

**FACTORS INFLUENCING YOUTH'S PARTICIPATION IN  
COMMUNITY DEVELOPMENT PROJECTS IN  
EMUHAYA DIVISION, KENYA**

**By**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2010**

## DECLARATION

This research project is my own original work and has never been submitted for a degree award in any university.

Signature  .....

Date 20 - 8 - 2010 .....

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**L50/71592/2009**

This research project has been submitted for examination with our approval as university supervisors.

Signature  .....

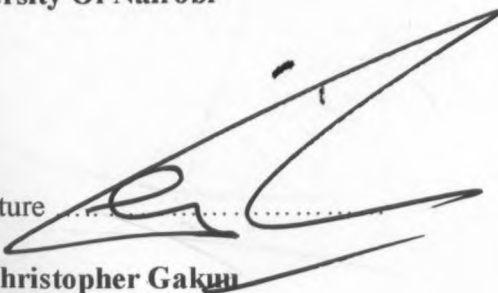
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## **DEDICATION**

In loving memory of my late parents Mama Judy Andayi and Dad John Arthur Ochilo; for their invaluable love, nurture and great desire to see me through great heights in academic excellence in particular and in life in general.

Also dedicated to my little sons Ivor and Mitch for the sparkle they have added into my life and to, all that desire and emulate my way of life.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AIDS:</b>	<b>Acquired Immune Deficiency Syndrome</b>
<b>CDF:</b>	<b>Constituency Development Fund</b>
<b>HIV:</b>	<b>Human Immune Virus</b>
<b>KKV:</b>	<b>Kazi Kwa Vijana (Swahili equivalent of Work for the Youth)</b>
<b>LATF:</b>	<b>Local Authority Transfer Fund</b>
<b>NACADA:</b>	<b>National Campaign against Drug Abuse</b>
<b>UNICEF:</b>	<b>United Nations International Children's Emergency Fund</b>
<b>YES:</b>	<b>Youth Employment Systems</b>

## ABSTRACT

This study investigated factors influencing youth's participation in community based development projects in Emuhaya Division. It established that the youth's expected and actual participation was influenced by various factors. The research was guided by the conceptual approach, which attempted the explanation of the relationship between the factors influencing the youth's participation in community based development projects such as: youth characteristics, sensitization and advocacy, social cultural determinants economic factors and the actual participation. A descriptive survey design was used and data collected using questionnaires. Stratified random sampling was used to categorize community based development programs/groups into those composed of women, young men and those made up of both men and women. Simple random sampling was used to select 20 groups from the 42 community based development groups in the division. At the group level, the researcher used simple random sampling to select 10 members, while purposive sampling was used to select 3 officials/leaders from every youth group and 3 youth development officers from the Division. Approximately 200 youths, 60 youth leaders and 3 youth development officers participated in this study. The data collected was analyzed using descriptive statistics in which percentages, frequencies and tables were used. Through a critical scrutiny of the study's findings, summary of these findings and the conclusions made; this study established the factors influencing the youth's actual participation in community based development projects. Among these factors were: the youth's personal characteristics such as age, gender, marital status and educational level; sensitization and advocacy; economic factors such as unemployment and socio-cultural factors such as leisure, gender related duties and peer pressure. These findings and their respective recommendations are bound to help develop policies and strategies that should be put in place to ensure the youth's effective and productive participation. For example; among the recommendations made both for the potential beneficiaries such as the youth themselves, the government through the Ministry of Youth Affairs and Sports, the general public and any interested future researchers were: the inclusion of studies on the relevance and need for youth's involvement in development projects in the secondary school curriculum, intensified involvement in sensitization and advocacy and the funding of development conscious youth activities by the government, Non-Governmental Organizations and any other interested stakeholders.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

This chapter highlights a general overview of the proposed study. It presents an outline of the background to the study, the statement of the problem and the purpose of the study. It also goes through the objectives as well as the research questions that guided the study, the significance, delimitation, limitations and assumptions. It ends with a clear definition of the operational terms that were used in the study.

Youth comprise a great portion of the workforce in both rural and urban communities. They have assumed wider community development roles through the formation of youth associations (Ogolo, 1996) which see the youth engage in various development activities that are expected to lead to community development.

In order to effect any meaningful development in any community and the nation as a whole there needs to be a practical participation of all the stakeholders who among them include the owners of the project composed of children, the youth, women and men (adults), non-governmental organizations and the government itself. It is therefore worth noting that all the members of any society have vital roles to play in order to enhance the desired development standards. For instance the youth commonly defined as the individuals between the ages of 15 to 35 years; need to effectively participate in the initiation and management of development projects geared towards uplifting their own standards of living and that of the members' community and nation as a whole. Youth is "a slippery concept" (Kenway, 1993, p.10). One wonders when it starts and finishes. Some people may say that there is a fluidity that transcends demarcation. There are some instances in any adult life where behavior or attitudes could be construed as "adult-like" actions or perceptions.

Young people are often seen as less than adults: as adults-in-the-making, as having no real place except at some time in the future when they become “real people”. Davies and Banks (cited in Weiner, 1994.p.64) take this further by stating that young people are “not accorded full human status within society”. No wonder the former president of Kenya, retired President Daniel Moi could not avoid referring to the youth or young people as “the leaders of tomorrow”- future leaders. The Oxford Advanced Learners Dictionary of English defines Youth as the period of one’s life when one is young, especially the time before a child becomes an adult. It further refers to youth as used in social studies as a young person (usually a young man, and often one that one does not have a good opinion of). It is therefore commonly acceptable that youth is defined by the period that marks the physical, psychological and social transition into adulthood. The United Nations defines young people as those up to the age 18, while many government policies consider youth to be from 13 to 25 (Wyn & White, 1997).

The youth are very important to national development since various programmes directed at them by the government at various times give credence to this. It follows that the preparation of any nation for productive life depends on the policies and programmes designed for youths. The youths therefore need proper guidance and direction in order to maintain a reliable status quo in their community. When they are brought together, it is quite easier to speak with one voice and thus effectively work together in development.

Youth participation per se, refers “to the process of sharing decisions which affect one’s life and the community in which one lives” (Hart, 1992. p.5).

According to UNICEF, it is the fundamental right of citizenship and the means by which democracies should be measured (Hart, 1992). In a study of processes in the substitute care system, a young person, asked to describe his reaction to not being

involved in making a decision about his life, said, "Decisions that involve me are basically my life. This is my life. Why are you talking about it as if I don't exist?" (NSW Child Protection Council, 1998. p.53).

Despite the Kenyan government's initiative and campaign to involve the youths' active participation in the development process through the Ministry of Youth Affairs and Sports with operational offices as low as the Divisional levels of administration, the youth in Emuhaya Division do not seem to fully participate and gain from these presumed effective campaigns. It is worth noting that strategies and programmes meant to effect the youth's total involvement in development such as sports and programmes such as the "Kazi Kwa Vijana" – work for the youth initiative meant to see the youth active and productive in both rural and urban communities does not seem to yield much.

It is a common sight to encounter a group of young men (youth) idle along roads or at shopping centers with the vague reason of resting or just story telling. Worst of all, these energetic young men spend the whole day virtually doing nothing though wish to take breaks off to have meals back at their homes – meals apparently acquired by their aged parents. It is also appalling that most of the available youth shun total involvement in community based development projects like repair of roads and even working on their own scarcely available pieces of land yet they blame it all on joblessness.

Luanda market, considered to be one of the busiest market centers in East Africa is generally a home of young energetic men and women presumed to be residents of both Luanda and Emuhaya Divisions who idle and aimlessly loiter without any apparent means of earning a living or contributing to the community's development. Due to determinants of youth's participation in community

development projects such as the youth's characteristics, their attitude and peer pressure among others, some youth are bound to stay idle and as a confirmation of the saying: "An idle mind is the devil's workshop", the youth are bound to engage in undesirable or less productive practices such as drug and substance abuse and hooliganism which then take up or occupy their unutilized time and talents.

Rural urban migration is also a major problem facing most Kenyan communities. The presence of important infrastructural facilities in rural areas help to reduce the ever reducing active (youth) population in rural communities. (Osuji, 1992). Thus active participation helps the youth in planning and acting together for the satisfaction of their felt needs through organized efforts to acquire skills and the concepts required for their effective participation in the problem solving process (Jibobwe, 1992; Akinbile et al, 2006).

Bearing in mind that the youth have been noted for their active involvement in community development, greater social cohesion, quick reaction to issues, creativity and desire to change; it is therefore imperative to exploit their productive qualities for the best change in the community. It is in line with this that this research project purposed to investigate the determinants of youth's participation or involvement in community development projects in Emuhaya Division.

## **1.2 Statement of the Problem**

The government of Kenya initiated the Ministry of Youth Affairs and Sports in the year 2005 to mainstream youth related issues to the Divisional level of administration in economic, social, cultural and political aspects among others.

Despite the government's efforts to provide some resources through the Constituency Development Fund (CDF), Kazi Kwa Vijana (KKV) work for youth initiative, LATF, Youth Enterprise Fund, revamping of youth polytechnics and



providing Youth Officers at the grassroots that is, Divisional level, there is still doubt and very little evidence that the youth are actually participating in community development projects as low as the divisional level. For example, with the government's continuous boost in terms of finance and skills improvement (as per a report from the office of the Prime Minister) in Muindi B.'s article, "Youth jobs set for major boost" in the 2010, January 19 Daily Nation, it is still disturbing that government initiated programs such as the KKV initiative though expected to benefit at least 50% of the youth in every constituency, very few youths in Emuhaya Division acknowledge having benefited while their knowledge of it seem available. The government's funding of youth enterprises in constituencies as meant to be disbursed through the Constituency Youth Enterprise Scheme launched in December 2006 raises a worrying scenario when very few youths present their applications for the Youth Enterprise Fund (Emuhaya DC's office 2010). The government's plan to create 350,000 menial jobs to reduce joblessness among the youth (Daily Nation 2010, January 19) does not seem quite forthcoming since the youth who should actively participate in projects such as the maintenance of roads like the Esiarambatsi-Mulucheze all weather road 2009/10 project sponsored by LATF and meant for community contracting in Emuhaya Division, had a very low turn up of youths who should have benefited from the same. The youth expected to provide labor seemed unavailable or occupied in other activities not clearly identified. It is also worth noting that out of the registered 43 youth groups in Emuhaya Division, only 30, 70% seem in existence or actively involved in community development activities (source; District Gender and Social Development Committee Chairman- Larger Vihiga, 2010). This study therefore sought to investigate the factors influencing the youth's participation in community development projects in Emuhaya Division. This would therefore

provide a basis for the development of policy action and strategies to ensure that the youth's participation in community development projects is improved and maintained to the highest level possible.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the factors influencing the participation of the youth in community development projects in Emuhaya Division, Emuhaya District of Western Province, Kenya.

