables that describe and summarize the data. The data was presented using tables.

3.8 Operational definition of variables

Table 3.3 Operational definition of variables

Objectives	Variables	Indicators	Data Instruments	Scale of measurement	Types of analysis
To examine the factors that influence youth participation in development project in Bomet Central sub-county	Dependent variable - Development projects.	-Frequency of meetings -Decision making -Planning	Questionnaire	Ordinal Nominal	Descriptive
To examine the impact of the level of education on the community in development projects at Bomet Central sub county.	Independent variable - Level of education	- Basic education - Highest qualification - Professional training - Advanced learning	Questionnaire	Ordinal Nominal	Descriptive
To find out the relationship of accessibility to opportunities and youth participation in development projects Bomet Central sub county.	Independent Variable - Accessibility to opportunities	-Awareness -Seminars -Youth groups - Project assessment	Questionnaire	Ordinal Nominal	Descriptive
To establish relationship of government policies and youth participation in development projects Bomet Central sub county	Independent variable - Government policy	-Equality -Tender awards -Empowerment -Decision making	Questionnaire	Ordinal Nominal	Descriptive

3.9 Ethical consideration

The researcher ensured that ethical issues were addressed so as to provide honest results pertaining to the study. The ethical issues that relate to the individual researcher include plagiarism, fraud and misuse of privileges and this was avoided to protect the integrity of the researcher. In cases where confidentiality and privacy was required, they were upheld to protect the subjects and the information which was revealed. A person who was requested to participate in the research was told the truth and given all the facts about the research in order to make an informed decision about participating or not. The relevant issues in the research were considered and also the respondents were not put to test if they felt uncomfortable in participating in research. An introductory letter detailing the purpose of the research was used in introduction of the questionnaire and respondents were assured of confidentiality and anonymity.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discusses the findings of the study. The outcomes discussed are based on the research objectives of the study. This chapter starts by looking at the response rate and socio-demographic characteristics which include gender, marital status, age and number years in group membership. The sections that follow provide a descriptive and inferential statistics of each of the four specific objectives of the study. The findings are presented based on descriptive and inferential analysis. Inferential statistics included are Chi-square tests and correlation analysis. Finally, the chapter concludes with a summary of the tests of hypotheses as outlined by the study.

4.2 Response rate

Three hundred and ninety-six (396) respondents from Bomet Central Sub County, Bomet County consisting of young people between the ages of 18 and 35 were selected to participate in the study. However, 390 respondents returned their questionnaires and hence 98.5% response rate. Babbie (2011) suggested that a response rate of 60% is good while a response rate of 70% and above is very good. Thus all the received questionnaires were found to be fit for analysis.

4.3 Demographic information

This section gives an overview of the demographic characteristics such as age and gender, marital status and number of years in group membership. The researcher resorted to investigate the socio-demographics of the respondents, which may indirectly affect their activities in line with participation of youth in development projects. These include; gender which helped to show the composition of the youth groups and the age of the respondents also helps in knowing the age bracket of those who are active in embracing changes in the community.

4.3.1 Gender

The gender distribution of the respondents was as shown on table 4.1.

Table 4.1 Gender distribution of the respondents

Gender	Frequency	Percent (%)
Male	202	51.8
Female	188	48.2
Total	390	100.0

Source: Research data (2018)

The male respondents of the study were 51.8% while female were 48.2%. These were drawn from all the youth residing in Bomet central Sub-county where the researcher collected the data.

4.3.2 Age distribution

Table 4.2 gives the age bracket of the respondents.

Age bracket	Frequency	Percent (%)
18-23 years	102	26.2
24-29 years	184	47.1
30-35 years	104	26.7
Total	390	100.0

Source: Research data (2018)

The age bracket for the majority of the respondents, as in table 4.2, was between 24 and 29 years making 47.1% of all the respondents. 30-35 years were at 26.7%. Those between 18 and 23 years were 26.2%. From the results, there is high participation of youth in development projects with for ages between 24 and 29 years, suggesting a major age bracket for most youth.

4.3.3 Marital status

This is summarized by table 4.3.

