

**FACTORS INFLUENCING ENGAGEMENT OF THE YOUTH IN
PROMOTING POSITIVE BEHAVIOURAL CHANGE: A CASE OF
NATIONAL CHRISTIAN YOUTH NETWORK IN NAIROBI COUNTY**

BY


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DECLARATION

This research project is my original work and has not been submitted for any award in any other university.

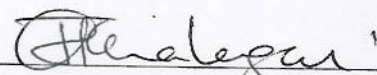
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DEDICATION

This research is dedicated to all the people who inspired, supported and encouraged me.

To my dear parents, Mr. and Mrs. Kang'arua thank you for your inexhaustible support and encouragement. To my siblings, Alice Kang'arua, Patrick Kang'arua, Anne Kang'arua, Kenneth Kang'arua and Gathoni Kang'arua, thank you very much for the moral support and encouragement.

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LIST OF ABBREVIATIONS AND ACRONYMS

ARYI	African Regional Youth Initiative
AYMN	Australian Youth Mentoring Network
CALD	Culturally and Linguistically Diverse
CSF	Critical Success Factors
GYP	Global Youth Parliament
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ILO	International Labour Organization
MUYONET	Mukogodo Youth Network
MYDF	Malindi Youth District Forum
NYARS	National Youth Affairs Research Scheme
NCYN	National Christian Youth Network
UNDCP	United Nations International Drug Control Program
USAID	United States Agency for International Development

ABSTRACT

This study examines the challenges the youth in Kenya face that lead them to engage in diversionary or what can be referred to as negative behaviour. Many initiatives have been started by the Government, the Non-governmental Organizations and other groups in an attempt to address these problems to the benefit of the youth. This research explored a number of these initiatives in order to determine the main factors that promote and influence the youth to engage in positive behavioural changes. The study focused on the youth affiliated to the National Christian Youth Network (NCYN), adults working with the NCYN as well as other youth and youth leaders in Nairobi churches. The study was based on responses of a sample of 286 respondents who included the youth and youth leaders. The main instrument for data collection was questionnaires. The research used qualitative and quantitative paradigms. Data was analysed and reported through descriptive statistics according to the objectives and research questions. The study results revealed that supportive and available parents played a major role in shaping the behaviours of the youths. One interesting outcome from the research was that the youth rated economic empowerment more highly than even training. Hence, the significance of economic empowerment implies that any planned initiatives have to include measures that allow the youth to develop skills that can generate some form of income. Otherwise, side-lining or keeping the youth on the periphery of activities will not enable the building or exploiting of their abilities or confidence for any positive transformation. The positive results for parental guidance signify the importance of the parents being available and taking up the responsibility of inculcating in their children progressive thinking, building optimism, and supporting and shaping the behaviour of the youth. Therefore, the role of parents, teachers, religious leaders and other leaders in creating an atmosphere where the youth feel comfortable to approach, consult with them and discuss their needs and challenges is critical. This will go a long way in inspiring, mentoring and designing activities to promote positive behaviour change. The relevance of available training opportunities and other youth activities suggests that youth organizations and other training institutions have to offer programs that impart skills, knowledge and create opportunities for the youth to utilize their time in positive character building activities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to the 2009 census in Kenya, youth represent more than one third of the Kenyan population, reaching around 13.7 million in 2009 (compared to 7 million in 1999). Youth population (15 - 29 years of age), according to the census, constitutes 35.39% of the total population. Those aged between 0-14 years constitute 42.92% of the total population thus under 34's constitute 78.31% of Kenya's population. Hence, youth can be said to be a very significant constituent of the population.

Young men and women today build the foundations for the economies and societies of tomorrow. They bring energy, talent and creativity to economies and make important contributions as productive workers, entrepreneurs, consumers, agents of change and as members of civil society. An assessment by the then Ministry of Youth affairs in Kenya provided important insights into the social, political, economic and community dynamics facing youth in Kenya:

This high population growth is accompanied by rapid urbanization. A very high proportion of urban growth has been youth migrating from the rural areas in search of better livelihoods. Almost 2 million youth are out of school, and the great majority of these have no regular work or income, making them particularly vulnerable to recruitment, for pay, into political campaigns and criminal gangs.

Kenyan youth face a complex reality: On one hand, they have a relatively high level of basic education, with a literacy rate at over 90 percent, and more than half of those who are out of school have completed some or all of secondary schooling. However, 75 percent of the out-of-school youth do not have regular, full-time employment. As many as 40,000 of these youth are entering this Labour force each year with tertiary education, and facing an employment market that has only created 150,000 new formal sector jobs in the past six years. This is reflected in increasing levels of youth who are on the street and highly vulnerable to recruitment to petty crime, gangs and prostitution.

Youth frustrations and failed expectations, and their lack of opportunity for regular employment, fuelled the widespread chaos that spread throughout the Nairobi, Central, Rift Valley, and Western regions in the post-election violence of 2007/2008. It is true that almost 80 percent of those who were perpetrators and victims were youth. In Kenya, the political culture has increasingly used youth as a central tool for gaining and holding power. Enlisting and paying youth is a relatively cheap and effective way to mobilize for political rallies, to gather votes through persuasion or threat, and to intimidate the opposition. Politicians also mobilize youth and communities by highlighting historical grievances, particularly the allocation and control of land, and ethnic demonization. This is not an isolated phenomenon, but rather systematic and widespread, that is well documented and understood by youth, by the general public, and by politicians. Clearly, the youth are faced with many challenges and those in Kenya are no exception. These challenges are many and inexhaustible. A few of these challenges are highlighted below.

Unemployment: In developed and even emerging economies, the crisis impact on youth is felt mainly in terms of unemployment and the social hazards associated with joblessness and prolonged inactivity. According to the United Nations World Youth Report, 2012, the global youth unemployment rate, which has long exceeded that of other age groups, saw its largest annual increase on record in 2009; at its peak, 75.8 million young people were unemployed. Even during periods of economic growth, many economies have been unable to absorb large youth populations into the labour market. In recent years, however, the global financial and economic crisis has further hit young people particularly hard in the developed world.

Statistics on joblessness in Kenya suggest that the magnitude of the unemployment problem is greater for youth, with 38 percent of youth neither in school nor work (aggregating the rates of reported unemployment and inactivity). The share of youth among the unemployed rose significantly from 60 to 72 percent (15 - 29 years of age). It is expected that the slowdown of the economy, as a result of these several crises, has impacted youth more than any other group in Kenya.

In brief, the Kenyan government faces a challenge from the large number of youth who are out of school and out of work. It is important to use all elements and networks in society to engage with the youth.

Crime: Antisocial and criminal behaviour involving young people has been a cause of heightened public concern. Genuine concerns on youth and crime abound stemming from the association of youth with the use of weapons, gang membership and drug dealing in major cities.

In Kenya, as in many other countries, young people are viewed as being – and are frequently among – the main perpetrators of crime. Over 50 percent of all convicted criminals in Kenya are young males aged between 16 and 25. As is the cases in other African countries, most crimes committed by young people in Kenya are financially motivated (United Nations, 2004). Even though youth crime and violence is a problem in Kenya, little has been done in terms of interventions to combat this issue.

According to Muchai and Jefferson (2001), crime in Kenya has been on the increase. Violent criminal attacks, including rape, mugging, armed carjacking and home invasions are increasingly being associated with the youth these days. Over 50% of all the convicted criminals are young people aged between 16 and 35 years.

Drugs: Drug abuse and drug trafficking is a social problem in Kenya. This substance abuse is a silent disaster that claims many lives every year since there is a strong linkage between drugs/substance abuse and violence, criminality and the HIV/AIDS scourge, among other ills. Similarly, the most affected population is the youth who are the primary targets either as consumers or peddlers of these drugs.

Immorality: Kenya's HIV prevalence rates are lower than those of countries in Southern Africa but are high compared to other nations in East, West, and Central Africa. Among these, Tanzania is the only country with higher HIV incidence rates than Kenya's. HIV rates in Kenya are significantly higher for females than males, which is also the case in other parts of Africa. Kenya has lower rates of teenage pregnancy than other Sub-Saharan African countries. Although abortion is only legally permitted in Kenya when the woman's life is in danger, many young women resort to unsafe abortions to terminate unwanted pregnancies. In Nairobi, it has been estimated that 95 percent of all abortions are administered to women under the age of 25 (Ankomah et al, 1997). Unsafe abortions are a threat to the health and wellbeing of young Kenyan women and account for 35 percent of maternal deaths and 50 percent of hospital gynecological admissions in Nairobi (Lema et al, 1989 and Rogo, 1993).

We can therefore safely conclude that the youth population if left idle, represents a near-term risk to social stability and a long-term risk to the development of the nation's economy and the welfare of Kenyan households.

Ensuring that youth are successfully integrated into the society will pay huge dividends for development such as raising household incomes, reducing poverty and eliminating crime. The failure to achieve this integration raises the possibility of further social disruption and an economy unable to attract industries that are globally competitive. Finding and motivating young people who have given up hope for a productive future is an expensive venture. Nonetheless, the alternative of doing nothing is even more expensive when the social, economic and possibly even political costs are added together. Focusing on youth, therefore, makes sense from a cost-benefit point of view. Young people might lack experience but they tend to be highly motivated and capable of offering new ideas or insights. They are the drivers of economic development in a country. Foregoing this potential is an economic waste. It must be acknowledged that in order for youth to be engaged in a meaningful way, there must be a clear structure of involvement and commitment from all involved.

In Kenya, like in other areas worldwide, youth still face societal prejudice as many sectors of society feel youth lack the knowledge and expertise to effectively contribute to important issues in the society. Kenyan youth are often excluded from viable economic livelihoods and positive citizen engagement in issues that affect them.

However, it is not always a simple matter to engage the youth. This project sought to explore some of the major factors that are necessary to engage the youth towards positive behavioural change with an aim to make them useful and productive members of the society.

National Christian Youth Network (NCYN) is an interdenominational Christian Youth organization. It was started in 1997 and is registered as an NGO. It's main objective is to reach out to the youth based on Christian teachings and other initiatives to bring about positive behavioral change among the youth. Some of the areas NCYN focuses on include HIV/AIDs awareness campaigns, career guidance, encouraging self-reliance (entrepreneurship) and advocacy.

NCYN has a number of activities to engage the youth such as seminars, retreats, talks and overnight meetings with live Christian performances. One of the main challenges NCYN has to contend with is how to keep the youth consistently engaged and hence be able to impart lasting change in the lives of these youth. Not just a temporal excitement but change that will transform the youth into useful and productive members of the society.

In light of the challenges facing the youth in Kenya and using NCYN as a case study, this research will assess the effects of engaging the youth and keeping them consistently engaged to influence them towards positive behaviour change.

1.2 Statement of the Problem

There has been a great deal of international research carried out on the challenges facing the youth in Kenya and the initiatives that a number of individuals and various organizations have employed for the benefit of the youth. Engaging the youth in productive activities can be an early intervention method which can be implemented before the young person is in crisis.

Young people who are mentored or engaged early in life are less likely to become involved in negative behaviours such as alcohol and drug abuse and criminal activity. Research conducted by (Grossman and Bulle, 2006) showed that young people who are connected to a caring non-parental adult have better overall psychological wellbeing and report high levels of self-esteem and life satisfaction.

Changing attitudes about the appropriate role of young people in society and, in turn, providing them with real opportunities to participate and express themselves must be a fundamental principle of youth development, particularly in Kenya and other African countries. Encouraging young people's participation in society and political life builds their self-esteem and gives them an opportunity to make a positive contribution to their communities. It also helps change the negative images associated with young people.

However, as stated above, engaging the youth is not always easy and has often proved challenging. This study sought to explore the factors influencing the engagement of the youth in promoting positive behavioural change.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors influencing engagement of the Youth in promoting positive behavioural change.

1.4 Objectives of the Study

The overall objective of the study was to identify factors that influence the engagement of youth so as to obtain positive behavioural change. The study was guided by the following objectives:-

- (1) To establish the extent to which parental upbringing and mentoring promotes positive behavioural change among the youth.
- (2) To determine the extent to which activities that youth organizations employ to engage with the youth promote positive behavioural change among the youth.
- (3) To establish how training influences the youth in the promotion of positive behavioural change.
- (4) To investigate how economic empowerment contributes to the promotion of positive behavioural change among the youth.