### **1.4 Objectives of the Research**

The objectives of this study were:

1. To investigate the extent to which the youth's characteristics influenced their participation in community development projects in Emuhaya Division.
2. To identify the level at which sensitization and advocacy influenced the youth's participation in community development projects in Emuhaya Division.
3. To investigate the extent to which economic factors influenced the youth's participation in community development projects in Emuhaya Division.
4. To establish the extent to which socio-cultural factors influenced the youth's participation in community development projects in Emuhaya Division.

### **1.5 Research Questions**

The research questions derived from the stated objectives were:

1. To what extent do the youth's characteristics influence their participation in community development projects in Emuhaya Division?

2. To what level does sensitization and advocacy influence the youth's participation in community development projects in Emuhaya Division?
3. To what extent do economic factors determine the youth's participation in community development projects in Emuhaya Division?
4. To what extent do socio-cultural factors influence the youth's participation in community development projects?

### **1.6 Significance of the Study**

The findings of this research project would be of great use to the youth themselves, youth leaders in the Emuhaya division, the researcher himself, other future researchers and the Government of Kenya through the Ministry of Youth Affairs and Sports.

It was hoped that the youth who were the basic subjects of this study would greatly benefit from the findings by discovering their true selves as a result of understanding the determinants of their participation in community development projects. They would discover how they ought to modify their characteristics and response to their immediate environments in order to benefit from and exploit their abilities effectively for the general improvement in their standards of living and that of their community in which they too live through active involvement in the community development projects.

Youth leaders were expected to benefit greatly for they would use the study's findings to derive more practical strategies of effective leadership and peer guidance for they would easily discover why the youth under their charge might not be fully participating in community development projects available for them or by themselves.

The researcher of this study also benefited greatly from the findings. The researcher gained more skills in research work and had the credit of having added more important information to the already existing knowledge and also inspired future researchers into doing the same.

The general human community of Emuhaya District was expected to also benefit greatly from the findings since the credit and future of any community is determined by the kind of youth it produces and nurtures. It followed that members of the general community would be expected to examine the influence of their endeavors to the youth's attitude to participation in development projects bound to help uplift their standards of living. The community was expected to outline standards that would make it possible for the youth's full involvement in development programmes.

The government as the main stakeholder in the development programs and general improvement of standards of living of its citizens was expected to find this study's findings very important. Through the Ministry of Youth Affairs and Sports, the government would be able to design strategies and programmes meant to curb negative influences that affect or hinder the youth's effective participation in development projects or programmes. The government would also have to review its policies as regards the monitoring and evaluation of the programmes or policies that it had put in place to take care of the youth's full involvement in decision-making processes as required by Human Rights and Democratic Philosophies. The findings would also benefit other development conscious bodies such as NACADA to review and take the possible corrective measures in order to curb drug and substance abuse that may have a negative influence on the pattern of youth's participation in development projects.

### **1.7 Delimitation of the Study**

This study was successful owing to the fact that the time available for it was almost sufficient for the researcher to collect and analyze the required data. Emuhaya Division is relatively endowed with various roads which were in relatively fair conditions thus made most of the places accessible from Kisumu, Kakamega, Busia and even Vihiga, Butere and Mumias districts.

The fact that, just like other districts in the country, the Emuhaya district has Youth Officers and youth leader's at all administrative levels, that provided the required information. It is also worth noting that the district has a large pool of youths who could easily be accessed through the various youth groups and self help associations formed within the division. The appropriate respondents were therefore easily available within the district itself. It was greatly hoped that the findings of this study would be applicable to other districts with similar characteristics in Kenya.

### **1.8 Limitations of the Study**

Factors such as rural-urban migration among the youth, limited time within which the study was conducted and financial constraints could not allow the researcher to study all the youth groups or self help groups and their respective community development projects in the whole of the Emuhaya Division. Thus the findings or data collected could not be expected to lead to good generalization.

### **1.9 Assumptions of the Study**

It was assumed that the youth in Emuhaya Division participated effectively in community development projects in the division. It was also assumed that the District Youth Officers the youth leaders and the youth themselves (both female and male),

and the youth groups/self help associations and the community development projects sampled for the study, would provide adequate and true data for analysis.

### **1.10 Definition of Significant Terms**

**Youth:** Young people, both male and female from the age of 15 to 35.

**Community Development Project:** A program or an event that members of a community ventured in to help improve its member's standards of living.

**Factor:** One of several things that caused or influenced the youths' involvement in community development activities/projects.

**Participation:** The process of sharing decisions which affected the youth's own life and involvement in the activities expected by the self help group or general community to which one belonged.

**Youth characteristics:** It referred to personal qualities such as age, gender and level of education of the youth captured in this study.

**Economic factors:**

Referred to things that indicated the presence or absence of money and income generation at the community level.

**Social cultural determinants:**

These are aspects of culture within the community in which the individual youth lives and is socialized.

### **1.11 Summary**

This chapter highlighted the background of the study and the statement of the problem that existed. It also dealt with a clear presentation of the objectives of the study and the research questions derived from them. It also gave an insight into the significance of the study to various stakeholders in the Emuhaya Division as well as describing the limitations and the assumptions of the study that was carried out. The chapter finally provided the operational definitions of the significant terms that were used in the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter concentrated on the review of literature which drew information from secondary sources from libraries and the internet. It basically dealt with empirical support details on the factors influencing the youth's participation such as: the youth's characteristics, their attitude, sensitization and advocacy, economic and socio-cultural factors in community development projects in Emuhaya Division.

#### 2.2 Youths Characteristics

Youths has been constructed as a controversial term in regard to the age bracket of the people that it refers to. It is therefore worth noting that attempts to define and identify who exactly the youth are have opened avenues on how to make that vital lot to gain its right place in the human community.

Youth is 'a slippery' concept (Kenway 1993, p.10). People generally wonder when it starts and finishes. It generally refers to the state when one is neither a child nor an adult. It is however notable that their behavior or attitudes could be constructed as 'childish' and in the same way young people can display remarkably 'adult-like' actions or perceptions. Young people are often seen as less than adults; as adults-in-the-making: as having no real place except at some time in the future when they become 'real people' (Davies and Banks cited in Wejner, 1994 p.64.) further state that young people are 'not accorded full human status within society'.

It is therefore commonly acceptable that youth is defined by the, period that marks the physical, psychological and social transition into adulthood. The United Nation defines youth people as those up to, 18 while many government policies



consider youth to be from 13 to 25 (Winn & White, 1977). The issue of the youth and development has been and still an issue of great concern, globally. This owns its base to the fact that the kind of youth produced by whichever nation determines its future. Various nations both developed and developing are seriously concerned with the creation and implementation of policies and strategies that would recognize and involve the youth in the decision making processes especially on issues concerning their life. Various studies conducted with the youth and about the youth and development revealed that the youth know what they want and only need little support and direction from all the stakeholders charged with seeing to it that youth affairs are addressed effectively.

Left on their own without guidance and other interventions, such as policies governing the youth's involvement in development programs, they are bound to lose track and indulge in crime and adult-like activities such as sex, and drug and substance use and abuse. (The Prevention Researcher, 2005), strives to highlight means by which the youth could be involved and engaged. It follows that even in the developed nations such as U.S.A; strategies to let the youth get involved in decision making were quite vibrant. Before the youth could benefit from, high quality after school programs, they needed to be drawn into a program and consistently engaged by it (Integrated Researcher Services, 2010). The youth are thus encouraged to greatly engage and actively participate in voluntary community development programs which not only benefit them but also other members of the community either directly or indirectly. Some of the constraints highlighted as far as their endeavor is concerned included the explosion in information technology which indiscriminately provided the youth with the opportunity to receive and share information that was bound to impact negatively on their life if no effective intervention measures were put in place.

It followed that personal characteristics of the youth such as age, gender and level of education played a great role in determining the extent to which the youth participate in development programs.

It is worth noting that the youths' characteristics greatly determine their attitude toward community development work or activities. Attitude refers to the youths feelings towards participation in community based development projects. It should be keenly noted that attitude as a determinant on its own may greatly affect or be affected by other determinants such as levels of education and socio – cultural factors. It follows that the youth's attitude towards participation in community development projects can be influenced by ones level of education in that some do believe that once a certain level of education was acquired then a white collar job befits him/her. Therefore the many youth development programs especially those established at the community level and that involve a lot of practical skills are bound to be looked down upon and eventually ignored.

The youth's attitude toward the skills required and the kind of work undertaken by a particular community development project was, bound to influence their actual level of involvement. For example, a research conducted in Nigeria by Akinboye et al in Remo North Government area of Ogun State, Nigeria in 2007 on the influence of the youth's attitude towards participation in community based development projects revealed that factors such as the youths age, level of education and skills acquired in life greatly determined the level of the youths participation in community development projects.

With a keen focus on the trends in the education sector, it was clear that the systems of education that had so far prevailed in Kenya namely 7:4:2:3 and 8:4:4 that had undergone various reforms had undoubtedly been constructed as producing

personnel for office jobs. Most youth therefore look at technical skills which are very vital in community development projects as meant for the less educated. It is in this line that the Ministry of Youth Affairs and Sports highlighted part of its Departmental achievements as having developed a new curriculum based on the National Industrial and Training (TIVET) policy framework of the Session Paper No. 1 of 2005. The new curriculum aimed at providing multi-skills and demand-driven competence based skills to the youths who were basically expected to utilize them in the country as from the community development project level. Polytechnics, generally viewed as institutions of the less intellectually endowed had been taken through various reformations such as teaching skills in leadership, introduction of ICT, and capacity building for youth polytechnics among other renovations meant to change and inform the youths' attitude and ability to make viable choices in life.

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### **2.3 Sensitization and Advocacy**

Sensitization and advocacy involved the dissemination of the relevant information for action to the youth that needed it most. This advocacy for youth's participation in development projects involved the creation of forums that allowed the youth to share the skills and knowledge that they had. For instance, the Annual Youth Assembly at the United Nations set for August 2010 would seek to empower the youth with skills and knowledge on: leadership, conflict and conflict resolution, and assertion to make them have their rights. This would be expected to make them have voice and the general understanding of their rights and responsibilities. Various youth leaders were therefore trained annually in order to bring the youth's full participation in development on board. In a study of Processes in the Substance Care System carried out in Australia, a young person asked to describe his reaction to not being

involved in making a decision about his life said, "Decisions that involve me are basically my life. This is my life, why are you talking about it as if I don't exist" (NSW child protection council, 1998. p, 53)

The youth therefore needed to be equipped with information and knowledge about various life skills that would enable them live pragmatic lives. While many young people felt disenfranchised from the processes of power and their ability to make a difference, they still cared deeply about issues relevant to them such as: education, employment, the environment, health and sexuality (Hallett, 1999). Thus genuine participation in decision-making and community projects should deal with issues of most concern to the youth. Channels of communication and the relevance of the information provided to the youth to highly determine the youth's level of participation in projects/ programs that were meant for them. In a research carried out in Kibera Slum in Nairobi by Courtney Crosson in 2004-2005 on Youth Information Networks in Kibera Nairobi, Kenya, it revealed that the information sources most widely accessed and used were the Radio, Television and Posters. For example, the most trusted source for information on HIV/AIDS was the radio, followed by the TV while current community issues were accessed via radios and posters. It was also discovered that information on services in Kenya was basically received through posters.