Table 4.3: Marital status of the respondents

Marital status	Frequency	Percent (%)
Single	178	45.6
Married	198	50.7
Divorced	12	3.1
Separated	2	.6
Total	390	100.0

Source: Research data (2018)

The findings in table 4.3 on the marital status of respondents indicated that the married made up 198 (50.7%) of the respondents. Those who were single constituted 178 (45.6%). Whereas divorced and separated represented 3.1% and 0.6% respectively.

4.3.4 Years in group membership

The summary is shown by table 4.5.

Table 4.4: Years in group membership

Period	Frequency	Percent (%)
Below 5 years	182	46.7
5-10 years	170	43.6
Over 11 years	38	17.2
Total	390	100.0

Source: Research data (2018)

Majority of the respondents indicated that they have been members in their groups for less than 5 years. 182 (46.7%) attested to this. 170 (43.6%) had been members for 5-10 years. Those with over 11 years in their groups were 38 (17.2%).

4.4 Influence of level of education on the youth participation in the development projects

This is discussed and summarized as follows:

4.4.1 Descriptive analysis

Table 4.5: Highest level of education

Education Level	Frequency	Percentage (%)
-----------------	-----------	----------------

Primary	16	4.1
Secondary	42	10.8
College	142	36.4
University	122	31.4
Post graduate	67	17.3
Total	390	100.0

Source: Research data (2018)

From table 4.5, 142 of the respondents were college level graduates representing 36.4%. 31.4% were university graduates while 17.3% were post graduates. Secondary school constituted 42 respondents representing 10.8% and primary school leavers represented the remaining portion of 4.1%.

Table 4.6: Education influence on youth participation

Response	Frequency	Percent (%)
Yes	364	93.3
No	26	6.7
Total	390	100.0

Source: Research data (2018)

From table 4.6, the highest number of respondents stated that education influence youth participation in community based youth projects. This was represented by 364 (93.3%).

The statements displayed by table 4.7 relate to influence of level of education on the youth participation in the implementation of community development projects. The options corresponding to these statements are: Strongly Agree(SA), Agree(A), Undecided(U), Disagree(D), and Strongly Disagree(SD).

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
The current education system in Kenya is playing a major role in youth participation in the implementation of community development projects.	250	64.1	106	27.2	20	5.1	6	1.5	8	2.1
Experiences in the education are	202	51.8	168	43.1	10	2.6	10	2.6	0	0

useful in the youth participation in the implementation of community development projects.										
Education encourages the youth to participate in the implementation of community development projects.	208	53.3	140	35.9	28	7.2	14	3.6	0	0
Youth project qualities can be improved through education.	190	48.7	172	45.1	6	1.5	14	3.6	4	1.1
Differences in education levels hinders effective youth participation in the implementation of community Development projects.	184	47.2	122	31.3	26	6.7	48	12.3	10	2.6
Better educated youth participate actively than those not very well educated.	180	46.2	134	34.4	16	4.1	46	11.8	14	3.6
Educated youth are better empowered for participation in the community based youth projects	194	49.7	122	31.3	20	5.1	44	11.3	10	2.6
Educated youth appreciate community development projects better than the less educated	194	49.7	59	30.3	18	4.6	48	12.3	12	3.1

Source: Research data (2018)

As shown by table 4.7, 64.1% strongly agreed that the current education system in Kenya is playing a major role in youth participation in the implementation of community development projects. 27.2% agreed, 5.1% were neutral, 1.5% disagreed while 2.1% strongly disagreed. The highest value of 64.1% indicated that majority of the respondents strongly agreed that the current education system in Kenya is playing a major role in youth participation in the implementation of community development projects.

51.8% of the respondents strongly agreed that experiences in education are useful in the youth participation in the implementation of community development projects. 43.1% agreed, 2.6% were neutral and 2.6% also disagreed. No respondent strongly disagreed. The highest value of 51.8% showed that most respondents strongly agreed that experiences in education are useful in the youth participation in the implementation of community development projects.

53.3% of the respondents strongly agreed that education encourages the youth to participate in the implementation of community development projects. 35.9% agreed, 7.2% were neutral, 3.6% disagreed. No respondent strongly disagreed. The highest value of 53.3% showed that most respondents strongly agreed that education encourages the youth to participate in the implementation of community development projects.

48.7% of the respondents strongly agreed that youth project qualities can be improved through education. 45.1% agreed, 1.5% were neutral, 3.6% disagreed. No respondent strongly disagreed. The highest value of 53.3% showed that most respondents strongly agreed that youth project qualities can be improved through education.