1.5 Research Questions

- (1) What impact does mentoring and parental upbringing have on the youth?
- (2) What activities do youth organizations employ to engage with the youth?
- (3) What training activities are necessary to engage the youth and influence their behaviour?
- (4) What are the positive behavioural changes that are an outcome of economic empowerment among the youth?

1.6 Significance of the Study

It was in the interest of society to engage the youth early in life and seek to influence their behaviours and consequently, their contribution to society. Engaging with the youth would help them adopt lifestyles that are beneficial to them and to the society at large.

While this is true, youth are not always easy to engage and often it is challenging to keep them engaged for reasonable periods during which time, the adults or mentors can impart

some meaningful knowledge, skill and motivation to influence the youth to making changes in their lifestyles and behaviours.

There was an urgent need in society to engage the youth who if left unattended, get caught up in negative lifestyles such as drug addictions, crime, violence, etc. It is important to mould the youth to be good members of the society.

The findings of this study would be of great use to the youth themselves. Sometimes the youth may not be able to pin down their lack of commitment and this study will help them to soul search and identify areas or issues which could be influencing their good or bad character. Some factors such as peer pressure may not be too obvious and this study would help to dig out such and other factors.

Even more important, this study would be useful to youth leaders and youth mentors. It would provide insights and information on what it would take to effectively engage the youth and how to see their investments in youth yield much fruit. i.e., influence the youth towards positive behavioral change.

1.7 Basic Assumptions of the Study

This study was premised on the assumption that all youth irrespective of their age and have some common tendencies and aspirations. While this is true to a certain extent, youth issue can be influenced by other factors not necessarily considered in this proposal.

1.8 Limitations of the Study

Youth tend to be very secretive and suspicious of one's intent especially when being interrogated. The researcher will use anonymous questionnaires (if need be) so that the youth can feel confident to share freely.

1.9 Delimitation of the Study

The study focused on the NCYN and the strategies they employ to engage with the youth. The study limited itself to the Nairobi District Chapter. The appropriate respondents were accessed easily and data collection was easier.

1.10 Definition of Significant Terms

Youth: “Youth” as a collective term are often thought to be members of a society between the ages of approximately 15-24 years, although this age bracket is flexible and can be extended to other individuals who are in the stage of life before adulthood begins.

For the purpose of this proposal, we define them as defined by the Kenya Government as people between 15 and 30 years old.

Engage: Cause someone to become involved in an activity, conversation, and discussion. To involve oneself or become occupied

Mentoring: To serve as a trusted counselor or teacher to (another person). The Australian Youth Mentoring Network defines mentoring as “a structured and trusting relationship that brings young people together with caring individuals structured who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.”

Youth engagement: A young person’s level of enjoyment in an activity based upon social (individual) and program design (systematic) characteristics.

Positive Behavioral Change: The process of altering, maintaining or encouraging the cessation or initiation of a specific activity undertaken by a targeted audience to achieve a desired outcome or action.

Factor: One of several things that caused or influenced the youth’s involvement or engagement.

1.11 Organization of the Study

Chapter one has presented the background to the study, statement of the problem, purpose and objective of the study, research questions, significance of the study, assumptions of the study, definition of terms, and limitations of the study. Chapter two contains the review of related literature and research related to factors that influence engagement of the Youth in promoting positive behavioral change. The research design, methodology and procedures that were used to gather data for the research are presented in Chapter three. The results of analyses and findings to emerge from the research are contained in Chapter four. Chapter five contains a summary of the research and findings, conclusions drawn from the findings, a discussion, and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review looks at some of the studies that touch on the youth and how to engage with them effectively.

2.2 Parental Upbringing and Mentoring

Although the past twenty five years have produced a vast amount of academic literature on mentoring, it has failed to achieve any consensus [in defining mentoring] (Colley 2003, p. 30). Nevertheless, there are accepted starting points. Informal mentoring is distinguished from formal mentoring. Informal mentoring is seen as occurring naturally in young people's lives, through the support they receive from parents, teachers and others, and in the normal course of their lives as they interact with, seek out, learn from and are guided by older people and quite often by peers with more experience. Formal mentoring aims to provide young people with support and guidance through planned relationships with positive adult and peer role models; it does so within a framework which includes experienced and qualified staff and trained volunteers.

The role of family is crucial in the development of young people. Parents influence over their children is highest when they are younger and that influence reduces as they grow older and is replaced by media and peers. This is confirmed by the fact that media (television, radio, and the internet) is still the most prominent source of information on sexual and reproductive health (24%). Most young people however (an average of 33% of 7-19 year olds), have no source of sexual and reproductive health information. 7-10 year olds trust their parents but unfortunately parents are not giving the relevant information to this age group. Extensive studies confirm the assertion that a father is particularly important and show direct correlations between a father's absence in a child's life with poverty, maternal and child health, incarceration, crime, teen pregnancy, child abuse, drug and alcohol abuse, education, and childhood obesity.

According to the Kenya National Youth Policy, Sessional Paper no. 3 of July 2007, it states the following on obligations of adults and parents: The strong family ties inherited from our

traditional societies, which called for mutual respect between the various age groups, have weakened. As a result, signs of rebellion are visible among a number of youths.

The Australian Youth Mentoring Network (AYMN) has done several studies on Youth. According to one research paper titled *Youth Mentoring Reform in Western Australia* authored by Kathleen Vella, Executive Officer, some of the findings, among others, included: appropriate and sustainable resourcing levels are required to develop, implement and evaluate high quality mentoring programs; there is a recognized need for a coordinated approach by providers to facilitate the sharing of ideas and volunteer mentors; and there is a need to raise the profile and benefits of structured mentoring programs amongst the broader community and business sector.

Some areas that have been identified that ensure effective mentoring include the following:

Communication – develop excellent communications systems to coordinate exchange of information across sectors and agencies; Capacity Building – enhance the capacity of the players (mentors and mentees) to operate efficiently and effectively by developing sustainable resourcing models; Research and Evaluation – establish a long term program of research and evaluation for the youth sector as youth are a very dynamic group, constantly changing with the time; and Policy – support youth mentoring by providing clear policy, planning, management and governance guidelines.

Many benefits for young people, mentors and the community are to be found in the mentoring literature (e.g. Freedman 1993; Tierney et al. 1995, Dondero 1997; Guetzloe 1997). Depending on the nature of the program, they variously include a range of measurable behavioural differences such as reduced likelihood of skipping classes, and broader outcomes such as improved school attendance and performance, improved relationships with family and friends, reduced likelihood of teenage pregnancy and increased feeling of self-worth. Taken as a whole, it is fair to say that the available evidence supports positive outcomes for young people under different circumstances.

55 program evaluations carried out by (DuBois et al.2002) found that the programs included were effective and that effectiveness was not dependent on whether mentoring took place alone

or in conjunction with other services; whether the program had general psycho-social goals or more focused goals; or whether or not it followed the model of the Big Brothers Big Sisters program (used as a measure because of its prominence as a 'good practice' model). The first of these findings tends to contradict other research suggesting that mentoring should not be regarded as a stand-alone intervention and is most effective when seen as one of a range of youth services (Benard 1992).

Jekielek, Moore and Hair (2002), also found that the quality of relationships was higher when there was a good program structure and planning, and importantly, consideration of mentor-mentee interests in the matching process, social and academic activities but especially social activities that reportedly help build trust, and adopting a 'youth driven' or developmental approach to the relationship (p. vi). The building of trust and attention to young people's interests and needs is particularly important. Colley (2003) concludes from her own in-depth analysis of mentoring relationships and other research that 'when young people are able to negotiate mentor relationships on the basis of their own needs and concerns, they usually perceive mentoring in a highly positive way, and can identify important benefits they have gained(p. 162). DuBois et al., (2002) found that the developmental level of the young person (whether they were in 'late childhood/early adolescence' or 'middle/late adolescence') did not significantly affect the size of the effect of a mentoring program. They report other research however that notes that there may be an optimal timing for mentoring as a preventative intervention and there are practical issues of implementation in regard to developmental stage such as 'the receptivity of youth to mentoring at differing stages of development' (p. 160). In addition, an element of good practice is that young people are helped to understand what they can expect from the relationship.

Conversely, positive effects seemed to be lacking where young people had been identified as being at risk 'solely on the basis of individual-level characteristics' such as academic failure. The authors suggest this may be because many such young people are likely to need a lot of specialized assistance rather than the volunteer non professional assistance offered by mentoring programs (p. 189). There may however be other contributing factors, including the strength of the relationships established between mentors and mentees and the goal of the program.

Mentoring within a Youth Organization: Mentoring has been shown to work best when created alongside other support services the young person may already be receiving, i.e., creating a holistic approach to the support (Rhodes and DuBois 2006).

Mentoring is flexible and can and should be tailored to suit the individual needs of the young people who will be involved in the program. What works for one community may not work for the next and so an assessment of the community's needs must take place to ensure the program is what the young people want and that it can be supported by the community. There is no one size fits all model. Mentoring is no soft option. Mentoring programs require hard work and a commitment to quality practice.

Effective Mentoring: Researchers including Rhodes, Grossman, Dubois and Tierney introduced the effective elements of successful mentoring programs in 1995 and have built on these through research conducted over the past 16 years. The effective elements of a well-structured program include a thorough recruitment, screening and training process in place for mentors and ongoing training and support. (Dubois et al 2002). More broadly, (Rhodes, 2001) suggests that, while the research indicates that there is considerable value in well designed and supported mentoring programs, mentoring is not a substitute for a caring family, community support or a concerted youth policy agenda.

Therefore, in addition to developing and strengthening mentoring programs, we should also look to strengthening other supportive contexts for young people –those provided by family and extended family members and others in the reach of young people who are closer to them, more likely to be around for the long haul and more in touch with their particular environment; school contexts and relationships with teachers; and networks beyond the classroom.

(Colley, 2003) provides a close and challenging analysis of mentoring relationships, especially in regard to what she calls 'engagement mentoring' with targeted groups of young people 'at risk' of disengaging or already disengaged from formal systems of education, training and employment. She argues that although much of the rhetoric of youth mentoring is about

empowerment, in practice both mentors and mentees experience both empowerment and control. She suggests that mentoring to date lacks a theoretical framework, and only a framework that includes an understanding of the nature of power and how it functions in mentoring relationships, will allow us to move forward (p. 139). Colley further reminds us that the implications of models of mentoring based on nurture, which rely substantially on the large numbers of females who volunteer to be mentors, is as yet an under-examined aspect of mentoring (p. 38).

Many of the major providers of youth services now have one or more mentoring programs. These provide a suite of mentoring opportunities for the youth. They regard mentoring as a key element of the strategic approach and emphasize the emotional, behavioural, social and academic value of successful mentoring relationships for young people.

There is evidence then that mentoring programs which include known elements of good practice are effective; however, there is still much to be learnt about how the various elements of the mentoring relationship work in different programs and under different circumstances. Most program evaluations understandably report on effects in a relatively global way. The Victorian Youth Mentoring Alliance, Australia, did a study titled: *Realising their Potential: A Survey of Young People in Youth Mentoring* (October 2011)

The findings were based on a survey of 153 young people aged 12 to 25 across a diverse range of 34 youth mentoring programs. The survey was intended to give a broad indication of the effects of youth mentoring. It was designed to seek out what changes occur in respect to: greater confidence and self-esteem, school attendance and achievements, reduction in negative behaviour, the use of drugs and alcohol and awareness of pathways towards higher education and employment.

Overall, the feedback indicates that young people have gained a number of benefits as a result of having a volunteer mentor in their lives. Other recommendations were as follows: -

A clear message from the consultations was that if mentoring is to develop further and have long term benefits for local communities and the young people who live within them, the key requirements are:

Early intervention: It is desirable that mentoring programs are based on early intervention principles and seek to assist young people e.g., before they leave school, before they come into the child protection system, before they leave the care of the state, before they are released from youth detention centres. Where this is not possible, mentoring should be available for young people who are not connected to systems and structures. The evidence suggests that innovative and very flexible approaches are needed for young people disconnected from mainstream social structures.

2.3 Youth Activities and Training

Youth-adult partnerships are one of the terms used by researchers (Camino, 2000; Jones & Perkins, 2004; Zeldin, 2004; Zeldin, Camino & Mook, 2005) to describe collaborations between youth and adults. Youth-adult partnerships are described as the best practices used by adults to give youth opportunities to engage in the decision making process for communities and programs (Zeldin, Camino & Mook, 2005). Researchers have shown a positive relationships between youth-adult partnerships and positive youth development (O'Donoghue, Kirshner & McLaughlin, 2002; Zeldin, 2004).