These findings were also most likely to affect the youths in Emuhaya Division though with a likely slight variation since Emuhaya Division was a setting in the rural. Most youth groups and their members did not know anything about specific plans and schedules meant to allow for their effective participation in community development projects. Services available to the youth could therefore be advertised effectively using the most accessible and reliable sources of information. Workshops

and seminars for capacity building could be very necessary for the youth. The internet which lacked in many local communities such as Emuhaya Division was one other very important information dissemination tool (Courtney, 2005) for the provision of effective youth awareness. An individual's level of education and training also greatly affected ones involvement in community development projects. For instance very highly educated youth who may have acquired valuable skills and knowledge from the technical college and universities could opt to go for white collar jobs preferably away from their community and even out of their own country. This is bound to impact negatively on the human resource that would have been vital for community development projects. On the other hand, some of the community development projects such as brick-making required special skills that should be learnt by those involved. Thus an individual without the necessary knowledge and skills could not be of any value even if he/she was available in the community.

#### **2.4 Economic Factors**

Economic determinants of youth participation in community development included aspects of life and activities that enhance the presence or absence of income or money at the community level. Unemployment is one of the very many economic determinants that do exist in most countries. Other examples of economic determinants such as Youth Enterprise Fund, and availability of Youth Development Fund as part of the provisions of the Kenyan Government through the Ministry of Youth Affairs and Sports were bound to greatly affect the youth's level of participation in community development.

As stated in an article on the End Year Retreat held on December 30–31, 2003 at Rowalan camp, Lang'ata by Critics against Violence revealed that unfulfilled

election promises, for instance Narc's 2007 promises to create 500,000 job opportunities for unemployed youth during the first one year in office, could basically determine the youth's subsequent participation in development projects. The youths' expectations which had not been fulfilled by the time of this study were bound to determine their subsequent involvement in community projects. Poverty which is a common phenomenon among the youth in both rural and urban communities has far reaching effects on the youth's participation in community development projects. Since the youth's desire is to live better lives, they strive to get out of the vicious circle of poverty by all means. Some may not be able to acquire certain job or work-specific skills due to lack of training. Others who may have skills to establish self help projects suffered financial constraints that left them helpless. Such youth are bound to engage in drug and substance abuse and even criminal activities. Some youth would rather stay idle than participate in voluntary community services that could not guarantee any sort of payment. This is bound to negatively influence their participation in community development projects. It is worth noting that information is very important in the delivery of any service. The youth have the desire to get information and their environment. There are so far various means of delivering information to the youth especially in this ICT era. It is worth noting that, for effective choice-making and eventual participation in community development projects the youth needed to receive the correct and dated information in time. For instance, information about their rights and responsibility, opportunities available and even their own health and sexuality was of great value. The most appropriate and effective means of communication should be identified and utilized in order to reach the youth. This should be in line with the findings in a study carried out in Kibera among the youth in 2005. Information on topics that greatly affected their wellbeing

such as growth and sexuality, anti HIV/AIDS campaign and job opportunities and the means by which it was communicated to the youth was bound to affect their participation in community development projects.

In a bid to help tone down the negative influence of some of these economic factors, there had come into existence some organizations such as the Youth Employment Systems (YES) , a national youth multi-stakeholder established in 2002 and registered in Kenya as a society with the intention of empowering the youth through education, employment creation, employability of youth, equity, entrepreneurship, environmental sustainability and generally sought to improve sustainable livelihoods for the youth (Kenya Country Network, 2008). However, such organizations may not be well known to the youth who needed their services most.

## **2.5 Socio-Cultural Determinants**

The society and culture within which an individual youth finds him/her in was bound to influence the extent to which he or she participated in community development. It is worth noting that the youth's social setting included the cultural practices and beliefs which in turn influenced ones attitude. Peer pressure was one of the social factors that impact either positively or negatively on the youth's desire to participate in community development projects.

Transformation or change was one of the major desires that any development conscious society needed. Thus intervening to improve children and young people's participation was seen by UNICEF as one way of fundamentally improving a whole society. Young people's participation needed to be examined in light of the power relations in any society and human endeavors to achieve equality (Prout, 2001).

In Australia, for example, there is a problem ensuring serious participation and representation by young people in its political institutions. This was due to the culture of limited institutionalized avenues for their input. Political institutions and actors failed to be aware of, or respond to social intelligence about the values and aspirations of the young people (Norton 2001). Young people's stand points existed in a local social setting and young people are shaped by and contribute to shaping these settings (Prout 2001). When they grow up they then emerge as "revolutionaries" when it comes to having their say. The youth view their life as consisting of restrictions in terms of choice, consultation, participation and basic respect for their moral status.

According to a report on Peace, Democracy and Development – October 25, 2009 by the Ugunja Community Resource Centre, it was realized that many youths had in the past been affected by civil unrest and that more sensitization on how to handle issues affecting them was necessary. It stated that Kenya had been undergoing constitutional review process after campaigns by activists. Many especially the youth believed that the new constitution would completely benefit them. UCRC was therefore involved in civic education, organizing workshops and awareness raising forums in collaboration with various partner organizations. Events of the above kind which could or could not be readily available in Emuhaya Division were likely to determine the youth's participation in community development projects. Peace, Democracy and Development are aspects of life that if well integrated are bound to guarantee a certain degree of youth participation in community development. Determinants such as peer pressure, peace and democracy are socio-cultural aspects that needed keen scrutiny to discover their effect on youth's participation in community development in Emuhaya Division.

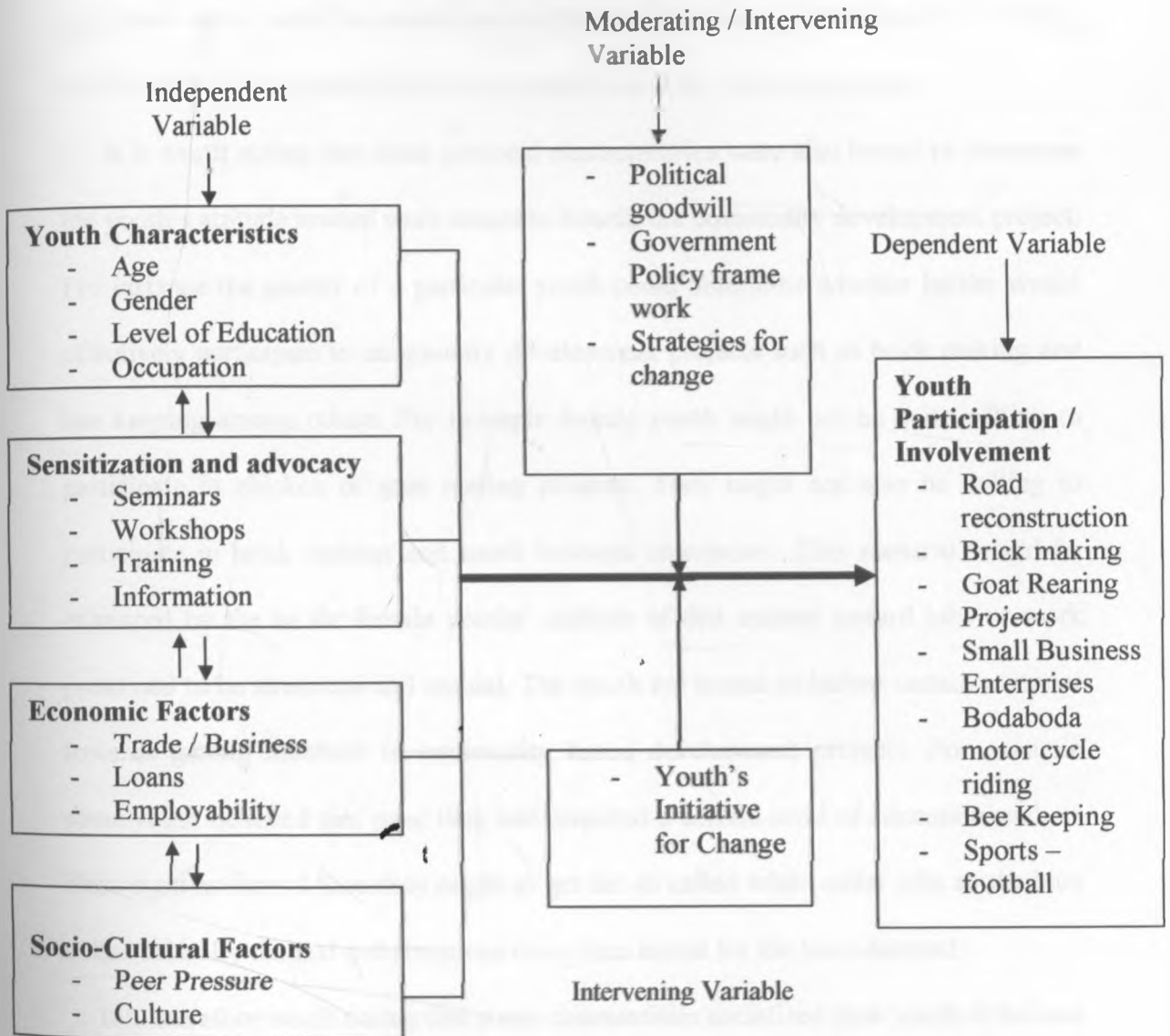


Politics of the day also came out clearly as a factor that was bound to determine how the youth participate in community development projects. With the youth as the most active bracket of the population in any community, they were bound to be easily used by political leaders to influence their success and failure of opponents. For instance, both the single and multiparty systems of government had had their share of influence on the youth in Kenya. The youth know that they are bound to be the leaders of the country at one point in their lives. This notion made them proactive and eager to analyze how they were treated by the leaders who in the real sense feared the imagination that the youth were coming up for the same leadership.

It was common for many political leaders to take advantage of the youth's plight to support them or segregate against them in line with their political affiliations. Some political leaders even made promises that were never fulfilled to the youth even after ascending to power. Some political campaign tools presented as tools to the betterment of the youth's lives discouraged the youth from effective participation in community development projects especially when unfulfilled.

## 2.6 Conceptual Framework

The following frame illustrates the relationship between the determinants (independent variables) and the extent of youth participation (dependent variable) in community development projects.



**Fig. 2.6 Factors Influencing Youth Participation in Community Development Projects**

From the above conceptual framework of the relationship between the various determinants of youth's participation in development projects in Emuhaya Division, it is worth noting that the youth themselves were the custodians of the factors that influenced their participation. Personal characteristics such as age, gender and level of education were bound to determine whether the individual youth would be willing, ready or not to fully participate in community based development projects.