47.2% of the respondents strongly agreed that differences in education levels hinder effective youth participation in the implementation of community development projects. 31.3% agreed, 6.7% were neutral, 12.3% disagreed while 2.6% strongly disagreed. The highest value of 47.2% showed that most respondents strongly agreed that differences in education levels hinder effective youth participation in the implementation of community development projects.

46.2% of the respondents strongly agreed that better educated youth participate actively than those not very well educated. 34.4% agreed, 4.1% were neutral, 11.8% disagreed while 3.6% strongly disagreed. The highest value of 46.2% showed that most respondents strongly agreed that better educated youth participate actively than those not very well educated.

46.2% of the respondents strongly agreed that better educated youth participate actively than those not very well educated. 34.4% agreed, 4.1% were neutral, 11.8% disagreed while 3.6% strongly disagreed. The highest value of 46.2% showed that most respondents strongly agreed that better educated youth participate actively than those not very well educated.

49.7% of the respondents strongly agreed that educated youth are better empowered for participation in the community based youth projects. 31.3% agreed, 5.1% were neutral, 11.3% disagreed while 2.6% strongly disagreed. The highest value of 49.7% showed that most respondents strongly agreed that educated youth are better empowered for participation in the community based youth projects.

49.7% of the respondents strongly agreed that educated youth appreciate community development projects better than the less educated. 30.3% agreed, 4.6% were neutral, 12.3% disagreed while 3.1% strongly disagreed. The highest value of 49.7% showed that most respondents strongly agreed that educated youth appreciate community development projects better than the less educated.

4.4.2 Hypothesis testing

The hypothesis that follows was set forth in regard to the first objective:

H₀₁ There is no significant relationship between education levels and youth participation in development projects in Bomet Central sub-county.

To test for significance, Chi- square (χ^2) was obtained and the results presented in Table 4.8

Table 4.8: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	78.893 ^a	16	.000
Likelihood Ratio	61.975	16	.000
Linear-by-Linear Association	29.475	1	.000
N of Valid Cases	326		

Source: Research data (2018).

In order for the investigator to decide whether results are statistically significant or not, p-value has to be calculated which is the probability of observing an outcome assuming that the null hypothesis is true. The null hypothesis is rejected if the p-value is less than the level significance i.e. in $P < \alpha$, $P < 0.05$ (Kothari, 2004).

The results from table 4.8 indicated that there was a significant association between education levels and youth participation in development projects. ($\chi^2=78.93$, P-value=0.000). Consequently, the researcher failed to accept the null hypothesis and hence concluded that there was a significant relationship between education levels and youth participation in development projects in Bomet Central sub-county.

Furthermore, the researcher wanted to find out the direction of the association and therefore obtained Cramer's V value as shown in Table 4.9.

Table 4.9: Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.696	.000
	Cramer's V	.348	.000
N of Valid Cases		326	

Source: Research data (2018)

As shown by table 4.9, it is evident that there was a significant positive relationship between education levels and youth participation in development projects in Bomet Central sub-county ($r = 0.348$, $p\text{-value} = 0.000$). This could imply that the higher their education levels, the better their youth participation in development projects.

4.5 Accessibility to opportunities and youth participation in development projects

This is discussed as follows:

4.5.1 Descriptive analysis

Table 4.10: Opportunity awareness in development projects¹²

Response	Frequency	Percent (%)
Yes	350	89.7
No	40	10.3
Total	390	100.0

Source: Research data (2018)

Majority of the respondents, 89.7% stated that they are aware of opportunities that can help them participate in development projects whereas only 10.3% stated otherwise. These were drawn from all the youth residing in Bomet Sub-county where the researcher collected the data.

Table 4.11: Government creation of opportunities for youth participation

Response	Frequency	Percent (%)
Yes	302	77.4
No	88	22.6
Total	390	100.0

Source: Research data (2018)

Table 4.11 shows that most respondents, 77.4% stated that they think the government has done or is doing well in creating opportunities for youths to participate in development projects. 22.6% don't think that the government has done or is doing well in creating opportunities for youths to participate in development projects.