Larson, Walker, and Pearce (2005) suggested the existence of an adult-driven continuum of power, authority, and structure. At the ends of this continuum two extremes exist: adult structure and no adult structure. Adult structure includes situations where youth have no choice or freedom in the activities they participate in and the way activities are designed and presented. At the other extreme, there is no adult structure and youth are left devising methods of guiding themselves without adult input. Neither of these extremes provides collaboration between youth and adults nor a healthy environment for youth development (Larson, Walker, & Pearce, 2005; Murray & Murphy, 2001). In between the extremes lie youth-adult partnerships, which are further divided by the degree of adult and youth collaboration. These are referred to as adult-driven and youth-driven programs.

Adult-driven programs are those in which “adults exercise greater control over daily activities but obtain youth input” (Larson, Walker, & Pearce, 2005, p. 58). Youth driven programs are programs “where youth exercise greater control but adults play supportive roles as mentors and facilitators” (Larson, Walker, & Pearce, 2005, p. 58). A qualitative study by (Larson, Walker, and Pearce, 2005) identified the developmental benefits for youth of both adult-driven and youth-driven programs. Adult-driven youth programs aided in the development of specific talents; while, youth-driven youth programs resulted in ownership, empowerment, leadership, and planning skills. Both adult-driven and youth-driven programs increased youths’ self-confidence by benefiting them with the knowledge adults acquired through life experiences.

In 1992, Hart developed a ladder of children’s participation which examines the role youth play in youth-adult partnerships based upon adult advisors’ leadership. This model was adapted from Arnstein (1969). The ladder has eight levels (rungs): manipulation; decoration; tokenism; assigned but informed; consulted and informed; adult-initiated, shared decisions with children; youth-initiated and directed; youth-initiated; and shared decisions with adults. These eight levels describe situations that take place within the continuum of youth programs, but an understanding of the systematic tools used in developing these eight levels are lacking from the literature that describes these levels.

In 2002, Pancer, Rose-Krasnor and Loiselle provided a conceptual framework and developmental outcomes related to youth engagement. According to these researchers, youth engagement was viewed as “the meaningful participation and sustained involvement of a young person in an activity that has a focus outside himself or herself” (p. 49). A person is deemed fully engaged when impacted behaviorally, affectively, and cognitively. The behavioral component is doing the activity. The affective component is the pleasure derived from the activity. And the cognitive component is “knowing about the activity” (p .49). These three components are “influenced through the operation of various initiating factors” (p. 49). These factors can be divided into two levels: individual and systems. Individual factors consist of interactions with parents, adult advisors, peers, and intrinsic characteristics (e.g. confidence, self-esteem, etc.). At the individual level, engagement is sustained when youth have positive and supportive social experiences. These characteristics are largely based upon individual characteristics that

programmers and practitioners have little control over, especially in the design of a program. However, there are some factors such as voice, empowerment, and participation over which practitioners and program designers have control over in developing programs with strong youth-adult partnerships.

Understanding youth engagement is important to program designers and practitioners for two reasons. First, the main goal of those working in the field of positive youth development is to create opportunities for youth to gain as many developmental benefits as possible. Karen Pittman's statement "Adolescents who are merely problem-free are not fully prepared for their future (Pittman, 1991)" makes us aware of the importance of not only making sure that youth are problem free but that they are also fully prepared for their life as an adult. Adult-advisors are able to accomplish these objectives by providing young people with opportunities to be exposed to maximal developmental benefits and skills. However, programmers and practitioners can only enable; youth are in control of their development and thus the benefits from these opportunities (Larson & Wood, 2006).

Hence, as youth are enabled to be involved in programs with greater levels of voice, empowerment, and participation, youth are more likely to become engaged in the program. Youth who are engaged at the higher level of factors will be exposed to more opportunities to benefit developmentally. Findings from a study by Hansen and Larson (2007) agree that youth benefit developmentally from these types of programs when they are engaged and have a leadership role.

According to a research that was sponsored by USAID titled: *Youth Councils: An Effective Way to Promote Youth participation, 2009* young people constitute clear assets to development when they are positively empowered to be active citizens. Supporting and including young people in development processes is critical for several reasons: (i) youth have experience, knowledge, and ideas that are unique to their situation, enabling them to offer key insights and perspectives on development that adults cannot; (ii) in many communities, youth make up the majority of the population; as a result, youth voices can be crucial expressions of overall community needs; and (iii) regardless of their current status, young people are the future custodians of their

environments and leaders of their peers. A failure to promote youth development – and roles for youth in development – will negatively affect countries across the world, whereas engaging young people in civil society and governance activities, such as youth councils, encourages them to learn peaceful means of impacting their communities and the world. As young people become more astute in the process of affecting change and developing pathways for progress, they also contribute to the development of stable, productive communities.

From the findings of the study, youth councils have the power to have a lasting effect on both individuals and communities. The behavioral changes include, increased self-esteem, more responsible behaviour among the youth devoid of crime, and better morals among the youth.

2.4 Youth and Economic Empowerment

In developed and some emerging economies, the crisis impact on youth is felt mainly in terms of unemployment and the social hazards associated with joblessness and prolonged inactivity. Numerous studies show how entering labour markets during recession can leave permanent scars on the generation of youth affected and, recently, fears have been expressed regarding a possible crisis legacy of a “lost generation” made up of young people who detach themselves from the labour market altogether. Finding and motivating young people who have given up hope for a productive future is an expensive venture. Nonetheless, the alternative of doing nothing is even more expensive when the social, economic and possibly even political costs are added together.

The International Labour Organization (ILO) in its 2010 report notes that young people in all regions are more likely than adults to be unemployed or to work in vulnerable employment. They are at greater risk of earning lower wages in a low-productivity job, working in unsafe or risky conditions, working below their skill or educational level, working long hours or fewer hours than needed, holding a temporary job, having few or no prospects for advancement and/or lacking job stability. Such disadvantages among youth in the work force also mean that many young workers lack bargaining power and are poorly positioned to organize towards improving their situation. Young women are particularly likely to be underemployed and in vulnerable jobs (International Labour Organization, 2010, pp. 17-23).

As more young people remain (or enter) in poverty over the course of the crisis, the hope of seeing a youth-driven push toward development remains stalled. Young men and women today build the foundations for the economies and societies of tomorrow. They bring energy, talent and creativity to economies and make important contributions as productive workers, entrepreneurs, consumers, agents of change and as members of civil society. There is no doubt that what young people strive for is the chance of a decent and productive job from which to build a better future. Take away that hope and you are left with a disillusioned youth trapped in a cycle of working poverty or in danger of detaching from the labour market altogether – thus representing a vast waste of economic potential.

According to ILO's Global Employment Trends for Youth, 2010 report, at the end of 2009, there were an estimated 81 million unemployed young people in the world. This was 7.8 million more than the number in 2007 at the start of the global economic crisis. The youth unemployment rate rose sharply during the economic crisis – more sharply than ever before – from 11.9 to 13.0 per cent. A summary of the global trends (2007 -2009) according to the ILO report is as follows:

The economic crisis is reflected in the largest ever cohort of unemployed youth. Since the onset of the economic crisis, between 2007 and 2009, youth unemployment increased by 7.8 million at the global level (1.1 million in 2007/08 and 6.6 million in 2008/09). To put this in perspective, over the course of the ten-year period prior to the current crisis (1996/97 to 2006/07), the number of unemployed youth increased, on average, by 192,000 per year. In 2009 there were 80.7 million young people struggling to find work. At the peak of the crisis period, the global youth unemployment rate saw its largest annual increase ever. The youth unemployment rate rose from 11.9 to 13.0 per cent between 2007 and 2009. Between 2008 and 2009, the rate increased by 1 percentage point, marking the largest annual change over the 20 years of available global estimates and reversing the pre-crisis trend of declining youth unemployment rates since 2002.

Youth unemployment rates have proven more sensitive to economic shocks than adult rates. Between 2008 and 2009, there was a 14.6 per cent increase in the number of unemployed adults, compared to a 9.0 per cent increase in unemployed youth. In terms of unemployment rates, however, the impact on youth has proven to be greater than that of adults. The youth rate

increased by 1.0 percentage point compared to 0.5 points for the adult rate over 2008/09. There are likely to be significant consequences for young people as upcoming cohorts of new entrants join the ranks of the already unemployed.

Young women have more difficulty than young men in finding work. The female youth unemployment rate in 2009 stood at 13.2 per cent compared to the male rate of 12.9 per cent (a gap of 0.3 percentage point, the same gender gap seen in 2007). At the regional level, the following trends were observed:

In some countries there was an increase in inactivity among youth in the crisis years. This implies an increase in discouragement, whereby growing unemployment has led some young people to give up the job search. In developing economies, the crisis adds to the ranks of vulnerable employment and informal sector employment. There is supporting evidence of such an increase in Latin America where between the second semester of 2008 and the same period in 2009 the number of own-account workers increased by 1.7 per cent and the number of contributing family workers by 3.8 per cent. The region also experienced an increase in the share of teenagers aged 15-19 years engaged in informal sector employment during the crisis period.

Youth unemployment and situations in which young people give up on the job search or work under inadequate conditions incur costs to the economy, to society and to the individual and their family. A lack of decent work, if experienced at an early age, threatens to compromise a person's future employment prospects and frequently leads to unsuitable labour behaviour patterns that last a lifetime. There is a demonstrated link between youth unemployment and social exclusion. An inability to find employment creates a sense of uselessness and idleness among young people that can lead to increased crime, mental health problems, violence, conflicts and drug taking. The most obvious gains then, in making the most of the productive potential of youth and ensuring the availability of decent employment opportunities for youth, are the personal gains to the young people themselves.

The second obvious gain to recapturing the productive potential of underutilized youth is an economic one. Idleness among youth can come at great costs. They are not contributing to the

economic welfare of the country – quite the contrary. The loss of income among the younger generation translates into a lack of savings as well as a loss of aggregate demand. Some youth who are unable to earn their own income have to be financially supported by the family, leaving less for spending and investments at the household level. Societies lose their investment in education. Governments fail to receive contributions to social security systems and are forced to increase spending on remedial services, including on crime or drug use prevention efforts. All this is a threat to the growth and development potential of economies. Focusing on youth, therefore, makes sense to a country from a cost-benefit point of view. Young people might lack experience but they tend to be highly motivated and capable of offering new ideas or insights. They are the drivers of economic development in a country. Foregoing this potential is an economic waste.

Majority of Kenya's young people are unemployed, underemployed or underpaid and are therefore in the swelling ranks of the working poor. A large proportion of young adults and a rapid rate of growth in the working-age population exacerbates unemployment, prolongs dependency on parents, diminishes self-esteem and fuels frustrations, which increase the likelihood of violence or conflict. The country's working-age population increased from 15.9 million persons in 1998/99 to 19.8 million persons in 2005/2006. The largest rise in the working-age population over the period was recorded among the age cohort of 15-34 years where the working-age population increased from 9.7 million persons in 1998/99 to 13.1 million persons in 2005/2006.

An increasing proportion of the country's working age population is inactive and it increased from 22.6 percent in 1998/99 to 26.6 percent in 2005/2006. The majority of the inactive population was between the ages of 15 and 19 because in Kenya it is a school going age. Female labour force participation rates edged downwards for all the age groups with the highest being among the youth cohorts of 25-29 and 30-34, which declined by nearly 6 percent. Overall, females had a lower labour force participation rate than their male counterparts in both periods and mean monthly earnings from paid employment for males is about 1.5 times that of females. The rate at which the net jobs were created was not the same as the rate of labour force growth. This is evidenced by the fact that the informal sector has been growing at an average rate

of 17.2% per annum compared to the formal sector which has been growing at an average of 2.23% per annum while the country's working age population increased by 24.5% between 1999 and 2006. This effectively means that more job seekers, both the new labour market entrants and those out of employment through the various labour separation mechanisms, ordinarily remain out of employment for a longer period hence swelling the ranks of the discouraged job seekers.