It is worth noting that these personal characteristics were also bound to determine the youth's attitude toward work meant to benefit the community development project. For instance the gender of a particular youth could determine whether he/she would effectively participate in community development projects such as brick making and bee keeping among others. For example female youth might not be quite willing to participate in chicken or goat rearing projects. They might not also be willing to participate in brick making and small business enterprises. This scenario would be enhanced by the so far female youths' attitude of that existed toward jobs or work presumed to be strenuous and menial. The youth are bound to harbor certain attitudes towards getting involved in community based development projects. For example some youth believed that once they had acquired a certain level of education such as class eight or form 4 then they ought to get the so called white collar jobs as the blue collar-basically manual and strenuous ones were meant for the less educated.

It is therefore worth noting that some communities socialized their youth to believe that manual work in general and the community development engagements are programs or projects for the poor and less educated. It is not surprising that many educated youth would be found complaining about joblessness when the uneducated do work hard in the equally beneficial community development projects. It is ironical that these youth that participate in community based development projects may as well

feel that they have been condemned into participation since they did not hit the mark to uplift them from their condition. This attitude seemed to hold its roots in the education systems that had so far prevailed in Africa in general and Kenya in particular. Since the colonial era that 'saw the introduction of Western education spearheaded by the missionaries, work associated with the educated was branded white collar. The less or uneducated were relegated to strenuous and low paying jobs that one was bound to expect in any rural setting.

Economic determinants such as income generating projects and the financial ability to maintain the same also played a great role in mobilizing for the youth's participation. Many youth would like to make their lives better than they seemed to be. They would therefore seize any opportunity available in order to earn money through the easiest means possible. The realization of the availability of money or absence of the same among the youth was bound to be very much influenced by the youth's circle of friends who had their characteristic likes and dislikes.

Social-cultural issues such as peer pressure also influenced the youth's extent of participation in community development. The youth have been noted for their great desire to socialize experiment, discover and embrace change acceptable by one's friends. Therefore one individual was bound to effectively participate in or look down upon community development projects due to the friends' or peer's influence. Other social-cultural issue such as politics and the youth's desire to seek their position and identity was bound to make them either participate actively or shun involvement in community based development projects.

Capacity building programs which comprise intensive sensitization and advocacy for youth's participation in community development projects was bound to either yield desirable or undesirable fruits. Most of the youth's did not seem aware of the policies

and strategies put in place by the government and other interested parties such as the United Nations and UNICEF for the sake of the youth. It is true that a nation that did not invest in its youth could not have a future to depend on. If the necessary information, campaigns and meaningful sensitization was done to make the youth aware of the opportunities available for them and the benefits available for participation then meaningful development as a result of awareness creation and attitude change would be realized.

In conclusion, it is imperative that the relationship among the aforementioned factors is well understood since they are interrelated and narrow down to influencing either negatively or positively the so desired participation of the youth. A deeper understanding of these determinants and how they relate was bound to bring forth the appropriate interventions to curb the existing problem: ineffective participation of the youth in community development projects. The cry about joblessness among the youth would then be a long forgotten issue.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with the research design, methods of data collection and procedures that were followed in undertaking the research. It also presented a description of the area of study, the sample size and sampling procedures, data collection procedures, and instruments used in data collection, and the techniques that were used in the analysis of the data collected.

#### **3.2 Research Design**

Research design refers to the arrangement of conditions which facilitate the collection and analysis of data in a way that focuses on combining the relevance of the research with the procedures involved. It is a conceptual structure within which research is carried out. It contains the basis for the collection, measurement and data analysis.

This study employed a descriptive survey. Descriptive surveys designs are basically used in preliminary and exploratory studies (Lucky & Reuben, 1992). They allow the researcher to gather information, summarize, present and interpret it for the purpose of certificate. It is also worth noting that descriptive survey research was bound to produce statistical information such as about aspects of education that interested policy makers and even educationists. The descriptive survey design was worth choosing since it was through it that the most desired and most valid information could be obtained more easily as indicated by Sharma et al (1989).

It was not only easier to handle but also and less expensive as compared to other designs. It is also the best when the researcher intends to describe human behavior and attitude (Mugenda, 1999).

### **3.3 Target Population**

Emuhaya Division is one of the two Divisions: Emuhaya and Luanda that made up the Emuhaya District. The division was large enough to sustain a research study whose findings could be generalized and applicable to others with similar qualities too. It was located in Emuhaya District, Western Province and bordered by Kakamega South to the North, Kisumu to the South, Luanda Division and Butere District to the West and Vihiga to the East.

Emuhaya Division was chosen because it was relatively away from Luanda market which could not influence the results of the study due to factors like rural-urban migration. Luanda and a few markets were located within the neighborhood of the division thus called for a lot of engagement in community development and income generating projects by the youth. It also had good soil for Agriculture and a great resource of volcanic rock for construction activities. Despite all these qualities it was common to meet idle young men and women at market centers and in homes as their counterparts engaged in some productive activities in the same locality. Joblessness among most of the youth especially school leaver's was a usual problem. The field study was carried out in twenty (20) self-help groups and their community based development projects in the division. The study's population was made up of two hundred (200) youths (both male and female), sixty (60) youth leaders and three (3) youth development administrators in the district.

### 3.4 Sample Selection and Sample Size

The sample size was made up of two hundred and sixty-three (263) respondents. Stratified random sampling was used to classify community based development programs or groups into those composed of women, young men and those made up of both men and women. The sample size was obtained from the population in a manner that reflected effective representation of the respective population size. This study targeted youths already registered in various youth groups or self-help associations. Since the total number of the youths in registered groups was 670, out of these 30%, that is, 200 were reached and filled the questionnaires in the 20 self help groups randomly selected from the 42 in the Emuhaya Division. Out of the expected 120 youth leaders/officials from the selected 20 groups, 50%, that is, 60 were reached and 3 youth development administrators/officers purposively selected from the district. Simple random sampling was used to ensure that each group in each youth group/self help group category and each youth selected had an equal chance of being selected and included in the study (Kerlinger, 1983) except the Youth Officers.

This method of sampling was the most appropriate since it is confidently considered as free from bias. It was quite fair. With the stratified sampling, the researcher had to know the groups and in which proportions that they made up the total population. With the assumption that the groups forming the population were known, the researcher decided on the total sample size, divided it into sub-samples with the same proportions as the groups in the population, selected a random sample from within each group (strata) which was to become the appropriate sub-sample and then add to the sub-sample results to obtain the figures for the overall sample.



School leavers were expected to be the best sample choice for this study since they had gone through the school system with their wishes and expectations in mind and that they were then facing the realities of life out of school in their respective youth groups. They were also the best and most appropriate target for youth and community development programs. They were also out to better their lives. The youth that were still in school could not have the true picture of the realities of life in the community since they were still under the close care of the parents, teachers and the school regulations and rules.

### **3.5 Description of Research Instruments**

The researcher used questionnaires as the instruments of data collection because it was bound to give the respondents adequate time to provide well thought out responses to the items in the questionnaires. It also enabled the researcher to cover large samples within a relatively short time. The questionnaires comprised both closed and open ended items. Interviews were also be used in order to clarify some of the items in the questionnaires. Two relatively different questionnaires were prepared for the youths and, the youth's leaders and officers respectively.

#### **Youths' Questionnaires**

The youth's questionnaire was divided into three parts: A, B and C. Part A sought to establish the demographic details of the youth (respondents). This part was made up of questions that sought information on the respondents' age, gender, marital status and educational level. The second part, B: sought to collect information on the reasons why the youth join and participate in their groups' activities, how sensitization and advocacy is effected for youth oriented development activities, income generation means for the youth groups, and socio-

cultural factors such as gender and other recreational activities that influence youth's participation in development projects. This questionnaire's last part C, sought information on the respondent's suggestions on what the youth, youth leaders and the government should do to improve the participation of the youth in community development projects in Emuhaya Division.

### **Youth Leaders' Questionnaires**

The youth leaders' questionnaire was divided into three parts: A, B and C. Part A was meant to collect information on the leaders' demographic details. Various questions were asked to establish the respondent's age, gender, marital status, educational level and occupation. The second part, B, was made up of 4 main questions that sought information on reasons why the youth join and participate in their group's activities, availability of sensitization and advocacy programs for the youth, economic and socio-cultural factors influencing youth's participation in development projects. The last part, C sought the respondent's suggestions on what the youth, the youth leaders and the government should practice in order to improve youth participation in community development projects in Emuhaya Division.

#### **3.5.1 Piloting of Research Instruments**

The questionnaires prepared for this study were used in Vihiga Division which was not part of the delimited area for the study. This was done one month before the actual study in the 20 youth groups in Emuhaya Division. The data collected from piloting was analyzed and provided the researcher with an insight into the nature of results that were expected upon the completion of the research.

### **3.5.2 Validity of the Instruments**

This research employed content validity test. It is the degree of success of an instrument in measuring what is set out to be measured so that differences in individual scores can be taken as representing true differences in the characteristics being studied. Mugenda (1999) refers to content validity as a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. The researcher thus needs to specify the domain of indicators which are relevant to the concept being measured before designing an instrument that can yield to content validity. The domain of indicators or content of youth's participation in community development projects were: youths' characteristics, youth's attitude, sensitization and advocacy, economic and socio-cultural factors. Questionnaires designed for this study were presented to experts who helped to determine their validity for the research.

### **3.5.3 Reliability of the Instruments**

The research instruments were expected to have the ability to consistently yield the same results when repeated measurements were taken under the same conditions (Sharma et al 1989, Koul 1993). The questionnaires were pre-tested through a pilot study to assure their reliability in collecting data as far as the determinants of the youth's participation in community development projects were concerned. Two youth groups in the neighboring Vihiga district were randomly selected. The reliability of the instruments was verified by test-rest method in the sampling groups. Simple random sampling was used to select 10 youths and two leaders/officials from each of the selected groups to complete the questionnaires.

Similar questionnaires were administered to the same respondents after two weeks. The scores in the first test and the re-test were compared. As indicated by Best and Kahn (1989), the Pearson's moment correlation coefficient ( $r$ )/( $r_{xy}$ ) was used to compute the correction co-efficient between the scores in the two tests (See the formula below).

#### Pearson Product Moment Correlation

$$r = \frac{\sum xy - \frac{\sum x \sum y}{n}}{\sqrt{\left\{ \sum x^2 - \frac{(\sum x)^2}{n} \right\} \times \left\{ \sum y^2 - \frac{(\sum y)^2}{n} \right\}}}$$

Where:

$r$  = Pearson Product Moment Correlation

$\sum x$  = Sum of scores in x variables

$\sum y$  = Sum of scores in y variables

$\sum xy$  = Sum of the product of x and y

$\sum x \sum y$  = The Product of  $\sum x$  and  $\sum y$

$\sum x^2$  = each score in x variable squared and then the Squares summed up.