Table 4.12: Accessibility to opportunities for youths

	Frequency	Percent (%)
Strongly disagree	20	5.1
Disagree	52	13.3
Undecided	28	7.2
Agree	100	25.6
Strongly Agree	108	27.7
Not answered	82	21.0

Total	195	100.0
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Source: Research data (2018)

Table 4.12 shows that 27.7% of the respondents strongly agreed that accessibility to opportunities for youths to participate in development projects is sufficient. 25.6% agreed, 7.2% were undecided, 13.3% disagreed while 5.1% strongly disagreed. The highest value of 27.7% indicated that majority of the respondents strongly agreed that accessibility to opportunities for youths to participate in development projects is sufficient.

Table 4.13: Seminar attendance

Response	Frequency	Percent (%)
Yes	324	83.1
No	66	16.9
Total	390	100.0

Source: Research data (2018)

Table 4.13 indicates that most respondents, 83.1% stated that they have attended seminars while 16.9% have not attended any seminars.

Table 4.14: Frequency of seminar attendance

	Frequency	Percent (%)
Very often	88	22.6
Often	130	33.3
Undecided	4	1.0
Not often	86	22.1
Not very often	18	4.6
Not answered	64	16.4
Total	195	100.0

Source: Research data (2018)

Table 4.14 shows that 33.3% of the respondents indicated they often attend youth seminars. 22.6% very often attend youth seminars, 1% were undecided, 22.1% not often while 4.6% not very often. The highest value of 33.3% indicated that majority of the respondents often attend youth seminars.

4.5.2 Hypothesis testing

The hypothesis that follows was put forward in regard to the second objective:

H₀₂ There is no significant relationship between accessibility to opportunities and youth participation in development projects at Bomet Central sub-county.

To test for significance, Chi- square (χ^2) was obtained and the outcomes presented in Table 4.15.

Table 4.15: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	88.280 ^a	16	.000
Likelihood Ratio	79.289	16	.000
Linear-by-Linear Association	41.694	1	.000
N of Valid Cases	274		

Source: Research data (201)

Table 4.15 showed that there was a significant association between accessibility to opportunities and youth participation in development projects ($\chi^2=88.28$, P-value=0.000). Therefore, the researcher failed to accept the null hypothesis and hence concluded that there was a significant relationship between accessibility to opportunities and youth participation in development projects in Bomet Central sub-county.

Additionally, the researcher wanted to find out the direction of the association and therefore Cramer's V value was obtained as indicated by Table 4.16.

Table 4.16: Cramer's V on accessibility to opportunities and youth participation in development projects

		Value	Approx. Sig.
Nominal by Nominal	Phi	.803	.000
	Cramer's V	.401	.000
N of Valid Cases		274	

Source: Research data (2018)

As shown by table 4.16, it is evident that there was a significant positive relationship between accessibility to opportunities and youth participation in development projects (r

= 0.401, p-value=0.000). This suggests that the higher accessibility could lead to higher participation of youth in development projects.

4.6 Government policies and youth participation in development projects

This is discussed as follows:

4.6.1 Descriptive analysis

Table 4.17: Existing government policies favourable for youth participation

Response	Frequency	Percent (%)
Yes	332	85.1
No	58	14.9
Total	390	100.0

Source: Research data (2018)

Table 4.17 indicates that most respondents stated that existing government are favourable to youth participation in development projects. This is represented by 85.1% of the total response. 14.9% of the respondents stated that existing government policies are not favourable to youth participation in development projects.

Table 4.18: Government policies are favourable in youth participation projects

	Frequency	Percent (%)
Strongly disagree	12	3.1
Disagree	42	10.8
Undecided	46	23.6
Agree	144	36.9
Strongly agree	94	24.1
Not answered	52	13.3
Total	390	100.0

Source: Research data (2018)

Table 4.18 shows that 24.1% of the respondents strongly agreed that government policies are favourable to youth participation in development projects. 36.9% agreed, 23.6% were undecided, 10.8% disagreed while 3.1% strongly disagreed. The highest value of 36.9% indicated that majority of the respondents agreed that government policies are favourable to youth participation in development projects.

Table 4.19: Bomet central sub-county youth are empowered through government policies

	Frequency	Percent (%)
Strongly disagree	34	17.4
Disagree	98	25.1
Undecided	32	16.4
Agree	134	34.4
Strongly agree	92	23.6
Total	390	100.0

Source: Research data (2018)

As shown by table 4.19, 23.6% of the respondents strongly agreed that youths in Bomet central sub-county are empowered through government policies. 34.4% agreed, 16.4% were undecided, 25.1% disagreed while 17.4% strongly disagreed. The highest percentage of 34.4% showed that majority of the respondents agreed that youths in Bomet central sub-county are empowered through government policies.