Most employers in Kenya, including the public sector have resorted to the increasing use of casual, temporary, part-time, contract, sub-contracted and outsourced workforces to ostensibly reduce labour costs, achieve more flexibility in management and exert greater levels of control over labour. The proportion of casual workers in the formal sector gradually increased from 17.9 percent in 2000 to 21.2 percent in 2005, 29.7 percent in 2006 and 32.2 percent in 2008, a trend that contrasts sharply with the country's desire to reduce poverty and enhance social protection.

In Kenya, there are about 500,000 youth who graduate from various tertiary institutions ready to enter the job market every year. However, due to the slow economic growth, corruption, nepotism and demand for experience by potential employers, 75% remain unemployed. The figures could even be higher as this is based on a 2007 sessional policy paper. Quoting from the policy paper, the then Minister of Youth Affairs, Hon. Mohammed Kuti noted "the formulation and implementation of a viable Youth Development Policy is not only a moral responsibility but also imperative for any meaningful national development."

The economic growth rate has not been sufficient to create enough employment opportunities to absorb the increasing labour force of over 500,000 annually. Most of these are the youth, only about 25% of whom are absorbed, leaving 75% to bear the burden of unemployment. Furthermore, some of those absorbed in the labour market have jobs that do not match their qualifications and specialization.

Efforts to initiate youth development programmes have been made in other subsequent policy documents, such as Sessional Paper No. 2 of 1992 on Small Scale and Jua Kali Enterprises, the 1997-2001 Development Plan and the National Poverty Eradication Plan 1999-2015, among others. But, despite these efforts, as well as an increase in the number of agencies dealing with

the youth, problems affecting young people have continued to worsen. This situation has been attributed to the lack of a comprehensive policy to provide a blueprint for youth.

All over the world, the youth issues have continued to dominate the national agenda. The private sector has also been forced to weigh in while attempting to deal with the youth. For example, some mentoring programs in Australia report that businesses are looking for ways of becoming more closely involved in their local communities. A number of the larger and more established programs have relatively substantial and on-going corporate support. It is clear that it takes a great deal of time and effort to establish good relationships with the local and regional businesses, but if they are established, the connections can be very fruitful and often generate new ideas for collaboration.

Partnerships with employers are an essential ingredient of successful programs which have a focus, short or longer term, on connecting young people with employment and training opportunities. They provide resources, sponsorship and work related opportunities.

In addition, The Youth Enterprise Development Fund was conceived in June 2006 by the government as a strategic move towards arresting unemployment which is virtually a youth problem. The loan targets all forms of youth owned enterprises whether owned individually, as a company, in groups, in cooperatives or any other legal forms of business ownership; The government set aside Kenya shillings one billion in the 2006/07 budget to fast-track this noble and timely initiative.

2.5 Towards Positive Behaviour Change

A study of 109 juvenile offenders indicated that family structure significantly predicts delinquency (Bush, Mullis & Mullis, 2000). Adolescents, particularly boys, in single parent families were at higher risk of status, property and person delinquencies. Researchers at Columbia University found that children living in two parent household with a poor relationship with their father are 68% more likely to smoke, drink, or use drugs compared to all teens in two-parent households. Teens in single mother households are at a 30% higher risk than those in two-parent households (Alcoholism & Drug Abuse Weekly, 1999 September, 6).

In a study of 6,500 children from the ADDHEALTH database, father closeness was negatively correlated with the number of a child's friends who smoke, drink, and smoke marijuana. Closeness was also correlated with a child's use of alcohol, cigarettes, and hard drugs and was connected to family structure. Intact families ranked higher on father closeness than single-parent families (National Fatherhood Initiative, 2004). Of the 228 students studied, those from single-parent families reported higher rates of drinking and smoking as well as higher scores on delinquency and aggression tests when compared to boys from two-parent households (Griffin, Botvin, Scheier, Diaz & Miller, 2000 June).

A country-wide needs assessment study undertaken in 1994 by the Government of Kenya and the United Nations International Drug Control Program (UNDCP), revealed that drug abuse has permeated all strata of Kenyan society with the youth and young adults the most affected groups. Traditionally, cultural values and discipline of the African society prescribed the circumstances under which drugs and intoxicants could be obtained, used and consumed. However, perhaps as a result of the erosion of the powers of censure and control at the family and community levels, fewer stigmas are associated today with the use of intoxicants especially alcohol and tobacco (UNDCP, 1994).

Oteyo and Kariuki (2009), in a study on alcohol among school children argue that, the use of alcohol that began in African traditional society as an activity for political, religious, cultural and social relations, has evolved overtime into a problem of dependence and addiction with the youth getting more and more involved in consumption of illicit drugs. According to a survey titled Youth in peril, drug abuse in Kenya contrary to common belief is widespread and cuts across all social groups (Muganda, 2004). According to the survey, one of Kenya's first national baseline survey among youths (10-24 years), traced the rapid spread of substance abuse to the breakdown of indigenous societal norms and to the introduction of foreign influences that have made a variety of substances available on a large scale.

The Government of Kenya acknowledges this is a serious problem and in a resolve to reign on the problem of drug abuse, the government created the office of the National Agency for the

Campaign Against Drug Abuse effective from March 27, 2001. The government also initiated action by enforcing measures to control supply reduction way back in 1983 with the formation of a specialized Anti Narcotic Unit under the police force.

The declaration from the United Nations Commission on Narcotic Drugs at the 52nd session in Vienna, 11th-20th March 2009, with participation from 130 member countries, committed to tackle the drug problem and promote a society free of drug abuse. *“We are determined to tackle the world drug problem and to actively promote a society free of drug abuse in order to ensure that all people can live in health, dignity and peace, with security and prosperity”.*

According to a report by AMREF, the knowledge of on HIV/AIDS by the youth in urban areas is adequate regardless of age, sex and religion. Most of the youth knew the different modes of transmission of HIV/AIDS, such as infected blood transfusion and sexual relationship with those infected with the HIV virus. Those who indulge in sexual practice did so because of poverty, lack of money and due to peer pressure. Most of the youth were well informed through their friends and parents. Health workers, radios, teachers and peers were sources of information to the youth about HIV/AIDS.

In addressing this problem, the Government of Kenya through the Kenya National Youth Policy, Sessional Paper no. 3 of July 2007, proposed the following strategic framework. The Government, private sector and civil society should incorporate representatives of the youth in efforts to fight the spread of HIV/AIDS in order to take into account the youth dimension to HIV/AIDS and target this group effectively; promote and support youth campaigns aimed at encouraging a change in sexual behaviour and discouraging drug and substance abuse, and negative peer influence; promote and establish home and community-based welfare programmes to help youth orphaned by HIV/AIDS; establish guidance and counselling units managed by the youth in all schools and other learning institutions; establish affordable rehabilitation centres to help youth addicted to drugs; promote and enhance affordable or free counselling programmes on health-related issues, especially peer to peer counselling in faith based and institutions; encourage parents to take a lead role in teaching and counselling their children on responsible sexual behaviour; promote and support programmes on personal hygiene and physical fitness and

mental health; improve the technical and institutional capacity of youth organisations/CBOs to enable them to effectively advocate and promote health programmes for youth; promote partnerships between the government, CSOs and the private sector to work with the youth; improve access to voluntary counselling and testing (VCT) services for all youth; enhance the youth's capacity in leadership and advocacy to enable them to manage youth health programmes; and promote research in youth health areas and make the findings accessible.

Other problems related to morality such as teen pregnancies and infections by sexually transmitted diseases are rampant. According to the 2009 Kenya Demographic and Health Survey, generally, the percentage of teenagers who have begun childbearing declined from 23% in 2003 to 18% in 2009. The proportion of teenagers who have begun child bearing increases dramatically from 2% at age 15 to 36% at age 19.

According to another survey by AMREF, youth are included in sex at very early age and more than half of the study populations are actually involved in sexual risk behaviour making more vulnerable. There is low percentage of condom use and its inconsistent use exposed them to high risk of HIV. The survey showed that majority of parents do not discuss sexuality issue with their children is considered as a taboo discussing about sex in the Kisumu society and with their families. Major reasons for contributing for high HIV/AIDS prevalence are peer pressure, financial dependency sexual activities and dangerous environment.

In summary, youth all over the world have to contend with the problem of morality. It is important for the youth to be well mentored so as to avoid the pitfalls that come at this critical stage in their life.

2.8 Theoretical Framework

The concept of critical success factors (CSFs) was developed in 1961 by D. Ronald Daniel, who worked for a global management consultant firm. In his study, he came up with a set of industry-related CSFs that are claimed to be relevant for any company in a particular industry. Anthony et al. (1972) discussed the need for adaptation of CSFs to a company's and its managers' specific strategic objectives.

Based on the perspectives of Daniel (1961) and Anthony et al. (1972), Rockart (1979) polished the process of creating success factors. According to Rockart (1979) these areas of activity are critical; the manager has the appropriate information to allow him to determine whether events are proceeding sufficiently well in each area. CSFs are areas of activity which receives constant and careful attention from management or simply has unique strategies that are created in an organizations business plan on how the product will be designed, manufactured, distributed, marketed, and sold.

This research will relate to the Rockart's theory of Critical success factors, this approach focuses on few key areas of activity in which favourable results are absolutely necessary for an initiative or activity to be successfully implemented, and to therefore achieve its goals. There are several approaches applied in determining key success factors. The Rockart's theory further suggests that there are critical linkages through a number of intermediate factors. CSFs are essential to determine successful implementation of a project (Rockart, 1979).

This theoretical framework is useful for the researcher in identifying the key factors that influence the youth towards positive behavioural change.

2.9 Conceptual Framework

Independent Variables

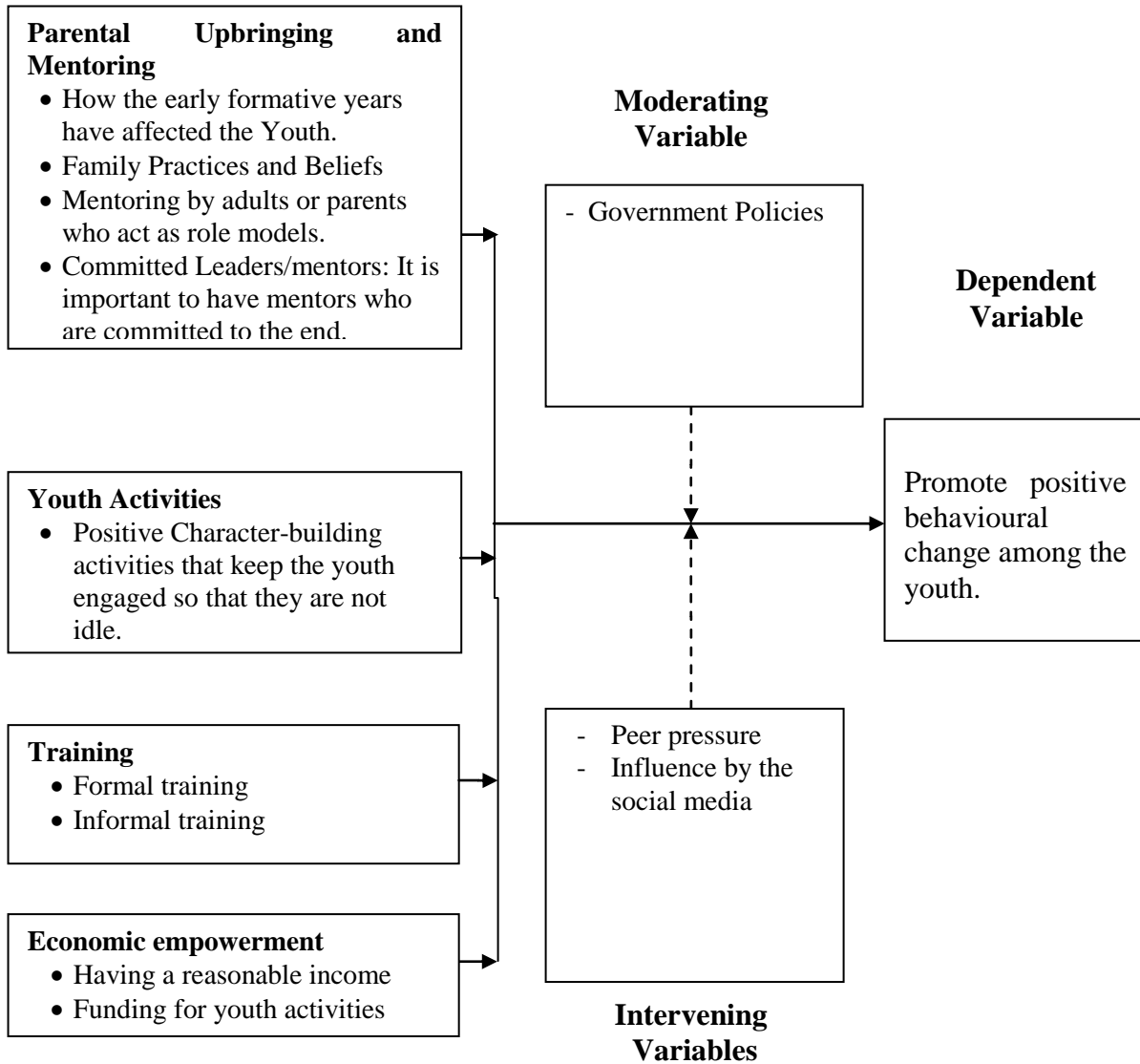


Figure 1: Conceptual Framework

2.10 Summary of Literature Review and Knowledge Gaps

From the literature review, it is clear that several factors are at play when it comes to engaging the youth. Some factors are more predominant in some communities more than in others due to certain reasons such as social cultural values, national youth policies, government involvement, etc. Generally, youth issues and problems are not unique to any region or country but as the review has revealed, these issues cut across the global divide albeit at different magnitudes.