$(\sum x)^2$  = the score in the x variable are summed up, and then the sum is squared.

$\sum y^2$  = each scores in y variable are summed up.

$(\sum y)^2$  = The scores in y variable are summed up, then the sum is squared.

$n$  = number of paired x and y

The reliability of the instruments was justified since a correlation of 0.8 which was realized was strongly positive towards 1.0. According to Popham, (1967) and Lokersh (1984) Pearson's moment product correlation coefficient ( $r$ ) is a measure of correlation that shows the type and strength of the relationship between two variables being studied.

### **3.6 Data Collection Procedure**

The researcher began his official study by obtaining a research permit from the Emuhaya District Commissioner with the verification of the Department of Extra-Mural Studies, School of Continuing and Distance Education of the University of Nairobi. This was availed to the youth leaders who helped to facilitate the delivery of questionnaires to the respondents and their collection by the researcher.

The data collection exercise was carried out within 19 days with two weekends inclusive. Youth Leaders' Questionnaires were administered to the District Youth Officer, the Divisional Youth Officer, the District Gender and Social Development Officer and the Youth Leaders. Most of the Youths' Questionnaires were administered through their youth leaders and an effectively trained research assistant. Some of the respondents were allowed four days to complete the questionnaires with a follow up done to assist those that required further clarification. The questionnaires were however completed by most of the respondents without difficulty.

### **3.7 Data Analysis Techniques**

Data collected was analyzed using qualitative descriptions. This was done by analyzing tables by looking at the respondents answers to the items in the questionnaires, relationships between the independent variables (determinants of the youth's participation in community development projects) and the dependent variable (youth's participation) were determined in order to make statistically informed final judgments. Pearson's Moment Correlation Coefficient was computed to help interpret the relationship between tests especially during the piloting of the data collection instruments. Statistical programs such as excel and the statistical

package for social sciences (SPSS) were used in the generation of frequency distributions and percentages which formed the basis for analysis and interpretation of the findings.

### **3.8 Ethical Considerations**

This research was carried out with a general understanding that the activities that the youths participated in, in their respective youth groups were good and beneficial to the youth themselves and the general public and respondents assured that the information acquired was confidential. Every respondent was respected, treated with dignity and also made to understand that whichever role he/she played was greatly appreciated for it had its relevance to the researcher, the youth themselves and any other stakeholder in the general human society.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter highlights a clear analysis: presentation, interpretation and discussion of the data collected on the respondents' demographic distributions (age, gender, marital status level of education), the youth's perception of their groups' activities/work, the economic factors, and socio cultural factors that influence the youth's participation in the community development projects in Emuhaya Division.

#### 4.2 Response Return Rate

In order to accomplish the collection of the data that would be analysed to answer the research questions two hundred and fifty five (255) youth questionnaires and seventy five (75) youth leaders questionnaires were prepared and dispatched to the respondents. Out of these questionnaires, 202 and 60 were returned dully filled for analysis from the youths and youth leaders respectively. This translates into the response return rates of 79% for the youths and 80% for youth leaders' questionnaires respectively. Most of the youth leaders questionnaires were returned for analysis since the completion was done in the presence of the researcher immediately while most of the youths were allowed to present their questionnaires one or two days later especially now that some had to be reached through their youth leaders. The total response return rate of the questionnaires was 82%. This return rate was favorable for the study.

### 4.3 Demographic Data of Respondents

The study sought to establish the demographic characteristics of the respondents. The data collection on the demographic characteristics of the respondents was meant to answer the question: “To what extent do the youth’s characteristics influence their participation in community development projects in Emuhaya Division?”

In order to accomplish this task, several questions targeting the respondents, sex, age, marital status and highest level of education reached and completed were asked. Data collected under the demographic distributions of the respondents was analysed and discussed under the following sub themes.

#### 4.3.1 Age Distribution of the Respondents

When asked to reveal their ages, the respondents’ answers elicited the data presented in table 4.1 below.

**Table 4.1 Age Distributions of the Respondents**

Age	Youths		Youth Leaders	
	Frequency	%	Frequency	%
15 – 20	0	0	0	0
21 -25	48	24	12	20
26 – 30	63	32	19	32
30 and above	89	45	29	48
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

The data in table 4.1 above revealed that most 45% of the youths that participated in youth groups activities in Emuhaya Division were aged 30 and above followed by



32% aged between 26 and 30 with the least 24% aged between 21 and 25 years. The youths aged between 15 and 20 years did not exist in the selected groups.

This finding indicates that the majority of the youths actively involved in development projects were aged above 30 and above and that those aged between 15 and 20 totally missed. These could be attributed to the idea that mature youths were development conscious while the younger ones were still either in the school system or colleges.

Thus age was a factor that greatly influenced the youth's participation in community development projects.

#### 4.3.2 Gender Distribution of the Respondents.

In order to establish the gender composition of the respondents and how it influenced the youth's participation in community development projects, the data in following table 4.2 was collected.

**Table 4.2 Gender Distribution of the Respondents**

Gender / Sex	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Male	136	68	39	65
Female	64	32	21	35
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

Table 4.2 above indicates that most of the youth 67% were male with 68% youths and 65% youth leaders while female youths were 33% of the total participants.

This finding reveals that youths that participated in Community development projects in Emuhaya Division are dominated by the male gender. Thus there was the need to put in place strategies that would encourage more female youths to participate effectively in Community development Projects.

#### 4.3.2 Marital Status of Respondents

Marital status is considered as factor that is bound to have a great bearing and influence on an individual's overall participation in development activities. The data collected on this factor is presented in table 4.3 below.

**Table 4.3 Marital Status of Respondents**

Marital Status	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Single	50	25	11	18
Married	150	75	49	82
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

As revealed in table 4.3 it clearly comes out that most 75% of the youths were married while the rest 25% were single. It should also be noted that the greatest percentage 82% of the youth leaders were married while 18% were single. This finding indicates that more married youths got involved in community development projects as compared to the single ones. This helps one to understand that these married youths see this participation as a means of helping to improve their own and their families' living standards which could be contrary to what the single ones believe in as they are still under the care of their parents or guardians.

#### 4.3.4 Educational Level of the Respondents

In order to establish the extent to which the youth's level of education influenced their participation in community development projects, the data presented in table 4.4 below was analyzed.

**Table 4.4 Educational Level of the Respondents**

Educational Level	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Primary	82	41	20	33
Secondary	89	44	26	44
College	29	15	14	23
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

The data in table 4.4 indicates that most 44% of the youths had acquired Secondary level of education followed by 41% who had acquired college level of education.

This finding could be attributed to the idea that most of the youth find they idle after secondary education especially with limited college and employment opportunities and thus resort to getting involved in youth groups' activities for community development.

These findings also imply that the most preferred level of education for leadership among the youth is secondary level. This phenomenon could also be attributed to the major problems exhibited by rural urban – migration which can best be explained by the fact that most youths with college education could be trained for specific jobs and end up, migrating to towns for high paying jobs. Most youth with college education may not also feel comfortable to deal with the extensively manual activities that the

majority of the youth engage in their groups. This confirms Kenya Government's efforts through the Ministry of Youth and Sports implementation of the new curriculum for polytechnics based on National Industrial and Training (TIVET) policy framework of Session Paper No. 1 of 2005. The youth's level of education therefore became a factor that influenced their participation in community development projects.

The findings exhibited above on the demographic details of the respondents reveal that personal characteristics such as age, sex, marital status and level of education determine the extent to which the youth participate in community development projects. This is in line with Akinboye et al (2007) findings on the influence of youths' attitude towards participating in community based development projects.

#### **4.3.5 Reasons that made the youth to join their Groups**

The study sought to establish the extent to which the youth's perception of the youth groups with their activities influenced the youths' participation in community development projects. The respondents reactions to the various suggestions availed to them were recorded in table 4.5 below.

**Table 4.5 Reasons that made the youth to join their groups**

Reasons for joining	Respondents	
	Frequency	%
Personal interest	118	45
Love for group's Activities	84	32
Boredom at home	73	28
Lack of College/ Training	120	46
Unemployment	172	66
Peer Pressure	88	34

Table 4.5 above shows that the majority 66% of the youth strongly agreed that unemployment led in influencing the youths participation in community development projects followed by 46% of the respondents agreed that lack of college training, personal interests 45% and love for group's activities thus participating in certain group's activities thus participating in community development projects.

The findings with these three factors shows that most youths engage in community development projects, activities as an alternative that makes up for their joblessness which also be caused by lack of formal college training. This confirms the general attitude that many youth harbor that college trained youths should migrate to look for paying jobs in urban centers.

These findings further indicate that 34% of the youth are also influenced by friends into joining and participating in community development projects. It follows that if one's friends are members of a particular youth group then are bound to influence one's attitude thus making him/her to join and subsequently participate actively.

These findings are partly in line with Akinboye et al (2007), Ogolo (1996) and Osuji (1992) lack of formal college training and subsequent unemployment of the youth made them feel that they can only and best participate since their situation dictates so. This could also be the indicator as to why even the youth who are well educated and trained may not easily join youth groups since they then look down upon rural based community based activities as meant for a certain social class, the less or not trained or formally employed.

#### **4.4 Sensitization and Advocacy**

The research sought to identify the extent to which sensitization and advocacy influenced the youth's participation in community development projects in Emuhaya Division. As expounded earlier in chapter two, sensitization and advocacy in this sense referred to the youths' accessibility to the relevant and dated information in their fields of interest. Sensitization and advocacy is a key determinant of youth participation in community development activities. For instance in order to identify the role of sensitization and advocacy, questions on issues such as sources of information, communication and capacity building through seminars and workshops were asked.

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##### **4.4.1 Sources of Information**

In order for the youth to join and subsequently participate in the activities geared towards community development projects in their respective groups, information was a key factor. This study sought to establish the sources of information that influence the youth's participation in community development projects as presented in table 4.6 below.

**Table 4.6 Sources of Information for the Youth**

Source	Respondents	
	Frequency	%
Radio	8	3
Youth Leaders	222	85
Guests Speakers	24	9
Internet	2	1
Others	4	2
<b>Total</b>	<b>260</b>	<b>100</b>

The data exhibited in table 4.6 illustrates that: the most used sources of information for the youth was the youth leaders, 85% followed by guest speakers 9% and the radio which takes 3% is the least used. It is also notable that the internet which is one of the most current sources of Information is only accessible to 1% of the youth. This implies that most youth trust and rely on the information provided by their youth leaders than any other source of information.