Table 4.20: Government policy satisfaction in ensuring equality of youth participation

	Frequency	Percent (%)
Very unsatisfied	14	3.6
Unsatisfied	140	35.9
Undecided	24	6.2
Satisfied	126	32.3
Very satisfied	86	22.1
Total	390	100.0

Source: Research data (2018)

Table 4.20 shows that 22.1% of the respondents were very satisfied with government policies in ensuring equality of youth participation. 32.3% were very satisfied, 6.2% were undecided, 35.9% were unsatisfied while 3.6% were very unsatisfied. The highest value of 35.9% indicated that most respondents were very unsatisfied with government policies in ensuring equality of youth participation.

Table 4.21: Government policy satisfaction in ensuring youth involvement in decision making

	Frequency	Percent (%)
Very unsatisfied	36	9.2
Unsatisfied	110	28.2
Undecided	24	6.2
Satisfied	138	35.4
Very satisfied	82	21.0
Total	390	100.0

Source: Research data (2018)

As indicated by table 4.21, 21% of the respondents were very satisfied with government policies in ensuring youth involvement in decision making. 35.4% were satisfied, 6.2% were undecided, 28.2% were unsatisfied whereas 9.2% strongly were very unsatisfied. The highest percentage of 35.4% showed that majority of the respondents was satisfied with government policies in ensuring youth involvement in decision making.

4.6.2 Hypothesis testing

In line with objective three, the following null hypothesis was advanced:

H₀₃: There is no significant relationship between government policies and youth participation in development projects in Bomet Central sub-county.

The data was analyzed by a measure of association using Chi-square (χ^2). The findings are presented in table 4.22.

Table 4.22: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	130.219 ^a	16	.000
Likelihood Ratio	143.241	16	.000
Linear-by-Linear Association	89.348	1	.000
N of Valid Cases	326		

Source: Research data (2018)

The findings in table 4.22 indicated that there was a significant association between government policies and youth participation in development projects ($\chi^2=130.219$, P-value=0.000). The null hypothesis was rejected, hence concluded that there was a significant relationship between government policies and youth participation in development projects in Bomet Central sub-county.

In addition, the researcher wanted to find out the direction of the association and therefore Cramer's V was obtained so as to find out the relationship between government policies and youth participation in development projects and results given in Table 4.23.

		Value	Approx. Sig.
Nominal by Nominal	Phi	.894	.000
	Cramer's V	.447	.000
N of Valid Cases		326	

Source: Research data (2018)

Table 4.23 indicated that there was a strong positive and significant relationship between government policies and youth participation in development projects ($r= 0.447$, $p < 0.05$). This implied that improved government policies would likely to lead to increased youth participation in development projects.

4.7 Socio-cultural aspects and youth participation in development projects

This is discussed as follows:

4.7.1 Descriptive analysis

The statement in table 4.24 relates to socio-cultural factors influencing youth participation in community development projects. The supplied options corresponding to the statements are: Strongly Agree(SA), Agree(A), Undecided(U), Disagree(D), and Strongly Disagree(SD).

Table 4.24: Socio-cultural aspects and youth participation in development projects

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Your friends influence you to participate in the community projects.	170	43.6	158	40.5	14	3.6	24	6.2	24	6.2
Your parents and family influence you to participate in the community projects.	150	38.5	174	44.6	30	7.7	26	6.7	10	2.6
Adults respect young people and believe they have significant contributions to make in community projects.	148	37.9	108	27.7	96	24.6	30	7.7	8	2.1
Adults promote youth active participation in community projects.	126	32.3	154	39.5	58	14.9	48	12.3	4	1.1
Young people may have good ideas but are unsure about how to implement them in community projects.	178	45.6	164	42.1	22	5.6	18	4.6	8	2.1

Source: Research data (2018)

Table 4.24, indicate that 43.6% of the respondents strongly agreed that friends influence them to participate in the community projects. 40.5% agreed, 3.6% were undecided, 6.2% disagreed and 6.2% strongly disagreed. The highest value of 43.6% indicated that majority of the respondents strongly agreed that friends influence them to participate in the community projects.

