THE ROLE OF COMMUNICATION IN THE DISBURSEMENT OF YOUTH ENTERPRISE DEVELOPMENT FUND: A CASE STUDY OF NYERI TOWN CONSTITUENCY YOUTH ENTERPRISE SCHEME (C-YES)

BY

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DECLARATION

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

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

Signed: .... Date: ...Nov 14, 2012...

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DEDICATION

This project is dedicated to;

To my wife, Wanjiru,

Daughters, Wanjiku, Wangeci and Muthoni.

And all those dedicated to the economic empowerment and general well being of the youth

ACKNOWLEDGEMENTS

ABSTRACT

The study was an assessment of the role of communication in effective disbursement of Youth Enterprise Development Fund. Nyeri Town Constituency Youth Enterprise Scheme(C-YES) was used as a case study with a view to drawing generalizations on the effectiveness or otherwise of disbursement of funds to the youth from the National Youth Enterprise Development Fund kitty. Specifically the researcher was interested in establishing the preferred communication channels for CDAs and Youth Groups. The study also sought to establish the effectiveness of feedback mechanisms in CDAs offices and Youth Groups. The study further attempted to investigate whether communication gaps exist in CDA offices and Youth Groups. Finally, the study examined the effect of communication on the sustainable disbursement of Youth funds and performance of Youth Groups. A descriptive survey research design was used. A questionnaire was used to collect data. A majority of the questions were closed ended and a few were open-ended. A population of 260 respondents was chosen, consisting of 200 youth groups and 60 CDAs. A sample size of 50% was chosen. The sample was 130 individuals divided into 100 youth groups and 30 CDAs. The data was analyzed using descriptive statistics. The tool for analysis was S.P.S.S; a Windows based statistical Package for social science. Presentation of the findings was done in tabulated and graphical formats. Findings indicate that that there are different preferred channels of communication for the youth groups and the community development Assistants. Findings also indicate that both youth groups and CDAs have poor feedback mechanisms. In addition, the findings revealed that communication gaps in both CDAs and Youth Groups exist. Finally, there was a strong positive correlation between communication and disbursement of youth Enterprise development funds.

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LIST OF ACRONYMS

YEDF............................ Youth Enterprise Development Fund

C-YES.......................... Constituency Youth Enterprise Scheme

CDA............................. Community Development Assistant

IYF .... International Youth Foundation

MDGs........................... Millennium Development Goals

DAC .... Development Assistance Committee

WDR............................. World Development Report

CAS.............................. Country Assistance Strategy

ILO.............................. International Labour Organisation

UNFPA .... United Nations Population Fund

UNESCO...................... United Nations Education, Scientific and Cultural Organization

CBO............................. Community Based Organizations

CHAPTER ONE
INTRODUCTION

1.1 Background

Scholars in the communication field have defined communication differently. The term Communication has been derived from the Latin word "Communis", meaning to share. Rao(1966:6) defines it as " a social process-the flow of information, the circulation of knowledge and ideas in human society, the propagation and internalization of thoughts".

Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication. Thus communication can occur across vast distances in time and space. Feedback is critical to effective communication between parties.

To put this into the perspective of the topic of this research undertaking, i.e. the role of communication in the disbursement of Youth Enterprise Development Fund: A case study of Nyeri town constituency Youth Enterprise Scheme (C-Yes), there must be interaction between the CDAs and youth groups, both exchanging progressive ideas on how best to utilize the fund. In other words the communication channels used by CDAs must reflect Nyeri town constituency youth communication perspective and provide for feedback from the youth.

1.1.1: Communication Channels

Mange and Contractor (2002) reported that there are patterns of formal and informal contacts established between communicators that are created by sending and exchanging messages through time and space in organizations. There are three methods of communication networks in organizations. According to Aggarwal (1992), these include: the formal channels, the informal channels and the grapevine. These networks are lines through which messages travel in organizations. Communication networks in organizations are a sign that communication is supposed to be channelled through a specific route.

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1.1.2 Feedback mechanisms

Feedback is a process in which information about the past or the present influences the same phenomenon in the present or future. Ramaprasad (1983) defines feedback generally as "information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way". Feedback mechanism - the action or means used to subsequently modify the gap, feedback loop - the complete causal path that leads from the initial detection of the gap to the subsequent modification of the gap.

Feedback mechanisms provide organizations with data and perceptions from primary stakeholders about the quality and effectiveness of their efforts. An ideal feedback process involves the gathering of feedback and the communication of a response, which forms a 'feedback loop.' However, the language and terminology used to describe feedback systems in international assistance organizations varies, and few organizational reports and websites explicitly refer to feedback mechanisms or feedback loops.