Kenya has taken some very deliberate and commendable steps in addressing the youth agenda. Countries like Australia have done more and could be useful models of how to integrate the youth in the development agenda. In spite of the many good efforts by the Government of Kenya to address the youth issues, this has not been enough and more still needs to be done.

This literature review will be very useful in analysing the data collected during this research and will provide a useful sounding board in comparing the responses from the respondents and making worthwhile recommendations on how to address the challenges facing the youth.

This research has focused attention on youths mainly affiliated to the NCYN. These are youth with a Christian foundation and who benefit from being members of a church family and also benefit from the other church activities and teachings. It would be useful to do a general research targeting youth in general who may not necessarily belong to a church or other religious organization. Such information would be useful in getting a truer and clearer picture of the issues that the youth in general are contending with and factors that would be useful in engaging them.

Another area for possible research is how the private sector can play a more active role in addressing the issues affecting the youth. The burden seems to lie squarely with the government while the private sector can also play a big role in addressing the issues affecting the youth such as unemployment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is aimed at providing information about the applied research process for this study. This includes the target population, sample size and sampling procedures. It also includes research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

In this study, the qualitative and quantitative paradigms were used. Qualitative research allowed the researcher to exercise judgment and do appraisal and interpretation of the major factors influencing the engagement of the youth to promote positive behavioural change and make them useful and productive members of the society. The aspect of qualitative research allowed the study to understand the social context of the research better.

3.3 Target Population

The population consisted mainly youth affiliated to the NCYN. Adults working with the NCYN also formed part of the respondents. The study also administered questionnaires among other youth in Nairobi who may provide more insight and information. The researcher targeted these respondents because they have the information required for this study. The target population of this study was 1000.

3.4 Sample Size and Sampling Procedure

Sampling is the process of obtaining information about the entire population by examining only part of it (Kothari, 1985). The sampling procedures are methods that are used to select an element from the population that is included in the sample. The sampling procedure that was used for this study was the purposive and simple random techniques. Random sampling is the purest form of probability sampling. Each member of the population had an equal chance of being selected. Purposive sampling was used to sample youth leaders and mentors to get a sample that appears to be representative of the population. According to Mugenda and Mugenda, (2003) purposive sampling technique allows a researcher to use cases that have the required

information with respect to the objective of the study. Cases of subjects are therefore handpicked because they are informative or they possess the required characteristics.

In this study the sample size was determined using a statistical formula (Yamane, Taro, 1967) as shown below. The sample size for the study was therefore 286 stakeholders from the target population of 1000. Both men and women were included in the sample to ensure that gender bias does not skew the results. Purposive sampling was used to select the leaders and simple random sampling was used to select the youth members.

Table 3.1: Population and Sample Size

	Population		Sample Size		Total Sample
Category	NCYN	Others	NCYN	Others	All
Leaders	50	50	14	14	28
Youth Members	700	200	201	57	258
Total	750	250	215	71	286

$$n = \frac{N}{1 + Ne^2} = \frac{1000}{1 + 1000 (0.05)^2} = 286$$

N = 1000

Where n=sample size, N=population size, e=the error of sampling

3.5 Data Collection Instruments

Throughout the study, both qualitative and quantitative data i.e., data was collected through questionnaires.

Questionnaires were chosen as the main source of data collection because they provided the researcher with detailed individual feedback which gave a more accurate picture of the issues that this study is exploring. Questionnaires are also quicker to administer since the researcher can prepare a large number and distribute each one of them, and then collect at once for data analysis.

The research instruments were used to collect data about youth, their engagements and issues that affect or promote effective engagement. Samples of the questionnaires used are attached as Appendix II. The questionnaires were divided into sections, in line with the study objectives, and contained both open ended and closed questions.

3.6 Validity of the Instruments

Mugenda and Mugenda (1999), defines validity as the accuracy and meaningfulness of inferences which are based on the research results. Validity is the degree to which results obtained from analysis of the data actually represent the phenomenon under study. It is the correctness and reasonability of data. Validity refers to getting results that accurately reflect the concept being measured. In order to improve validity of the results, the questionnaires were reviewed by the supervisor to find out whether the questions are achieving the research objectives or answering research questions.

3.7 Reliability of the Instruments

Mugenda and Mugenda (1999), defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The use of consistent and systematic line of questions for even unanticipated areas is particularly important for reliability and for possible replication of a study. The researcher used consistent and systematic questions in the questionnaires. The questions were related to the subject of the study and organized into themes of the study.

Of key importance, instruments should be initially piloted to a small numbers of respondent to verify whether the questions are easy to understand, appropriate to the research topic, unambiguous (Fellows and Liu, 2003), and to gain some idea of the time required to administer the questionnaire. The questionnaire was administered to some youth from the Chrisco church as a pilot study, to get feedback and input on other important issues that may be worthy of consideration, that the instrument may have missed. This guided the study to determine that the instrument measured the right concept, hence its validity and reliability.

3.8 Data Analysis Techniques

The researcher organized data according to the methodology in the study. This involved the scrutiny of questions in order to detect and reduce as much as possible, errors, incompleteness, and misclassification in the information obtained from the respondents.

Qualitative data generated from open-ended questions was analyzed in themes, content analysis and categories identifying similarities and differences that emerge. Qualitative analysis included analysis of what some respondents said in the open ended questions.

Quantitative data was scrutinized for completeness, accuracy and uniformity. Data from questionnaires was analysed using descriptive statistics, and came out with frequencies and percentages using Statistical Package for Social Sciences (SPSS) - this is the reliable tool for quantitative data analysis.

This study used correlation and the multiple regression analysis to determine the relationship between successful engagement of the youth to promote positive behavioural change and make them useful and productive members of the society and the factors that influence this success.

3.9 Operational Definition of Variables

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

Table 3.2: Operational Definition of Variables

Objective	Variable	Indicator	Measure	Scale	Type of Analysis	Tool of Analysis
	Independent Variables					
To establish the extent to which parental upbringing and mentoring promotes positive behavioural change among the youth.	Parental upbringing and Mentoring	Good behaviour from an early age	Frequency	Nominal	Descriptive	Questionnaire
To determine the extent to which activities that youth organizations employ to engage with the youth promote positive behavioural change among the youth.	Youth activities	Changed behaviour as a result of the involvement in activity.	Frequency Number	Nominal Ordinal	Descriptive	Questionnaire
To establish how training influences the youth in the promotion of positive behavioural change.	Training	Changed behaviour as a result of the training.	Frequency Number	Nominal Ordinal	Descriptive	Questionnaire
To investigate how economic empowerment contributes to the promotion of positive behavioural change among the youth.	Economic Empowerment	Changed behaviour as a result of economic empowerment.	Frequency	Nominal	Descriptive	Questionnaire
	Dependent Variables					
Positive behavioural change.	Positive behavioural change among the youth.	Positive behaviour – Not engaged in vices such as drugs, crime etc.	Frequency	Nominal	Descriptive	Questionnaire

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The purpose of this research was to investigate the factors influencing engagement of the youth in promoting positive behavioural change where the focus was on the NCYN in Nairobi County. This chapter focuses on the response rate, data analysis, presentation and interpretation of findings. The data was gathered from questionnaires as the research instrument. The questionnaire was designed in line with the objectives of the study. The study employs various statistical tools for extracting information on the factors influencing engagement of the youth in promoting positive behavioural change where the focus was on the NCYN in Nairobi County.

4.2 Response Rate

The response rate is the proportion of the sample that participated in the research as intended in all the research procedures. The study mainly targeted leaders and youth members drawn from the NCYN in Nairobi County. A total of 286 questionnaires were administered to the respondents from the target population in collecting data with regard to the factors influencing engagement of the youth in promoting positive behavioural change in the NCYN in Nairobi County. The questionnaire return rate results are shown in Table 4.1.

Table 4.1: Response Rate

Response	Frequency	Percentage
Responded	246	86
Not responded	40	14
Total	286	100

From the study, 240 out of 286 target respondents filled in and returned the questionnaire contributing to 86%. This commendable response rate was made a reality after the researcher made personal calls to remind the respondent to fill-in and return the questionnaires as well as explaining the importance of their participation in this study. The questionnaires that were not returned were due to reasons like, the respondents not being available to fill them in at that time and with persistent follow-ups there were no positive

responses from them. The response rate demonstrates a willingness of the majority of the targeted sample to participate in the study.

4.3 Demographic Characteristics of the Respondents

The research mainly targeted the youth leaders and youth members drawn from the NCYN in Nairobi County. As such the results on demographic characteristics of these respondents were investigated in the first section of the questionnaire. They are presented in this section under gender distribution of the respondents, age of the respondents,

4.3.1 Age of the Respondents

This research sought to investigate the composition of the respondents in terms of age brackets to understand their familiarity with the factors influencing engagement of the youth in promoting positive behavioural change. Table 4.2 shows the results of the findings on the age brackets of the respondents.

Table 4.2: Age Bracket

Age bracket	Frequency	Percentage
15- 19	22	9
20 – 24	86	35
25 – 29	71	29
30 - 34	39	16
Above 35	27	11
Total	246	100

According to the results depicted in table 4.2, majority (35%) of the respondents were aged between 20 to 24 years, 29% of them were aged between 25 to 29 years, 16% were aged between 30 to 34 years, 11% were aged above 35, whereas 9% were aged between 15 to 19 years.

From these results it is clear that the respondents were well distributed in terms of age and hence can provide useful and relevant information on the factors influencing engagement of the youth in promoting positive behavioural change.

4.3.2 Distribution of the Respondents by Gender

The research sought to find out the gender of the respondents. In this research the respondents sampled were expected to comprise both male and female members and leaders. As such, the research required the respondents to indicate their gender by ticking on the spaces provided in the questionnaire. Table 4.3 shows the distribution of the respondents by gender.

Table 4.3: Gender of the Respondents

Gender	Frequency	Percent
Male	126	51.3
Female	120	48.7
Total	246	100.0

Accordingly, 51.3% of the respondents were male while 48.7% of them were female. It can be concluded that the majority of the respondents that participated in this research about factors influencing engagement of the youth in promoting positive behavioural change are males. The findings show that NCYN and other youth groups have both male and female members.

The findings imply that the views expressed in these findings are gender sensitive and can be taken as representative of the opinions of both genders as regards to the factors influencing engagement of the youth in promoting positive behavioural change.

4.3.3 Level of Education

The level of education is a major factor in determining the level of understanding of various issues including those with a social dimension. In this study, the role and involvement of youth in behavioural change was investigated and education being a social aspect of it is thus an interesting factor to investigate.

The difference in the level of education might contribute to differences in the responses given by the respondents. This study therefore sought to investigate the education level achieved by the respondents. The responses on this question are depicted in table 4.4.

Table 4.4: Highest Formal Qualification

Academic Qualification	Frequency	Percent
Secondary	49	20
College	118	48
University	59	24
Post Graduate	20	8
Total	246	100

The study results reveal that 48% of the respondents had acquired college diploma level of education, 24% of the respondents indicated that they had acquired university level of education, 20% of them had acquired a secondary certificate only, while 8% of them indicated that they had acquired post graduate level. These results imply that majority of the respondents had at least a college education and hence understood the information sought by this study.