38.5% of the respondents strongly agreed that parents and family influence them to participate in the community projects. 44.6% agreed, 7.7% were undecided, 6.7% disagreed while 2.6% strongly disagreed. The highest value of 44.6% showed that most

respondents agreed that parents and family influence them to participate in the community projects.

37.9% of the respondents strongly agreed that adults respect young people and believe they have significant contributions to make in community projects. 27.7% agreed, 24.6% were undecided, 7.7% disagreed while 2.1% strongly disagreed. The highest value of 37.9% showed that most respondents strongly agreed that adults respect young people and believe they have significant contributions to make in community projects.

32.3% of the respondents strongly agreed adults promote youth active participation in community projects. 35.9% agreed, 14.9% were undecided, 12.3% disagreed while 1.1% strongly disagreed. The highest value of 37.9% showed that most respondents agreed that adults promote youth active participation in community projects.

45.6% of the respondents strongly agreed that young people may have good ideas but are unsure about how to implement them in community projects. 42.1% agreed, 5.6% were undecided, 4.6% disagreed while 2.1% strongly disagreed. The highest value of 45.6% showed that most respondents strongly agreed young people may have good ideas but are unsure about how to implement them in community projects.

4.7.2 Hypothesis testing

The fourth objective sought to find out whether there was a significant relationship between socio-cultural aspects and youth participation in development projects. The null hypothesis was as follows:

H₀₄: There is no significant relationship between socio-cultural aspects and youth participation in development projects Bomet Central sub-county.

To test for significance, Chi- square (χ^2) was obtained and the results presented in Table 4.25.

Table 4.25: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.798 ^a	16	.001
Likelihood Ratio	45.829	16	.000

Linear-by-Linear Association	20.546	1	.000
N of Valid Cases	326		

Source: Research data (2018)

The findings in table 4.25 indicated that there was a significant association between socio-cultural aspects and youth participation in development projects ($\chi^2=38.798$, P-value=0.001). The null hypothesis was rejected, hence concluded that there was a significant relationship between socio-cultural aspects and youth participation in development projects in Bomet Central sub-county.

Furthermore, the investigator wanted to find out the direction of the association and therefore Cramer’s V was obtained so as to find out the relationship between socio-cultural aspects and youth participation in development projects. The results are summarized in table 4.26.

Table 4.26: Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.488	.001
Nominal	Cramer's V	.244	.001
N of Valid Cases		326	

Source: Research data (2018)

Table 4.26 indicated a positive and significant relationship between socio-cultural aspects and youth participation in development projects ($r= 0.244$, $p < 0.05$).

Table 4.27 Summary of Hypothesis tests

Null hypothesis	Type of test	p-value	Conclusion
H₀₁: There is no significant relationship between education levels and Youth Participation in development projects in Bomet Central sub-county.	Chi-square	0.000	Reject the null hypothesis
H₀₂: There is no significant relationship between accessibility to opportunities and Youth Participation in development projects at Bomet Central sub-county.	Chi-square	0.000	Reject the null hypothesis
H₀₃: There is no significant relationship between government policies and youth participation in development projects in Bomet Central sub-county.	Chi-square	0.000	Reject the null hypothesis
H₀₄: There is no significant relationship between socio-cultural aspects and youth participation in development projects Bomet Central sub-county.	Chi-square	0.000	Reject the null hypothesis

Source: Research data (2018)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study investigated factors that influence youth participation in development projects in Bomet Central sub-county. This chapter provides summary of findings, conclusions based on the research objectives and various recommendations meant to enhance youth participation in development projects.

5.2 Summary of the findings

It was established that 51.8% of respondents were male forming the higher composition of the respondents and 47.1% of total respondents were in the age bracket of 24-29 years. Findings indicated 50.7% of respondents were married. Majority of the respondents (46.7%) had been members in their groups for less than five years. 36.4% of the respondents had attained college level of education. 93.3% stated that education influences youth participation in community projects.

5.2.1 Influence of level of education on youth participation in development projects

The first objective was to establish the influence of level of education on youth participation in development projects. The results determined significance of the various aspects of level of education on youth participation in development projects. It was found out that there was a significant association between education levels and youth participation in development projects ($\chi^2=78.93$, P-value=0.000). Further results indicated there was a significant positive relationship between education levels and youth participation in development projects ($r = 0.348$, p-value=0.000) which implied that the higher their education levels, the better their youth participation in development projects.