This study further revealed that most youth did not have access to the internet, a clear indicator of the characteristics of a rural setting in comparison to Kibera where the youth accessed some of the information via posters and the internet to a lesser extent. Neither did the youth leaders post any information about the youth on the internet. As illustrated in the table 4.4 above, the few youth 1% that accessed the internet could have done it for personal benefit and not necessarily for the whole group. It is in the spirit of this study that if more and better information delivery strategies are devised by the necessary stakeholders, then the youth are bound to participate more activity in community development projects.

These findings are slightly different from Crosson (2010) study on Youth Information Systems in Kibera-Nairobi, Kenya. The most used sources was the radio while this current study in Emuhaya indicated that the radio was the least relied on sources of information for the youth. This discrepancy could be attributed to the difference in rural and urban settings of the Emuhaya Division and Kibera youths respectively.

#### 4.4.2 Training and Capacity Building

The research sought to establish to what extent seminars and workshops influenced the youth's participation in community development projects in Emuhaya Division. The data collected on this factor is presented in table 4.7 below.

**Table 4.7 Training and Capacity Building**

Means	Males		Females	
	Frequency	%	Frequency	%
Attendance of Workshops	93	53	70	82
Technical advice by youth leaders	82	47	15	18
<b>Total</b>	<b>175</b>	<b>100</b>	<b>85</b>	<b>100</b>

The findings from table 4.7 above indicate that 63% of the youth 53% Males and 82% Females attended seminars and workshops for refresher training while 37% did not at all. This reveals that more women than men attended and participated in seminars and workshops.



#### 4.4.3 Organization and Sponsorship of Seminars and Workshops

Seminars and workshops are basically very vital instruments for the dissemination and sharing of new knowledge and skills for participants. This study sought to establish how their organization and sponsorship was bound to influence the youth's participation in community development projects. The data collected on this factor was presented in table 4.8 below.

**Table 4.8 Organization and Sponsorship of Seminars / Workshops**

Sponsor	Respondents	
	Frequency	%
Government	31	12
N.G.O	73	28
Youth Group	130	50
Others	26	16
<b>Total</b>	<b>260</b>	<b>100</b>

From the data collected and presented in the table 4.8, it is clear that most of the seminars 50% were organized and sponsored by the youth group themselves while 28% were organized and sponsored by Non Governmental Organization and the Government taking up only 12%.

This data revealed that the youth themselves under the leadership of their Youth leaders recognized the need for capacity building and thus are on the fore front in organizing productive seminars for their own good. This further emphasizes the notion that the provision of knowledge and skills for the youth is very important in the current dynamic society.

## 4.5 Economic Factors that Influence Youth Participation in Community

### Development Projects

The research sought to establish the extent to which economic factors influenced the youths' participation in community development projects in Emuhaya Division. In order to accomplish this task respondents were asked whether they were employed or not, if they generated any profits from their groups' activities and how they got financial sponsorship for their groups' activities. The data collected was analysed and discussed under two sub themes: Sources of finances for youth's ventures and employment status of the youths.

#### 4.5.1 Sources of Finances for Youths Ventures

The data captured on the sources of finances for the youths' ventures is presented in table 4.9 below.

**Table 4.9 Sources of Finances for Youth's Ventures**

Source	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Members Contribution	153	77	29	48
Government Grants	16	8	21	35
Profits	148	74	24	40
Loans	24	12	39	65

The data indicated in table 4.9 shows that 70% of the youths contributed towards funding the activities of their groups while 24% of income was acquired through loans.

It further shows that 66% of the income generated in the youth groups was from profits. This indicates that most community development projects that the youth participated in were for income generation. Thus profit making was a driving economic factor to the youth's participation in community development.

The government seems to provide the least financial support with only 14% respondents having confirmed this. This could be attributed to the inefficiencies such as inadequate timely information for the youth on potential sources and means of generating funds for their activities. Some youths may not be aware of initiatives such as the Youth Development Fund, the Youth Enterprise Development Fund, Kazi Kwa Vijana and Kenya National Federation of Jua Kali Associations and other credit facilities.

#### 4.5.2 Youth Employment Status

In order to further establish the level at which economic factors influenced the youths participation in community development projects, the study sought establish how unemployment influenced the youths participation. The data elicited is presented in table 4.10 below.

**Table 4.10 Youth's Employment Status**

Factors	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Employment	17	9	27	45
Unemployment	183	91	33	55
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

The data in table 4.10 above indicates that 83% of the youth are unemployed while only 17% were officially / formally employed. This indicates that most of the youths wholly depended on their group's activities for their livelihood. Thus the group's activities were considered as part of the participants' occupation. This could be a clear indicator as to why most professionally trained youth were not effectively available in community development projects especially in rural settings like Emuhaya Division. This is in Line with Akinboye et al (2007) in a study carried out in Ogun State Nigeria where many educated youth looked down upon manual activities (see Appendix 6) or work engaged in by various rural youth groups.

#### **4.6 Socio-cultural Factors Influencing Youth's Participation in Community**

##### **Development Projects**

The study sought to establish the extent to which socio- cultural factors influenced the youth's participation in community development projects in Emuhaya Division. It should be noted that a community's culture and perception of social issues is bound to affect its member's social engagements and duty allocation.

In order to get data for the above purpose, the respondents were asked questions on issues such as the composition of their groups on gender lines, allocation of duties or activities according to one's gender and also the engagement of the youth in other activities other than those specifically intended for the group. The data collected was analyzed: presented, interpreted and discussed under the following two sub themes.

##### **4.6.1 Composition of Youth Groups Membership by Gender**

The study sought to establish how youth groups were composed on the basis of gender as a socio-cultural factor that is bound to influence the youth's participation in

community development projects. The data elicited from the respondents' responses is presented in table 4.11 below.

**Table 4.11 Composition of Youth Groups by Gender**

Gender	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Male	60	30	22	36
Female	9	5	4	7
Mixed	131	66	34	57
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

The data collected as presented in table 4.11 above, revealed that the majority, 63% of the youth groups were made up of mixed gender, 32% for males and that only 50% were made up of only females youths.

This implies that the majority of the youth comfortably work with one another regardless of one's gender. It further confirms the general desire for the youth to socialize, innovate and be productive in the society. The society also seemed enlightened against gender discrimination.

#### **4.6.2 The Existence of Gender-Related Roles in Youth Groups**

The determination of youth's participation in any community development project is bound to be influenced by the social restrictions that surround the activity in question. This study therefore sought to the extent to which these gender-determined roles influenced the youth's engagement. The data collected on this factor is presented in table 4.12 below.

**Table 4.12 Youth Groups with Gender Specific Roles**

Role / Duties	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Gender Specific	68	34	15	25
Gender Neutral	132	66	45	75
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

The data in table 4.12 above indicates that 68% of the youths participated in gender neutral activities while only 32% engaged in gender specific roles/ activities. This implies that more active and productive youth groups were both of mixed male and female members and that they had no gender specific duties which could prevent any member from freely participating in development projects.

#### 4.6.3 Youths' Engagement in Socio-cultural Activities

The study further sought to establish the extent to which other Socio-cultural factors influenced the youths' participation in Community Development Projects. The data collected when the respondents were asked whether their groups participated in other socio-cultural activities apart from those originally meant for their groups, the data in table 4.13 below was elicited.

**Table 4.13 Youth's Engagement in other Non-Group specific Activities**

Activity	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Other Activities	40	20	48	80
No other Activities	160	80	12	20
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

The data in table 4.13 above indicates that 24% of the youth engaged in other activities rather than their group's main activities while 66 % did not deviate from their groups' main events. Some of these activities included sports such as football and cultural festivals such as traditional dances and drama.

#### 4.6.4 Reasons for Youth's Engagement in Non-group- Specific Activities

The study further sought to establish reasons for the youth's participation in other activities apart from those originally meant for their groups. When asked to state the reasons why they got involved in these other activities the data in table 4.14 was elicited.

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**Table 4.14 Reasons for Engagement in other Non-group Specific Activities**

Reasons	Youths		Youth Leaders	
	Frequency	%	Frequency	%
Payment	64	32	14	23
Leisure	129	64	43	72
Others	7	4	3	5
<b>Total</b>	<b>200</b>	<b>100</b>	<b>60</b>	<b>100</b>

The data in table 4.14 shows that the majority 66% of the youths participated in the other activities for the purpose of leisure, 30% for payment and 4% for other unspecified reasons.

This implies that the nature of the youths with their general characteristics as energetic, adventurous and innovative needs to engage in other activities that utilize

any would be wasted time that prevents them from engaging in undesirable vices such as drug abuse and crime. This is in line with the recognition of the Kenya National Policy on the Youth and Adolescents Reproductive Health. Thus activities that would help to keep the youth together needs to be clearly identified and implemented in order to improve the youths participation in community development projects.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter made a candid presentation of this study's summary of findings; conclusions made from the findings and culminate into the researcher's informed recommendations for policy action and future research. This was as a result of this study's main purpose which was to investigate the factors that influenced youth's participation in community development projects in Emuhaya Division of Emuhaya District, Kenya.

#### 5.2 Summary of Findings

A summary of the major findings of this study was made after a critical analysis: presentation, interpretation and discussion of the data obtained from the respondents of the study. The summary of the major findings was done in a systematic manner that reflected the sequence in which the sub-themes in chapter four were analyzed.

As far as the demographic distributions of the respondents was concerned, this study established that 68% of the youths that participated in community development projects in Emuhaya Division were male and that 75% of them were married with most, that is 44% of them having acquired secondary education. It was also established that most 75% of the youths that participated in community development projects in Emuhaya Division were married and that the majority 45% were aged 30 and above. Youths aged between 21-25 and those who were single, participated the least with 24% and 25% respectively of the total youth population.

After the analysis of the demographic data collected on the youth leaders' Personal characteristics, the study further established that most 77% were married and that the majority 67% of them were male. Most of these youth leaders 45% were aged 30 and above and that the majority 44% of them had acquired secondary school education.

The presentation and analysis of the data meant to answer the question on, how the youths' perception of their group's activities influenced their participation in community development projects, was done and the summary of the findings made. It was established that unemployment made the most 66%, lack of college training 46% and other unspecified personal interests made 45% the youth to join their various youth groups thus participating in their projects.

Upon a critical analysis of the data collected for the purpose of answering the question: "what is the role of sensitization and advocacy in the youths' participation in community development projects in Emuhaya Division?", the research established that most 85% of the information received by the youth about their activities was through their (youth) leaders. It was also established that 9% of the information received was via guest speakers. The least used sources of information were the radio 3% and the internet 1%.

The study further established that 63% of the youths attended seminars and workshops for capacity building while 37% did not at all. It was also established that most, 50% of these seminars and workshops were organized and sponsored by the youth groups themselves while 28% and 12% were organized and sponsored by non-governmental organizations and the government respectively.

From the analysis of the data collected in order to establish the extent to which economic factors influenced the youths participation in community

development projects in Emuhaya division, the study established that most 83% of the youths were not formally employed and that only 17% were in formal paying jobs thus joblessness as an economic factor greatly influenced the youths' participation.