These findings further imply that all the respondents were academically qualified and also familiar with their issues sought by the study and could be engaged in promoting positive behavioural change amongst youths effectively.

4.3.4 Marital Status of the Respondents

The target respondents are distributed in various age brackets hence their marital status are likely to be different. As such the research sought to establish the marital statuses of these respondents since marital status or family responsibilities are factors that can affect one's involvement in promoting positive behavioural change amongst youths.

Table 4.5: Marital Status of the Respondents

Status	Frequency	Percent
Single	145	59
Married	79	32
Others	22	9
Total	246	100

Majority of the respondents, comprising 59%, indicated that they were single, 32% of the respondents were married, 9% of the respondents were other marital statuses like separated, and widowed.

The findings imply that the respondents are mainly single or had not been in a family relationship. Their statuses are an indication that they don't have commitments and responsibilities which to some extent can affect their involvement in youth groups/networks.

However, it is worth noting that a considerable proportion (32 percent) of the respondents were married. The results in general indicate that the youths involved in promoting positive behavioural change are in various marital statuses.

4.3.5 Occupations of the Respondents

The respondents were further required to indicate their occupations. This was in an effort to establish their economic status that could contribute to their ability and availability to be engaged in youth networks/groups activities.

Table 4.6: Occupation of the Respondents

Occupation	Frequency	Percent
College Student	25	10
Employed	79	32
Self employed	133	54
Jobless	10	4
Total	246	100

According to the research results depicted in table 4.6 above, majority of the respondents were self-employed contributing to 54%, 32% of them indicated that they were employed, 10% indicated that they were college students while 4% of the respondents indicated that they were jobless.

This is an indication that there is a large population of the target population that is employed and thus has an income that could contribute to their involvement in youth networks/groups.

4.4 Youth Groups Involvement and Communication

Communication is a likely aspect that could affect the involvement of youth groups in positive behavioural change. As such, the study required the respondents to indicate whether they are involved in a youth network/youth group. Table 4.7 shows the results on involvement in youth network/youth group.

Table 4.7: Involvement in Youth Network/Youth Group

Response	Frequency	Percentage
Yes	164	66.67
No	82	33.33
Total	246	100

From the research, 66.67% of the respondents indicated that they are involved in a youth network/youth group as opposed to 33.33% of those who indicated otherwise. Accordingly, it's clear that majority of the respondents are actively involved in youth networks and youth groups. These are potential communication organizations through which behavioural change can be pioneered.

On how long the respondents have been with the youth groups or youth networks, 50% of the respondents unanimously indicated that they have been involved in youth groups/networks for a period of 2 years, 25% of them had been involved in youth groups/networks for a period of 1 year, 15% indicated 4 – 12 months, while 10% of them indicated that they had been involved in youth groups/networks for various other periods like less than 1 month and others more than 2 years.

The respondents were required to indicate the reasons as to why they joined the youth groups. As such a scale of 1 to 5 was provided whereby 5 was strongly agree, 4 was agree, 3 was neutral, 2 was disagree and 1 was strongly disagree.

Table 4.8: Reasons as to why the Respondents Joined the Youth Groups

Reason	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std dev
I like the activities they engage in	0.0	0.0	15.7	72.9	11.4	4.0	0.5
Personal interests	0.0	0.0	11.4	81.4	7.1	4.0	0.4
Friends influence	0.0	0.0	2.9	85.7	11.4	4.1	0.4
Bored at home	18.8	10.4	35.4	35.4	33.3	3.3	1.6
No education opportunity	11.3	0.0	18.8	20.3	49.6	4.0	1.3
No employment	29.2	43.8	8.3	8.3	10.4	3.5	1.5
It is a church requirement	18.8	10.4	35.4	35.4	33.3	3.3	1.6
Parental influence	11.0	0.0	19.0	20.0	50.0	4.0	1.3

According to the research, majority of the respondents agreed that they joined the youth groups and networks due to the influence from their friends as shown by a mean score of 4.1, other majority indicated parental influence as shown by a mean score of 4.0, lack of

education opportunities as shown by a mean score of 4.0, liking the activities they engage in as shown by a mean score of 4.0, personal interests as shown by a mean score of 4.0 and lack of employment as shown by a mean score of 3.5, while they remained neutral on whether they were influenced to join the youth groups because they got bored at home as shown by a mean score of 3.3 as well as to whether it is a church requirement as shown by a mean score of 3.3.

Table 4.9: Means of Getting Information about the Youth Groups

Means of Communication	Frequency	Percentage
Social Media	11	7
Emails	5	3
Telephone call	16	10
SMS	25	15
Word of mouth	33	20
Church announcements	74	45
Total	164	100

From the research, 45% of the respondents learnt about the youth groups through the church announcements, 20% of them got information about the youth groups through word of mouth, 15% learnt about them through short text messages, 10% received information through telephone calls, 7% of them learnt through social media while 3% of the respondents indicated emails. Table 4.9 above the results on this question.

4.5 Training and Activities

The research further sought to establish whether the respondents had received any form of formal training from their network/youth groups.

Table 4.10: Whether Youths Received Training from the Groups/Networks

Response	Frequency	Percentage
Yes	157	96
No	7	4
Total	164	100

According to the research, an overwhelming majority (96%) of the respondents indicated that they had received various forms of formal training from their network/youth groups, while only a small proportion (4%) of the respondents indicated to the contrary.

The research further sought to establish the respondents' agreement on the training acquired in the various aspects. The results are as shown in table 4.11.

Table 4.11: Respondents Agreement on the Training Acquired

Training	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std dev
It was very useful	2.3	27.1	6.8	41.4	22.6	3.5	1.2
It addressed my needs	0.0	12.5	18.8	43.8	25.0	3.7	1.3
It was interesting	9.3	6.7	18.6	36.8	28.6	3.7	1.2
I learnt new things and skills that have improved my life	0.0	0.0	15.7	72.9	11.4	4.0	0.5
It helped me improve in my character	0.0	11.4	51.4	25.7	11.4	3.4	0.8
I would recommend it to a friend	0.0	16.7	50.0	27.8	0.0	3.0	0.8
The trainer knew the subject well	29.2	43.8	8.3	8.3	10.4	3.5	1.5
The training was completely useless and a waste of my time	0.0	0.0	33.3	50.0	16.7	2.3	1.2

Majority of the respondents agreed that they learnt new things and skills that have improved their life as shown by a mean score of 4.0, that the training was interesting as shown by a mean score of 3.7, it addressed their needs as shown by a mean score of 3.7, the trainer knew the subject well as shown by a mean score of 3.5 and it was very useful as shown by a mean score of 3.5. The respondents further indicated neutrality on where it helped them improve in their character as shown by a mean score of 3.4 and whether they would recommend it to a friend as shown by a mean score of 3.0. The respondents however disagreed that the training was completely useless and a waste of time as shown by a mean score of 2.3.

On whether the respondents engage in the activities organised by their network/youth group, all the respondents indicated that they indeed engaged in the activities organised by their network/youth group. As such they were required to indicate their agreement with the various activities organised by their network/youth group.

Table 4.12: Agreements on Activities Organised by Network/Groups

Activities Organised by the Network/Youth Groups	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std dev
Are interesting and I look forward to them	29.2	43.8	8.3	8.3	10.4	3.5	1.5
Have helped mould my character	18.8	10.4	35.4	35.4	33.3	3.3	1.6
Have stopped me from engaging in other negative activities I used to engage in such as drinking, crime, drugs, etc	11.0	0.9	19.0	20.0	50.0	4.0	1.3
Are well organized	6.0	13.0	19.0	31.0	31.0	3.7	1.3
Are regular	0.0	0.0	54.2	41.7	4.2	3.5	0.6

According to the research majority of the respondents agreed that the activities have stopped them from engaging in other negative activities they used to engage in such as drinking, crime, drugs, as shown by a mean score of 4.0, the activities are well organized as shown by a mean score of 3.7, they are interesting and look forward to them as shown by a mean score of 3.5 and that the activities are regular as shown by a mean score of 3.5, while they neither agreed nor disagreed that the activities have helped mould the respondents' character as shown by a mean score of 3.3.

On the frequency of holding meetings as youth groups, 52% of the respondents indicated that they meet once a week, 26% of them indicated that they hold group meetings after fortnightly, while 22% of the respondents indicated that they meet twice a week.

The research further sought to establish the activities that the respondents would recommend that are currently not offered by the youth group.

Table 4.13: Activities that should be recommended to the Current Offered

Activities	Frequency	Percentage
Music performances	148	90
Sports/Outdoor games	79	48
Indoor games	74	45
Formal Training	82	50
Coaching/mentoring sessions	41	25
Group bible studies	0	0
Group activities/sessions on business related topics	23	14
Creative arts sessions (dancing, drama, singing, etc)	56	34
Parties	0	0
Cooking/crafts making sessions	0	0

From the research, 90% of the respondents indicated that they would recommend introduction of music performances, 50% of the respondents indicated formal training, 48% of the respondents indicated that they would recommend introduction of sports or outdoor games, 45% indicated indoor games, 34% of them indicated that they would recommend creative arts sessions (dancing, drama, singing, etc), 25% of the respondents indicated that they would recommend introduction of coaching/mentoring sessions, while 14% of the respondents indicated that they would recommend introduction of group activities/sessions on business related topics.

4.6 Leadership

With regard to leadership, the respondents were required to indicate whether they have leaders/mentors of the youth group who they submit to. An overwhelming majority (93.9%) of the respondents indicated that they have leaders/mentors of the youth group who they submit to, while only 6.1% of them indicated that they do not have leaders/mentors of the youth group who they submit to.

The respondents were further required to rate the leadership characteristics of the leaders they submitted to.

Table 4.14: Agreements with the Various Aspects of the Leaders Available

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std dev
Has influenced my character greatly	2.0	27.0	7.0	41.0	23.0	3.6	1.2
Is readily available for the most part whenever I need them	8.9	12.6	45.7	26.8	5.9	3.1	1.0
Is approachable	6.0	13.0	19.0	31.0	31.0	3.7	1.3
Understands my needs	0.0	11.0	15.0	56.0	19.0	3.8	1.1
Has mentored me well	4.3	10.0	42.9	30.0	12.9	3.4	1.0
Is a resource person and imparts skills and knowledge	0.0	4.2	45.8	37.5	12.5	3.6	0.8

Majority of the respondents agreed that the leaders understand their needs as shown by a mean score of 3.8, the leaders are approachable as shown by a mean score of 3.7, their leaders are resource persons and impart skills and knowledge as shown by a mean score of 3.6 and that the leaders have influenced their subjects' characters greatly as shown by a mean score of 3.6, while they indicated neutrality on whether the leaders have mentored them well as shown by a mean score of 3.4 and on whether they are readily available for the

most part whenever they need them as shown by a mean score of 3.1.

On how often the respondents met with their leaders/mentors, 45% of them indicated once a week, 33% of the respondents indicated fortnightly, while 22% of them indicated that they meet their leaders twice a week.

The research further sought to establish the various areas where the respondents would like their leaders to improve.

Table 4.15: Areas that the Leaders Should Improve on

Areas of Improvement	Frequency	Percentage
Availability	148	90
Skills to mentor well.	20	12
Knowledge of youth issues.	16	10
Integrity and honesty	0	0
Approachability	82	50
Firmness	56	34
Decisiveness	79	48
Good listening skills	13	8

Majority of the respondents (90%) indicated that they would like their leaders to improve on their availability, 50% of them indicated approachability, 48% indicated decisiveness, 34% of them indicated that they would like their leaders to improve on firmness, 12% of them indicated skills to mentor well, 10% of the respondents indicated knowledge of youth issues, while 8% of them indicated that they would like their leaders to improve on good listening skills.

4.7 Resources

The respondents were required to indicate whether they need money or other resources to effectively participate as members of the youth group/network. Majority (94.3%) of the respondents argued that they need money or other resources to effectively participate as members of the youth group/network, while 5.7% cited that they don't need money or other resources to effectively participate as members of the youth group/network.

The research further sought to establish how the respondents raise the required resources by the youth groups and networks.