Yuerlia and Saptomo (2014) articulate that education is a key 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. The educated youths are powerful agents in development in many

rural and urban communities. According to UNDP Youth Strategy (2014-2017), education is vital to economic and social development and to the improvement of young people's lives globally. Lacking a proper education is often one of the challenges that youth faces in participating meaningfully in community development projects.

5.2.2 Influence of accessibility to opportunities on youth participation in development projects

The second objective was to examine the effect of accessibility to opportunities on youth participation in development projects. It was established that 89.7% of the respondents were aware of opportunities that can help them participate in development projects. 77.4% think that the government has done or is doing well in creating opportunities for youths to participate in development projects. 27.7% of the respondents strongly agreed that accessibility to opportunities for youths to participate in development projects is sufficient. Most youth, 83.1% stated that they had attended seminars out of which 33.3% often attend such youth seminars. Accessibility was found to have significant effect on youth participation in development projects ($\chi^2=88.28$, P-value=0.000). Further evidence shows a significant positive relationship between accessibility to opportunities and youth participation in development projects ($r = 0.401$, p-value=0.00), suggesting that the higher accessibility could lead to higher participation of youth in development projects.

5.2.3 Influence government policies and youth participation in development projects

The third objective was to assess the effect government policies and youth participation in development projects. 85.1% the respondents stated that existing government policies are favourable to youth participation in development projects. 36.9% agreed that government policies are favourable to youth participation in development projects. 34.4% of the respondents agreed that youths in Bomet central sub-county are empowered through government policies. 35.9% very unsatisfied with government policies in ensuring equality of youth participation. 35.4% of the respondents were satisfied with government policies in ensuring youth involvement in decision making.

Chi-square test of independence showed that there was significant association between government policies and youth participation in development projects ($\chi^2=130.219$, P-

value=0.000). Furthermore, correlation analysis indicated that there was a strong positive and significant relationship between government policies and youth participation in development projects ($r= 0.447, p < 0.05$).

Participation of youth in decision making about community based projects is an important aspect in projects accomplishment. 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 (Paul, 2009).

5.2.4 Influence of socio-cultural aspects on youth participation in development projects

The fourth objective was to examine the role of socio-cultural aspects on youth participation in development projects. The findings indicated that there was a significant association between socio-cultural aspects and youth participation in development projects ($\chi^2=38.798, P\text{-value}=0.001$). Cramer's V correlation showed a positive and significant relationship between socio-cultural aspects and youth participation in development projects ($r= 0.244, p < 0.05$), implying that incorporation of positive socio-cultural factors could lead to increased involvement of youth in development projects.

According to United Nations Youth and Education Fact Sheet (2017), youth engage for a number of reasons ranging from self-actualization and peer recognition to the desire to solve problems, make changes or fight injustice through social or political activism. Nowadays, numerous youth led organizations and networks exist around the world, which are committed to fight for human rights, adequate education, better communities and a brighter future. They aim to promote voluntary work and development of communities and represent youth in decision making processes in all levels.

5.3 Conclusion

Based on the outcomes, it was concluded that education levels had influence on youth participation in development projects. Youth contributed differently in development

projects as they had different levels of education. Education enhanced the youth participation in community based development projects. 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.

On the effect of accessibility to opportunities on youth participation in development projects, the study concluded that accessibility to opportunities influenced youth participation in development projects. The study also concluded that youth were well informed on the opportunities that could help them participate in development projects.

On the effect government policies and youth participation in development projects, the study concluded that government policies had an effect on youth participation in development projects. Further conclusions indicated that government policies are favourable for youth participation in community development projects. However, the government policies do not provide room for equal participation of youth in development activities.

On role of socio-cultural aspects on youth participation in development projects, the study concluded that socio-cultural aspects influence youth participation in development projects. The study further concluded that youth are inspired and motivated by their peers as well as other members of the community in ensuring active participation in community development projects.

5.4 Recommendations

Based on the findings of the study, the investigator gave the following recommendations to promote youth participation in development projects:

- Pertinent education level should be fulfilled.
- Community development experts should design their projects in a manner that will compel more youth to participate in development projects.