It was also established that 70% of the youths made personal contributions to the finances of their groups while 24% acknowledged the acquisition of finances through loans. The government provided the least financial support accounted for by only 14%. The study further established that 66% of the youth expected and received profits from the events that their respective groups engaged in. The study established that the majority 66% of the youth were in agreement that unemployment made them to join and participate in their various groups' activities (see table 4.5). Participation in community development projects seemed a compensation for joblessness.

After the analysis of the data collected in a bid to explain how socio-cultural determinants affected the youths' participation in community development projects in Emuhaya Division, it was established that, most, 63% of the youth groups were composed of members of mixed gender followed by 32% for males only and 5% for females only. Thus 37% of the youth groups were made up of single gender, that is, either male or female gender.

It was also established that 34% of the youth not only participated in their groups' main activities but also in other activities while 66% concentrated on their groups' activities. It was also established that the majority 66% of the youths participated in these other activities for leisure with 34% for payment and 4% for other non-specific reasons.

It was also established that most, 68% of the youth groups had no gender specific roles or duties while 32% had gender specific duties. Thus both male and female youths equally and amicably shared duties meant for the success of the

groups' activities. Peer pressure influenced 34% of the youths to join their groups. Political reasons and desire for leadership were the reasons that least influenced the youth to join youth groups as they influenced only 6% each.

### **5.3 Conclusion**

After a thorough scrutiny of the summaries of findings under every sub-theme a systematic presentation of informed conclusions was made on every finding in order to create a basis for valid recommendation for effective policy action, meant to improve and establish effective and efficient youths' participation in community projects in Emuhaya Division.

Informed by the summary of findings on youths personal characteristics, the study concluded that the youths that participated effectively in community development projects in Emuhaya Division were married, aged 30 and above and with at least the secondary level of education. Thus the youths with less education levels and young in age had lesser chances of effective participation.

A keen observation of the summary of findings on the youth leaders indicated that the most preferred youth leaders were aged 30 and above, married and had acquired at least secondary school level of education. Thus youths with less of these qualities had to work extra hard to qualify as youth leaders. These influences in one youth may probably prevent one from willingly and actively participating in community development projects.

In order to establish how the youths' perception of their group's activities influenced their participation in community development projects, a careful look at the summary of the findings was done. Thus participation in community development projects was meant for the youth that could not get alternative jobs or employment.

It was also established that lack of college training after formal training at either primary or secondary levels also influenced the youths into joining various youth groups.

It should however, be noted that, political influence and desire to get leadership positions, played a very minor role in influencing the youth into participating in community development projects. Some youths also joined their various groups and participated in the group's activities due their personal interests and love for the group's activities.

From a keen observation of the summary of findings on the role of sensitization and advocacy in the youths' participation in community development projects in Emuhaya Division, the study concluded that the desire for relevant, data and effective information existed among the youths and that they relied heavily on their youth leaders for the same. The youth also had the great desire to acquire new and better knowledge and skills for their engagements thus organizing seminars and workshops for capacity building by themselves,

The summary on the findings that were obtained in order to establish the extent to which economic factors influenced the youths' participation in community development projects in Emuhaya Division led to the conclusion that most of the activities that the youths engaged in required financial input and that the youth also expected some profits or financial gains from their engagements. Thus economic factors such as unemployment, profitability of the activities or ventures and the ability to secure loans and the ultimate government's support determined the extent of the youths' participation in community development projects in Emuhaya Division. The study therefore concluded that, most of the youths that joined their groups and participated in community development projects did so as a result of unemployment

In order to establish how socio-cultural factors influenced the youths' participation in community development projects, a careful integration of the summary of findings on the same led to the conclusion that most youths worked effectively and enjoyed participating in youth groups of mixed gender, thus gender related issues such as gender discrimination could probably hinder some youths from participating in some youth groups. Thus if knowledge, skills and responsibilities were shared without any discrimination then most youth were bound to effectively participate in community development projects in Emuhaya Division. Socially, it was further established that peer pressure which is generally one of the traits of youths in groups also made a few youths to participate in community development projects.

It is also worth noting that most youths participated actively in community development projects if their youth groups not only participated in their main activities but also in others such as sports and cultural festivals both for payment (income generation) and leisure.

#### **5.4 Recommendation**

This study specifically dwelt on the investigation of the factors that influenced the youths' participation in community development projects in Emuhaya Division of Emuhaya District, Kenya. In order to help put in place effective and productive youths' participation in community development projects, recommendations made from statistically informed conclusions were presented.

To begin with, as far as the youths' demographic characteristics are concerned, the youth of the ages 15 to 19 should be encouraged and taught about the need to effectively participate in community development projects. Since most of such youths are basically found in school settings then the Ministry of Education in

conjunction with the Ministry of Youth Affairs and Sports should incorporate community development related studies in the schools curriculum.

Secondly programs meant to inform and train the youths on leadership skills need to be put in place in order to ensure that youths within all age groups can lead and participate effectively in community development projects rather than leaving this role to only the few married and older youths who may also be engaged in other equally involving professional duties.

As far as the youths' attitude towards contemporary life and participation in Community development projects is concerned, various youth departments the government, and any other interested stakeholders should develop information systems that avail al the dated and relevant information about the youth and development in time.

Various community resource centers equipped with dated information systems such as the provision of internet services should be established in every division to help inform the youth of issues that concern their own well being and that of the society in general.

The government and other stakeholders should also work together in creating awareness and campaign that technical skills and knowledge are as important as office oriented skills that the youth prefer to technical skills.

Since most economic factors such as generation of income (profits) and unemployment determine whether the youth would effectively or not participate in community development projects, the term "unemployment" should be demystified so that the youth understand that they can be equally productive by being self employed or employed in the informal sector and still participate actively in

community development projects for their own benefit and that of the society in general.

Finally, in order help retain and ensure effective participation in community development projects, the Ministry of Youth Affairs and Sports and other Youth affiliated departments should work out programs that would effectively involve the youth even when in their specific groups' duties. Involvement in cultural festivals such as Music festivals and drama, and sports such as football is very important for the youth who are energetic and innovative. Systems for planning, implementation, monitoring and evaluation of youth oriented activities should be put in place at all administrative levels.

If the above highlighted recommendations are put in practice by the relevant stakeholders then the youth who compose the majority of the country's population and hold its future will effectively participate in community development projects in Emuhaya Division, and as a result, the betterment of the standards of living of the youths and the general public will be guaranteed.

#### **5.4.1 Recommendation for Further Studies**

This research study suggests the following three issues for further research. To begin with, this study employed simple random sampling when selecting the youth groups to be involved in the selection of the respondents, thus there was no equal distribution of the youths on the basis of gender. It is therefore suggested that a purposive sampling can be used in selecting a number of youth groups made up of male youths equal to those made up of only female ones.

This study covered only Emuhaya Division which is bound to have varied characteristics from Luanda Division which contains the largest Market Centre in the district, thus it is recommended that a research be done on the factors that influence



youth's participation in the whole of Emuhaya District for clearer picture of the situation on the ground.

It is also suggests that, since this research made use of the youths that belonged to their respective groups, future researchers could concentrate on the youth that do not belong to any youth group in order to establish the factors that determine their participation in community development projects.

Lastly, this research recommends that, the impact of youths' participation in community development projects on their standards of life be carried out by future researchers.

### 5.5 Contribution to Knowledge

In a bid to investigate the factors that influenced the youth's participation in community development projects in Emuhaya Division, the study made the following contribution to the knowledge that existed.

**Table 5.1 The Study's Contribution to Knowledge**

No.	Research Question	Contribution
1	To what extent do the youth's characteristics influence their participation in community development project in Emuhaya Division?	The youth's age, gender and marital status greatly influenced their participation in community development projects. Thus male youths that are aged 30 and above and married participated the most in community development projects.

- 2 To what level does sensitization and advocacy influence the youth's participation in community development projects in Emuhaya Division? Knowledge and skills are very essential in enhancing efficient and effective youth's participation in community development projects. Thus capacity building and clear channels of communication are greatly needed to be put in place for any effective participation in community development projects.
- 3 To what extent economic factors influence the youths' participation in community development project in Emuhaya Division? The youth's participation in community development projects was greatly influenced by economic factors such as unemployment, profitability of the group's activities and potential support by the government and other financial institutions. Most of the youth therefore joined and actively participated in their groups' activities as a make up for their joblessness, lack of college training and to a less extent due to the desire to satisfy their unspecific personal interests.

4 To what extent do socio-cultural factors influence the youths' participation in community development projects in Emuhaya Division?

The youth are an integral part of the society and thus share in all the aspects of life in it. Therefore socio-cultural factors such as gender based composition of the group's membership and the members' roles influence the youth's level of participation. Groups of mixed gender and non-gender specific duties attract youth's participation than the gender specific one.

Socio-cultural activities such as sports and cultural festivals also encourage the youth to effectively participate in community development projects since they are forces that enhance cohesion and team work.

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## APPENDICES

### APPENDIX 1

#### LETTER OF INTRODUCTION

P. O. Box 5, -50301,

BUNYORE.

Tel. 0721847407

Email - [gogotochi@yahoo.com](mailto:gogotochi@yahoo.com)

8<sup>th</sup> May, 2010.

#### TO WHOM IT MAY CONCERN

Dear Sir/ Madam,

I am a Master of Arts in Project Planning and Management at University of Nairobi currently doing research on the “Factors Influencing Youth’s Participation in Community Development Projects in Emuhaya Division of Emuhaya District, Kenya.”

You have been identified as a potential respondent in this research. The information you will provided is expected to help in developing policies and strategies that will ensure active involvement of the youth in community development projects.

The information will be treated as confidential and will be used only for the purpose of the research. You are requested to provide the information as it is well known to you without any modification. Your support is very important and will be highly appreciated.

I thank you for your co-operation.

Yours faithfully,

Ochilo George Ogot



APPENDIX 2

LETTER OF TRANSMITTAL

P. O. Box 5, - 50301,  
BUNYORE  
Tel. 0721847407  
Email –

8<sup>th</sup> May, 2010.

The Chairperson,  
.....  
.....

Dear Sir/ Madam,

**RE: REQUEST TO CARRY OUT RESEARCH WITHIN YOUR YOUTH GROUP / PROJECT**

I am a student of the University of Nairobi undertaking the Degree of Master of Arts in Project Planning and Management.

It is as part of the requirements for the fulfillment of this course that I am required to carry out research on the Factors Influencing Youth's Participation in Community Development Projects in Emuhaya Division.

I kindly request you to allow me to interview at least ten (10) and three (3) officials of your group.

Attached are photocopies of my national and college identity cards, copies of questionnaires, research abstract and permit to carry out the study.

I thank you in advance for your co-operation.