Table 4.16: Modes of Raising Resources

Modes of raising Resources	Frequency	Percentage
Self (am working)	161	98
Supported by my family	3	2
Rely on handouts from friends and relatives	0	0
Total	164	100

From the research, 98% overwhelmingly indicated that they raise the resources themselves since they are working, while 2% of them raise the required resources by the youth groups and networks through the support of their families.

The respondents were further required to indicate whether lack of resources prevented them from being able to actively participate in their groups activities at one time or other. From the research all the respondents unanimously indicated that indeed lack of resources prevented them from being able to actively participate in their groups activities at one time or other.

4.8 Family Background and Personal Assessment

With regard to family background and personal assessment the respondents were required to indicate the nature of parenthood they were raised from.

Table 4.17: Parental Background

Parents	Frequency	Percentage
A single mother	11	7
A single father	0	0
Both parents	151	92
Foster parents	2	1
Total	164	100

According to the research, an overwhelming majority of the respondents indicated that they were raised by both parents, 7% of them were raised by single mothers, while only 1% of the respondents indicated that they were brought up by foster parents.

The research further required the respondents to rate their levels of agreement on various aspects of the parents that raised them up. A scale of 1 to 5 was provided where 5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree.

Table 4.18: Roles Played by the Respondents' Parents

Ways in which parent(s)/guardian(s) played a role in upbringing the respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev.
Were always available for me and they mentored me well	5.6	5.6	22.2	38.9	27.8	3.8	1.1
Taught me about good morals	0.0	27.8	22.2	22.2	27.8	3.5	1.2
Discussed issues openly with me such as on sexuality, teenage pregnancies, etc	18.8	10.4	35.4	35.4	33.3	3.3	1.6
Encouraged me to join the youth group	29.2	43.8	8.3	8.3	10.4	3.5	1.5
Are supportive of my involvement in the youth group	11.0	0.0	19.0	20.0	50.0	4.0	1.3
Influence(d) my behaviour greatly	6.0	13.0	19.0	31.0	31.0	3.7	1.3

From the research, majority of the respondents agreed that their parents were supportive of the respondents' involvement in the youth group as shown by a mean score of 4.0, were always available for them and they mentored them well as shown by a mean score of 3.8, they influence their behaviour greatly as shown by a mean score of 3.7, encouraged them to join the youth group as shown by a mean score of 3.5 and taught the respondents about good morals as shown by a mean score of 3.5, while they remained neutral on that the parents discussed issues openly with them such as on sexuality, teenage pregnancies, etc as shown by a mean score of 3.3.

On personal assessment the respondents were required to indicate what they used to be before joining the youth network/mentoring program.

Table 4.19: Personal Characteristics before joining youth network

Personal Characteristics before joining the youth network/mentoring program	Frequency	Percentage
Smoke cigarettes	66	40
Drink Alcohol	82	50
Engage in sexual activity before marriage	33	20
Engage in crime (petty thefts, thuggery, etc)	11	7
Consume other drugs (marijuana, bhang, etc)	20	12
Am violent	0	0

The results shown in table 4.19 show that before joining the youth network/mentoring program 50% of the respondents used to drink alcohol, 40% of them used to smoke cigarettes, 20% of the respondents used to engage in sexual activity before marriage, 12% of them used to consume other drugs (marijuana, bhang, etc), while 7% of them were engaging in crime (petty thefts, thuggery, etc).

Accordingly, all the respondents indicated that after joining the youth network/mentoring program none of them smoke cigarettes, drink alcohol, engage in sexual activity before marriage, engage in crime (petty thefts, thuggery, etc), consume other drugs (marijuana, bhang, etc) nor are violent.

4.9 Inferential Analysis

To establish the relationship between the independent variables and the dependent variable of this research I conducted inferential analysis which involved correlations and multiple regressions. To quantify the strength of the relationship between the variables, I conducted a Karl Pearson's coefficient of correlation. The coefficient of correlation (r), determine the degree (strength) of relationship while multiple regression analysis was conducted so as to determine what issues enhance youth engagement in promoting positive behavioural change.

Table 4.20: Coefficient of Correlation

	Positive behavioural change among the youth	Training	Parental upbringing and Mentoring	Youth activities	Economic Empowerment
Positive behavioural change among the youth	1	.089	.122	.023	.103
Sig. P-Values		.949	.361	.864	.435
Training	.089	1	.016	.146	.213
Sig. P-Values	.949		.905	.273	.102
Parental upbringing and Mentoring	.122	.016	1	.246	.335
Sig. P-Values	.361	.905		.063	.009
Youth activities	.023	.146	.246	1	.123
Sig. P-Values	.864	.273	.063		.335
Economic Empowerment	.103	.213	.335	.123	1
Sig. P-Values	.435	.102	.009	.335	

The research used the Karl Pearson's coefficient of correlation (r) to research the correlation between the research variables and the findings. From the findings, it was clear that there was a positive correlation between positive behavioural change among the youth and training with a correlation figure of 0.089, it was also clear that there was also a positive correlation between positive behavioural change among the youth and parental upbringing and mentoring with a correlation value of 0.122, a positive correlation between positive behavioural change among the youth and youth activities with a value of 0.023 and a positive correlation between positive behavioural change among the youth and economic empowerment with a correlation value of 0.103. This shows that there was positive correlation between positive behavioural change among the youth and economic empowerment, parental upbringing and mentoring, training and youth activities.

In addition, the research conducted a multiple regression analysis so as to assess the factors influencing engagement of the youth in promoting positive behavioural change in the NCYN in Nairobi County. The research applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the research.

Table 4.21: Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981(a)	0.863	0.691	0.752

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (positive behavioural change among the youth) that is explained by all the four independent variables (economic empowerment, parental upbringing and mentoring, training and youth activities).

The four independent variables that were studied, explain only 86.3% of the positive behavioural change among the youth in the NCYN in Nairobi County as represented by the R². This therefore means that other factors not studied in this research contribute 13.7% of the positive behavioural change among the youth in the National Christian Youth Network in Nairobi County. Therefore, further research should be conducted to investigate the other factors (13.7%) that influence positive behavioural change among the youth in the National Youth Christian Network in Nairobi County.

Table 4.22: Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	B	
(Constant)	3.374	.842		4.009	.000
Training	0.169	.116	.080	.673	.0074
Parental upbringing and Mentoring	0.853	.146	.330	2.276	.0015
Youth activities	0.205	.105	.089	.849	.0067
Economic Empowerment	0.753	.088	.167	1.379	.0041

The researcher conducted a multiple regression analysis so as to determine the relationship between the Positive behavioural change among the youth and the five variable factors. As per the SPSS generated table 4.22, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$) becomes:

$$Y = 3.374 + 0.169 X_1 + 0.853X_2 + 0.205X_3 + 0.753X_4$$

Where Y is the dependent variable (positive behavioural change among the youth), X_1 is the training independent variable, X_2 is parental upbringing and mentoring independent variable, X_3 is youth activities independent variable, while X_4 is economic empowerment independent variable.

According to the regression equation established, taking all factors (economic empowerment, parental upbringing and mentoring, training and youth activities) constant at zero, the positive behavioural change among the youth in who participated in this research will be 3.374. The data findings analysed also shows that taking all other independent variables at zero, a unit increase in training will lead to a 0.169 increase in positive behavioural change; unit increase in parental upbringing and mentoring will lead to a 0.853 increase in positive behavioural change; unit increase in economic empowerment will lead to a 0.753 increase in positive behavioural change; while a unit increase in youth activities will lead to a 0.205 success in promoting positive behavioural change among the youth who participated in this research. This infers that parental upbringing and mentoring contributes more to the positive behavioural change among the youth who participated in the study followed by influence by the economic empowerment, then youth activities while training contributes the least to the positive behavioural change among the youth who participated in this study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the last chapter of this research on the factors influencing engagement of the youth in promoting positive behavioural among the youth. The research presented the background to the research, statement of the problem, purpose and objective of the research, research questions, significance of the study, assumptions of the study, definition of terms, and limitations of the study in the first chapter. Chapter two involved a review of related literature and research related to factors that influence engagement of the youth in promoting positive behavioral change. Chapter three outlined the research design, methodology and procedures on how the data would be gathered for the research. After the research, the results of analyses and findings emerging from the research were presented in Chapter four.

This chapter provides the summary of the findings from chapter four; it also gives the conclusions and recommendations of the research based on the objectives of this research. The objectives of this research were to: investigate how parental upbringing and mentoring promotes positive behaviour among the youth; identify the activities that youth organizations employ to engage with the youth for promotion of positive behavioural change; establish how training influences the youth in the promotion of positive behavioural change; and investigate how economic empowerment contributes to the promotion of positive behavioural change among the youth.

5.2 Summary of Findings

From the research findings, family background is of paramount importance in shaping the behaviour of the youth. A majority of the respondents indicated that they were raised by both parents. The respondents agreed that their parents were supportive of the respondents' involvement in the youth group, were always available for them and they mentored them well, they influenced their behaviour greatly, encouraged them to join the youth group and taught them about good morals.

The research also found that availability of appropriate opportunities for the youth encourages their participation. A majority of the respondents are involved in a youth

network/youth group. These are forums through which behavioural change can be pioneered. The respondents indicated that they have been involved in youth groups/networks for an average period of two years. The youths join the youth groups and networks due to the influence from their friends, parental influence, lack of education opportunity, a liking of the activities they engaged in, personal interests and lack of employment, while others joined them because they got bored at home and partly because it is a church requirement. The respondents indicated that they learnt about the youth groups through the church announcements, word of mouth, through messages, telephone calls, social media and emails.

The respondents indicated that they indeed engaged in the activities organised by their network/youth group. Accordingly, the activities have stopped them from engaging in other negative activities they used to engage in such as drinking, crime, drugs, immorality, etc. The activities are well organized, they are interesting and they look forward to them and they also noted that the activities are regular. Majority of the respondents indicated that they meet once a week. They would recommend introduction of music performances, formal training, sports/outdoor games, creative arts sessions (dancing, drama, singing, etc), coaching/mentoring sessions and group activities/sessions on business related topics.

Before joining the youth network/mentoring program the respondents were involved in all sorts of social ills. For instance, they used to drink alcohol, smoke cigarettes, engaged in sexual activity before marriage, consumed other drugs (marijuana, bhang, etc) and engaged in crime (petty thefts, thuggery, etc). After joining the youth network/mentoring program none of them smoke cigarettes, drink alcohol, engage in sexual activity before marriage, engage in crime (petty thefts, thuggery, etc), consume other drugs (marijuana, bhang, etc) nor are violent.

The study results indicate that technical training that imparts skills is more attractive to the youth. The respondents also indicated they had utilized the various forms of formal training from their network/youth groups. On the training acquired in the various aspects the respondents agree that they learnt new things and skills that have improved their life, it was interesting, it addressed their needs and it was very useful. Others indicated neutrality on whether it helped them improve in their character but indicated they would recommend it to a friend. There was unanimous disagreement that the training was completely useless and a waste of my time.

The study results indicate the critical role parenting and mentoring play in moulding the youth. The research found that the youths have leaders/mentors of the youth group who they submit to, the leaders understand their needs, the leaders are approachable, their leaders are resource persons and impart skills and knowledge and that the leaders have influenced their characters greatly. Other respondents were of the opinion that the leaders have mentored them well and that they are readily available for the most part whenever they need them. On how often the respondents met with their leaders/mentors, they indicated frequencies of once a week, fortnightly and twice a week in that order. The respondents indicated that they would like their leaders to improve on their availability, approachability, decisiveness, firmness, skills to mentor well, knowledge of youth issues and good listening skills.

Lastly, the research established that understanding the needs of the youth would help in designing initiatives that would lead to economic empowerment. The respondents indicated that they need money or other resources to effectively participate as members of the youth group/network. They raise the resources themselves since some of them are working while others do so through the support of their families. It is clear that lack of resources prevented them from being able to actively participate in their groups activities at one time or other.

From the correlation analysis, there was positive correlation between positive behavioural change among the youth on the one hand and parental upbringing, mentoring, engagement in youth activities, training and economic empowerment on the other hand.

The four independent variables that were researched, explain only 86.3% of the positive behavioural change among the youth who participated in this research and that parental upbringing and mentoring contributes more to the positive behavioural change among the youth at the NCYN in Nairobi County followed by economic empowerment, then youth activities while training contributes the least to the positive behavioural change among the youth at the NCYN in Nairobi County as per the regression analysis.