- The government to establish national youth advisory councils which ensure youth inclusion and engagement in all processes that affect them.
- Socio-cultural barriers should be addressed.

5.5 Suggestions for further research

This study proposes the following recommendations for further research:

1. Effects of youth empowerment programmes on youth participation in community based projects in Bomet central sub-county.
2. An assessment on factors influencing female youth participation in community development projects.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR YOUTH

This questionnaire is designed to gather information on the factors that influence participation of youth in development projects in Bomet Central Sub-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?
18-23 years []
24- 29 years []
30- 35 Years []
3. Marital status
Single [] Married [] Divorced [] Separated []
4. How many years have you been a member in your group?
Below 5 years [] 5- 10 years [] Over 11 years []

Section B: Influence of level of education on the youth participation in the development projects

1. Highest level of education attained
Primary []
Secondary level []
College Level []
University Level []
Post graduate []
2. Does the level of education influence youth participation in community based youth projects
Yes [] No []
3. The statements below relate to Influence of level of education on the youth participation in the implementation of community development 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
4. The current education system in Kenya is playing a major role in youth participation in the implementation of community development projects					
5. Experiences in the education are useful in the youth participation in the implementation of community development projects					
6. Education encourages the youth to participate in the implementation of community development projects					
7. Youth project qualities can be improved through education					
8. Differences in education levels hinders effective youth participation in the implementation of community Development projects					
9. Better educated youth participate actively than those not very well educated					
10. Educated youth are better empowered for participation in the community based youth projects					
11. Educated youth appreciate community development projects better than the less educated					

Part C: Accessibility to opportunities and youth participation in development projects

12. Are you aware of any opportunity that can help you participate in development projects?

Yes [] No []

13. Do you think the government has done or is doing well in creating opportunities for youths to participate in development projects?

Yes [] No []

14. If yes in 13 above, how do you agree with this statement? The are accessibility to opportunities for youths to participate in development projects is sufficient?

Strongly disagree []

Disagree []

Undecided []

Agree []

Strongly agree []

15. Have you attended any youth seminars?

Yes [] No []

16. If yes in 15 above, how often do you attend youth seminars

Very often []
Often []
Undecided []
Not often []
Not very often []

Part D: Government policies and youth participation in development projects

17. Are the existing government policies favourable to youth participation in development projects?

Yes [] No []

18. If yes in 17 above, how do you agree with this statement? The government policies are favourable to youth participation in development projects.

Strongly disagree []
Disagree []
Undecided []
Agree []
Strongly agree []

19. How do you agree with this statement? Youths in Bomet central subcounty are empowered through government policies.

Strongly disagree []
Disagree []
Undecided []
Agree []
Strongly agree []

20. How satisfied are you with government policies in ensuring equality of youth participation?

Very unsatisfied []
Unsatisfied []
Undecided []
Satisfied []
Very satisfied []

21. How satisfied are you with government policies in ensuring youth involvement in decision-making?

- Very unsatisfied []
- Unsatisfied []
- Undecided []
- Satisfied []
- Very satisfied []

Part E: Socio-cultural aspects and youth participation in development projects

22. The statement below relate to socio-cultural factors influencing women participation in entrepreneurial activities. 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.

Socio-cultural factors	1	2	3	4	5
Your friends influence you to participate in the community projects					
Your parents and family influence you to participate in the community projects					
Adults respect young people and believe they have significant contributions to make in community projects					
Adults promote youth active participation in community projects					
Young people may have good ideas but are unsure about how to implement them in community projects					
Your friends influence you to participate in the community projects					

APPENDIX II: LETTER OF TRANSMITTAL

University of Nairobi,
Department of Extra Mural Studies

Dear respondent,

I am a postgraduate student undertaking a Master of Arts in Project Planning and Management in the School of Continuing and Distance Education at the University of Nairobi. I am carrying out a study on Factors influencing Youth Participation in Community Development Projects in Bomet Central Sub -county, Bomet County. I am using the attached questionnaire to collect information for the study. It is my kind request that you fill the questionnaire, providing the relevant information to facilitate the study. Please use the space provided to fill in the information required as objectively and honestly as possible. The information provided will be treated with strict confidentiality for the academic purposes only.

Yours faithfully,

Naomi Sugut