Yours faithfully,

Ochilo George Ogot

### APPENDIX 3

## YOUTHS' QUESTIONNAIRE

### INSTRUCTIONS

**This questionnaire contains three sections: A, B and C.**

**Please answer all the questions according to each question's requirements in the spaces provided.**

### SECTION A: PERSONAL DETAILS

1. Please answer the question by putting a tick (✓) in the appropriate spaces.

i) Name (Not a must) .....

ii) Age ( in years) : a ( 15 – 20 )  b. (21 – 25 )

c. (26 – 30)  d. (30 and above

iii) What is your marital status? a. Single ( ) b. Married ( )

iv) What is your gender? a. Male ( ) b. Female ( )

v) What is your highest level of education?

a. Primary ( ) b. Secondary ( ) c. College ( )

vi) What level of education did you complete? .

a. Primary ( ) b. Secondary ( ) c. College ( )

### SECTION B

1. The following are some of the reasons why many youths join and participate actively in their groups. Please indicate your reaction by putting a tick in the most appropriate box.

REASON	SA	A	N	D	SD
Love Group's activities					
Personal interest					
Because of friends					
Boredom at home					
Lack of college					
No employment					
It is a must					
Political reasons					

Key SA = Strongly Agree  
D = Disagree

A = Agree N = Neutral  
SD = Strongly Disagree

2. Answer the following questions by putting a tick in the appropriate space:

i) How do you get information about your group?

- a. Radio ( )                      b. Youth leaders ( )  
c. Guest speakers ( )                  d. Others ( )

ii) Does your group get any training or advice from any organization?

- a. Yes ( )                      b. No. ( )

iii) If your answer is Yes: in (ii) above, which kind of organization?

- a. Government ( )      b. NGO ( )      c. Others ( )

iv) Do you attend any seminars or workshops for the youth?

- a. Yes ( )                      b. No. ( )

v) Have you attended any in the last 6 months?

- a. Yes ( )                      b. No. ( )

vi) Who organized the seminars/ workshops?

- a. Government ( )                  b. NGO ( )  
c. Group itself ( )                  d. Others ( )

vii) Does your group have access to the internet?

- a. Yes ( )      b. No. ( )      c. Don't know ( )

viii) If Yes: who uses it?

- a. All ( )      b. Some members ( )      c. Officials ( )

3. Answer the following questions by a tick in the correct space.

i) Do you pay any money to your group?

- a. Yes( )                      b. No. ( )

ii) Who funds the activities of your group?

- a. Members ( )      b. The Government ( )      c. Don't know ( )

iii) What is your group's main activity" e.g. (brick making)

.....

iv) Do you get any financial benefit from your group?

- a. Yes ( )                      b. No. ( )

v) If Yes: how is this money generated?

- a. Profits ( )    b. loans ( )    c. Grants ( )

vi) Are you employed?                      a. Yes ( )                      b. No ( )

vii) If yes: which job?

.....

4. Answer the following questions by providing the correct answer.

i) What gender makes up your group?

- a. Male ( )    b. Female ( )                      c. Mixed ( )

ii) Do you have any gender specific activities?

- a. Yes ( )                      b. No ( )

iii) If Yes, which ones are for?

a. Men i.....

ii.....

b. Ladies i.....

ii.....

iv) Does your group participate in any other activities such as sports and cultural festivals?

- a. Yes ( )                      b. No ( )

v) If yes: state the activity.    1.....

2.....

vi) For what purpose do you engage in these other activities?

- a. Payment ( )                      b. Leisure ( )

vii) If for other reasons, please state two

a .....

b .....

**SECTION C**

1. State any two activities that you think each of the following groups should do in order to improve youths' participation in community development projects

a) The Youth

(i).....

(ii) .....

b) Youth Leaders

(i) .....

(ii).....

c) The Government

(i).....

(ii) .....

**Thank you for your co-operation.**

## APPENDIX 4

### YOUTH LEADER'S QUESTIONNAIRE

#### INSTRUCTIONS

This questionnaire contains two sections: A and B.

Please answer all the questions according to each question's requirements in the spaces provided.

#### SECTION A: PERSONAL DETAILS

1. Please answer the question by putting a tick (✓) in the appropriate space.

i. Name (optional) .....

ii. Age (in years)

a. (15-20)

b. (21-25)

c. (26- 30)

d. (30 and above)

iii. What is your gender?

a. Male ( )

b. female ( )

iv. What is your marital status? a. Single ( ) b. Married ( )

v. What is your highest level of education?

a. Primary ( )

b. Secondary ( )

c. college ( )

vi. What level of education did you complete?

a. Primary ( )

b. Secondary ( )

c. College ( )

vii. What is your occupation? .....

## SECTION B

1. The following are some of the reasons why many youths join and participate actively in their groups. Please indicate your reaction by putting a tick in the most appropriate box.

REASONS	SA	A	N	D	SD
Love Group's Activities					
Because of Friends					
Boredom at Home					
Lack of College					
Unemployment					
It is Compulsory					
Political Reasons					
For Leadership					

Key SA = Strongly Agree A = Agree  
N = Neutral D = Disagree SD = Strongly Disagree

2. Answer the following questions by putting a tick in the appropriate space.

i. How do the youth receive information about their group and its activities?

a. Radio ( ) b. Youth leader ( )

c. Guest speaker ( ) d. Others ( )

ii. Do you provide any training or advice to the youth group (s) under your

care? a. Yes ( ) b. No ( )

iii. If yes, how do you do it?

a. Seminars/ Workshops ( ) b. Posters ( ) c. Radio ( )

iv. Have you facilitated or attended any seminar/ workshop in the last six (6)

months?

a) Yes ( ) b. No ( )

v. Who sponsors your activities?

a. Government ( ) b. NGO ( ) c. Youth Group ( )

vi. Do you post information about the youth on the internet?

a. Yes ( ) b. No ( )

vii. If yes, who does it target?

- a. All Youth ( )    b. Some members ( )    c. Officials ( )

3. Answer the following questions by putting a tick in the correct space.

i. Do the youth pay money for services they receive from leaders?

- a) Yes ( )    b. No ( )

ii. If yes, what is the money meant for?

a. ....

b. ....

iii. What are the main activities of the group (s) under your charge?

e.g. (brick making, road reconstruction)

.....

iv. Do the youths get any financial benefit from the group?

- a. Yes ( )    b. No ( )

v. If yes, how is the money generated?

- a. Profits ( )    b. Loans ( )    c. Grants ( )

4. Answer the following questions by providing the correct answer.

i. What gender makes up your group?

- a. Male ( )    b. Female ( )    c. Mixed ( )

ii. Do you have any gender-specific activities?    a. Yes ( )    b. No ( )

iii. If yes, which ones are for?

a. Men .....

.....

b. Women .....

.....

iv. Do your group(s) participate in any other activities such as sports and

cultural festivals?    a. Yes ( )    b. No ( )



v. If yes, state the activities.

a. ....

b. ....

vi. For what purpose do your youth engage in these other activities?

a. Payment ( )

b. Leisure ( )

c. Others ( )

vii. If for other reasons, please state two.

a. ....

b. ....

### **SECTION C**

1. State at least two things that each of the following people should do in order to improve youth's participation in community development projects in your Division.

a. The Youth

1. ....

2. ....

b. The Youth Leaders

1. ....

2. ....

c. The Government

1. ....

2. ....

**Thank you for your co-operation.**

## APPENDIX 5

### WORK SCHEDULE

This research project took approximately seven (7) months. The research was carried out over the weekends and on a few weekdays. It began in January and ended in late July, 2010. It was within this period that clerical and technical personnel were greatly supportive of the researcher in his endeavors to collect and analyze the data collected.

The following is the work schedule that was adhered to.

---

<b>PERIOD</b>	<b>WORK</b>
1 <sup>st</sup> January - 10 <sup>th</sup> April	- Writing of the Research Proposal
10 <sup>th</sup> April - 20 <sup>th</sup> May	- Determination of the reliability of Data Collection Tools - Piloting
20 <sup>th</sup> May - 20 <sup>th</sup> June	- Collection and Analysis of Data
21 <sup>st</sup> June - 20 <sup>th</sup> July	- Drafting and writing of the Final Research Project Report
20 <sup>th</sup> July - 30 <sup>th</sup> July	- Presentation of the Research Project Report

---

## APPENDIX 6

### ACTIVITIES THAT YOUTH GROUPS ENGAGE IN EMUHAYA DIVISION

#### Main Activities

ITEM	ACTIVITY
1.	Rocket Stove Making
2.	Table Banking / Merry Go Round
3.	Poultry Keeping
4.	Dairy Goat Rearing
5.	Planting and Selling Napier Grass
6.	Fish Farming
7.	Organic Farming
8.	Horticulture
9.	Small Scale Business Entrepreneurship
10.	Motorcycle Public Transport (Bodaboda)
11.	Medical Drugs Selling
12.	Fire wood Preparation and Selling
13.	Brick making
14.	Bee Keeping

#### Others

ITEM	ACTIVITY
1.	Cultural Festival.
2.	Drama.
3.	Choir.
4.	Football.

Source: Emuhaya Division – Respondents in the current study

## APPENDIX 7

### RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi  
Telephone: 254-020-241349, 2213102  
254-020-310571, 2213123.  
Fax: 254-020-2213215, 318245, 318249  
When replying please quote

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: NCST/RR1/12/1/SS/734/3

Date: 16<sup>th</sup> August 2010

Mr. George Ogot Ochilo  
University of Nairobi  
P. O. Box 30197  
NAIROBI

Dear Sir,

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Determinants of youth's participation in community development projects in Emuhaya Division, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Emuhaya District for a period ending *31<sup>st</sup> December 2010*.

You are advised to report to the District Commissioner and the District Education Officer, Emuhaya District before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'P. N. Nyakundi', written over a horizontal line.

**P. N. NYAKUNDI**  
**FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
Emuhaya District

The District Education Officer  
Emuhaya District

THIS IS TO CERTIFY THAT:

Prof. / Dr. / Mr. / Mrs. / Miss. GEORGE  
OCHILO OGOT  
of (Address) UNIVERSITY OF NAIROBI  
P.O. BOX 30197, NBI  
has been permitted to conduct research in .....  
..... Location,  
..... District,  
..... WESTERN ..... Province,  
on the topic...DETERMINANTS OF YOUTH'S  
PARTICIPATION IN COMMUNITY  
DEVELOPMENT PROJECTS IN EMUHAYA  
DIVISION, KENYA  
for a period ending 31ST DECEMBER, 20..10

Research Permit No. NCST/RRI/12/1/SS/734  
Date of issue 16/08/2010  
Fee received SHS 1,000



*[Handwritten Signature]*  
Applicant's  
Signature

*[Handwritten Signature]*  
Secretary  
National Council for  
Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

UNIVERSITY OF NAIROBI  
FACULTY OF SCIENCE



REPUBLIC OF KENYA  
RESEARCH CLEARANCE  
PERMIT