5.3 Conclusions

The research concludes that parental upbringing is very important and parents play a big role in influencing the behaviour of youths. Supportive and available parents influenced their children's behaviour, encouraged them to join the youth group and those who taught them about good morals played a major role influencing the youth towards positive behaviour.

The youth who participated in this research are actively involved in a youth network/youth group. The motivating factors to join the youth groups and networks were influence from their friends, parents, lack of education opportunity, a liking for the activities they engage in, personal interests and lack of employment, among others.

The modes of communication among the youth include church announcements, word of mouth, through messages, telephone calls, social media and emails.

The research further deduces that there are various forms of formal training acquired from the network/youth groups. From the trainings, the youths noted that they learn new things and skills that have improved their life, it was interesting, it addressed their needs, it was very useful and helped them improve in their character. They noted that they would recommend it to a friend.

The youth activities have stopped them from engaging in other negative activities they used to engage in such as drinking, crime, immorality and drugs. The activities are well organized, they are interesting and the youth look forward to them.

The research also concludes that the youths have leaders/mentors of the youth group who they submit to, the leaders understand their needs, are approachable, are resource persons and they imparts skills and knowledge that have influenced their characters greatly.

5.4 Recommendations

The research recommends that prevention efforts that focus more on adolescents so as to influence the youth at an early age should be a priority for any organization targeting to influence the youth towards positive behavioural change. Thus, efforts in addressing youth issues should also include other players such as parents, mentors and leaders in different spheres of life. Just like we have youth awareness campaigns, we also need parental upbringing campaigns. The parents/guardians and mentors should realize that their role in shaping the behaviour of the youth is critical.

I also recommend that youth organizations should spend more time mobilizing resources as these have shown to be a key factor in addressing the issues affecting the youth in our society. Well-designed behaviour change programmes can be expensive ventures and lack of resources can frustrate efforts aimed at seeking to influence the youth towards positive behaviour change.

Training for the youth is particularly important because lack of knowledge can lead the youth to engage in wayward activities. I recommend that the youths should be trained not only in life skills but also on the dangers of engaging in some negative activities such as drugs, immorality and crime, among other ills.

5.5 Suggestions for Further Studies

This research assessed the factors influencing engagement of the youth in promoting positive behavioural change and particularly targeted the youth in the NCYN in Nairobi County. The youth institutions, groups and networks in Kenya however vary in composition, character and vision. They differ in their way of management and have different goals and settings all together. This warrants the need for other research studies that I would recommend as follows:

- (i) Since the study results were largely influenced by the choice of the population drawn from a religious institution, NCYN. The outcome may have been different if the population comprised respondents from a variety of social groupings in the society. A research conducted covering all these social grouping could be useful. Thus, I recommend a comprehensive research be done in Kenya with an aim of investigating

the factors influencing engagement of the youth in promoting positive behavioural among the youth in Kenya.

- (ii) A study of how other countries are addressing the youth agenda. From the literature review, countries such as Australia seem to have several very well structured organizations that are addressing the youth issues. This is another area for possible study.

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APPENDICES

Appendix I: Letter of Introduction

Date:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

REQUEST FOR COLLECTION OF DATA

I, Lucy Muthoni Kang'arua, is a post-graduate student at the School of Distance and Continuing Education, University of Nairobi. I am conducting a research study titled "*Factors influencing engagement of the youth in promoting positive behavioural change. A case of National Christian Youth Network in Nairobi County.*"

You have been selected to form part of this study. Kindly assist by filling in the attached questionnaire. The information given will be treated in strict confidence and will be purely used for academic purposes.

A copy of the final report will be availed upon your request.

Your assistance and cooperation will be highly appreciated.

Yours Sincerely,

Lucy Kang'arua
(Student)
L50/64738/2010

Appendix II: Questionnaires for the Youth and Youth Leaders

Questionnaire for the Youth

SECTION A: GENERAL DETAILS (please check all that apply)

PARTICIPANT DETAILS	DESCRIPTION
Name (optional)	
Age	<input type="checkbox"/> 15- 19 <input type="checkbox"/> 20 – 24 <input type="checkbox"/> 25 – 29 <input type="checkbox"/> 30 - 34 <input type="checkbox"/> ≥35
Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female
Education Level	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> College <input type="checkbox"/> Pre-university <input type="checkbox"/> University <input type="checkbox"/> Post Graduate <input type="checkbox"/> Other _____
Marital Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Other _____
Occupation	<input type="checkbox"/> High School Student <input type="checkbox"/> College Student <input type="checkbox"/> Employed <input type="checkbox"/> Self employed <input type="checkbox"/> Jobless <input type="checkbox"/> Other _____

SECTION B: Youth Groups Involvement and Communication

1. Are you involved in a youth network/youth group?

Yes No

2. If yes, how long have you been with this group/network?

- 1 – 3 months
 4 – 12 months
 1 year
 2 years
 Other _____

3. Why did you join the youth group?

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

Reason	5	4	3	2	1
I like the activities they engage in					
Personal interests					
Friends influence					
Bored at home					
No education opportunity					
No employment					
It is a church requirement					
Parental influence					

4. How do you get information about your group? Tick all that apply

- Radio
- Social Media
- Church announcements
- Telephone call
- SMS
- Word of mouth
- Emails
- Other _____

SECTION C: Training and Activities

1. Have you received any form of formal training from your network/youth group?

- Yes No

2. If yes, please rate the training below.

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

Training	5	4	3	2	1
It was very useful					
It addressed my needs					
It was interesting					
I learnt new things and skills that have improved my life					
It helped me improve in my character					
I would recommend it to a friend					
The trainer knew the subject well					
The training was completely useless and a waste of my time					

3. In your opinion, how has this training made you a better person?

4. Do you engage in the activities organised by your network/youth group?

- Yes No

5. If yes, please rate the activities below.

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

The activities ...	5	4	3	2	1
Are interesting and I look forward to them					
Have helped mould my character					
Have stopped me from engaging in other negative activities I used to engage in such as drinking, crime, drugs, etc					
Are well organized					
Are regular					

6. How often do you meet as a group?

- Once a week
 Twice a week
 Fortnightly
 Monthly
 Other _____

7. In your opinion, how have the activities made you a better person.

8. State two activities you would recommend that are currently not offered by your group. (Tick two you would highly recommend)

Activities	Tick
Music performances	
Sports/Outdoor games	
Indoor games	
Formal Training	
Coaching/mentoring sessions	
Group bible studies	
Group activities/sessions on business related topics	
Creative arts sessions (dancing, drama, singing, etc)	
Parties	
Cooking/crafts making sessions etc	

SECTION D: Your Leader

1. I have a leader/mentor of the youth group who I submit to?

- Yes No

2. If yes, please rate the leader below.

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

My leader ...	5	4	3	2	1
Has influenced my character greatly					
Is readily available for the most part whenever I need them					
Is approachable					
Understands my needs					
Has mentored me well					
Is a resource person and imparts skills and knowledge					

3. How often do you meet with your leader/mentor?

- Once a week
 Twice a week
 Fortnightly
 Monthly
 Other _____

4. In your opinion, are there areas where you would like your leader to improve. Tick all that apply.

Areas of improvement	Tick
Availability	
Skills to mentor well.	
Knowledge of youth issues.	
Integrity and honesty	
Approachability	
Firmness	
Decisiveness	
Good listening skills	

SECTION E: Resources

1. Do you need money or other resources to effectively participate as a member of the youth group/network?

Yes No

2. If yes, how do you raise the required resources.

- Self (am working)
 Supported by my family
 Rely on handouts from friends and relatives
 Other _____

3. Has lack of resources prevented you from being able to actively participate in your groups activities at one time or other?

Yes No

SECTION F: Family Background and Personal Assessment

I was raised by:

- A single mother
 A single father
 Both parents
 Foster parents
 Other _____

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

My parent(s)/guardian(s)...	5	4	3	2	1
Were always available for me and they mentored me well					
Taught me about good morals					
Discussed issues openly with me such as on sexuality, teenage pregnancies, etc					
Encouraged me to join the youth group					
Are supportive of my involvement in the youth group					
Influence(d) my behaviour greatly					

Personal Assessment: Before Joining this Youth Network/mentoring program, I used to/was:(Tick all that apply)

Activity	Yes	No
Smoke cigarettes		
Drink Alcohol		
Engage in sexual activity before marriage		
Engage in crime (petty thefts, thuggery, etc)		
Consume other drugs (marijuana, bhang, etc)		
Am violent		
Other _____		

After joining this Youth Network/mentoring program, I(Tick all that apply):

Activity	Yes	No
Smoke cigarettes		
Drink Alcohol		
Engage in sexual activity before marriage		
Engage in crime (petty thefts, thuggery, etc)		
Consume other drugs (marijuana, bhang, etc)		
Am violent		
Other _____		

Thank you for your time and your responses!

Questionnaire for the Youth Leaders

SECTION A: GENERAL DETAILS

PARTICIPANT DETAILS	DESCRIPTION
Name (optional)	
Age	<input type="checkbox"/> 15- 19 <input type="checkbox"/> 20 – 24 <input type="checkbox"/> 25 – 29 <input type="checkbox"/> 30 - 34 <input type="checkbox"/> ≥35
Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female
Education Level	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> College <input type="checkbox"/> Pre-university <input type="checkbox"/> University <input type="checkbox"/> Post Graduate <input type="checkbox"/> Other _____
Marital Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Other _____
Occupation	<input type="checkbox"/> High School Student <input type="checkbox"/> College Student <input type="checkbox"/> Employed <input type="checkbox"/> Self employed <input type="checkbox"/> Jobless <input type="checkbox"/> Other _____

SECTION B: Youth Groups Involvement and Communication

1. Are you involved in a youth network/youth group?

Yes No

2. If yes, how long have you been with this group/network?

1 – 3 months
 4 – 7 months
 7 – 12 months
 1 year
 2 years
 Other _____

Why did you join the youth group/network?

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

Reason	5	4	3	2	1
I love working with the young people					
I do it as a leisure activity					
For extra income					
I am unemployed and hence I volunteered					

How do you communicate with your group? Tick all that apply

- Radio
- Social Media
- Church announcements
- Telephone call
- SMS
- Word of mouth
- Emails
- Other _____

SECTION C: Training and Activities

1. Are you involved in providing the formal training for your network/youth group?

- Yes
- No

If yes, please rate the training below.

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

The training	5	4	3	2	1
Is useful in imparting knowledge to the youth					
We have sufficient resources to do the training					
The youth are always enthusiastic and responsive					
The youths' who attend this training have been transformed positively with sufficient evidence					
Needs more resources to be more effective					

2. In your opinion, how has this training influenced the youth?

3. Do you engage in the activities organised by your network/youth group?

- Yes No

4. If yes, please rate the activities below.

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

The activities ...	5	4	3	2	1
Are interesting and I look forward to them					
Are well organized					
Are regular					
Have sufficient Resources					
Are well attended					

5. How often do you meet as a group?

- Once a week
- Twice a week
- Fortnightly
- Monthly
- Other _____

6. In your opinion, how have the activities been usefully to the youth?

7. State two activities you would recommend that are currently not offered by your group.

SECTION D: Your Leader

1. I also have a leader who I submit to.

- Yes No

2. If yes, please rate the leader below.

On a scale of 1 to 5 please rate the following. (5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

My leader ...	5	4	3	2	1
Encourages me and keeps me motivated					
Is readily available for the most part whenever I need them					
Is approachable					
Has mentored me well					
Is knowledgeable on matters to do with the youth					
Provides the resources required to do my work					

3. How often do you meet with your leader/mentor?

- Once a week
- Twice a week
- Fortnightly
- Monthly
- Other _____

4. In your opinion, are there areas where you would like your leader to improve?

SECTION E: Resources

1. Do you need money or other resources to effectively participate as a leader of the youth group/network?

- Yes No

2. If yes, how do you raise the required resources.

- Self (I have my own income)
- Supported by my family
- Rely on handouts from friends and relatives
- Other _____

3. Has lack of resources prevented you from being able to actively participate in your groups activities at one time or other?

- Yes No

Thank you for your time and your responses!

Appendix III: Work Plan

MONTH	July 2012	Aug./Sept 2012	Oct. 2012	Nov - Dec. 2012	Mar - June 2013
Activity					
Preparation of draft proposal					
Review of supervisors comments					
Data collection					
Data analysis					
Report writing					
Submission of report					