1.1.3 Communication gaps

According to Karten (2002) communication gap is a situation in which miscommunication, or the complete lack of communication adversely affects the work as well as the relationships among the people carrying out the work.

Gaps are frequently caused by misdirected, one-way, poorly timed, or badly worded communications. In addition, some gaps result from misunderstanding, misinterpretations, and miscommunications.

Gaps form when the message sent is not received, or differs from the message received. Understanding and applying the concepts in Communication Gaps will help in determining how the gap occurred, what can be done about the gap, and how it can be prevented in future.

1.1.4 Role of communication

The older or traditional school of mass communication and national development is represented by Schramm, Lerner, and Pye (Tan. 1984: 382). These scholars in their early writings attributed a central and causal role to the mass media in national development.

In recent years, new models of mass communication and development have been proposed. A good example is the definition proposed by Rogers. He says development is a widely participatory process of social change in a society intended to bring about both social and material advancement, including greater equality, freedom, and other valued qualities, for the majority of the people through their gaining greater control over their environment.

The role played by communication as a key component of drivers of economic empowerment of the youth was of major concern to the researcher in this project. The media are supposed to be used to relay information that could help members of the community increase production and attain goals that they set for themselves (Tan. 1984:383).

Information empowers both individuals and groups to see the opportunities available to them with a view to improving their socio-economic lives. Such information can only be effectively disseminated through structured means to target individuals or groups. In this specific study, the researcher examined the role communication plays in the disbursement of Youth Enterprise Development Fund to youth groups in Nyeri town constituency.

1.1.5 Youth Enterprise Development Fund

The Youth Enterprise Development Fund (YEDF) was started by the Government of Kenya in June 2006 as one of the various strategies to address unemployment among the youth. The official launch of the fund was done in February 2007. The Fund was then transformed into a state corporation in May, 2007. It was greeted with optimism by the youth, especially the jobless and those struggling with small enterprises.

The Youth Enterprise Development Fund was conceived as a strategic plan to address unemployment which is mainly a youth problem. The Fund 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; Seventy five percent (75%) of those unemployed are the youth. The Government of Kenya set aside one billion shillings to roll out this initiative (www.yedf.go.ke).

The Fund was gazette on 8th December 2006 to provide the necessary legal framework to govern its use and operations. The Fund facilitates youth employment through enterprise development

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and structured labour export. The 11-member Advisory Board of the Fund was gazette on 31st January 2007 and is 60 percent private sector dominated.

The Youth Enterprise development Fund was officially launched on February 1st 2007 by the president of Kenya, Mwai Kibaki. This marked the beginning of the Fund disbursement process to the Youth enterprises through financial intermediaries and the Constituency Enterprise Scheme (www.yedf.go.ke).

However, since the Fund was established on the eve of an election year, there were those who thought it was a political gimmick to influence voting patterns. Thus there were cases of youth withdrawing their applications when they learnt that they had to repay any loan advanced to them.

The Fund's vision is to have a sustainable and growing fund, economically empowering Kenyan Youth while its mission is to increase economic opportunities for, and participation by Kenyan Youth, through enterprise development and strategic partnerships.

The Fund is mandated to provide loans to existing micro-finance institutions (MFIs), registered non-governmental organizations (NGOs) involved in micro financing, and savings and credit co-operative organizations (SACCOs) for on-lending to youth enterprises. The Fund facilitates investment in micro, small and medium enterprises oriented commercial infrastructure such as business or industrial parks, markets or business incubators that will be beneficial to youth enterprises.

The YEDF is mandated to perform a host of functions key among them to Provide funding and business development services to youth owned or youth focused enterprises, facilitate marketing of products and services of youth owned enterprises in diverse markets,facilitate employment of youth in the international labour market and to Carry out any other activities relevant to its principal mandate. Source: (www.yedf.go.ke)

According to the Ministry of Youth Affairs report during the Fund's 5th anniversary in 2012, to date, the Fund has advanced loans worth 5.96 billion shillings to 157,538 youth enterprises. Out of the amount, 614.8 million shillings has been advanced to 13,341 group projects while 66.1 million shillings has been disbursed to 2,645 individual enterprises at the constituency level.

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Without casting aspersions on the Government, there is always a tendency to exaggerate the effectiveness of state achievements on monetary expenditure and hence the motivation to carry out this research undertaking to establish the actual state on the ground.

1.2 Statement of the problem

The important role of communication has been demonstrated in may instances in the history of mankind. The mythical story of the tower of Babel is used in many different contexts. It is a story that demonstrates human folly as far as communication is concerned. In the biblical story, the builders of the Tower of Babe failed in their mission of building the tower because of poor communication. Therefore, stating that communication plays a pivotal role in sensitizing people on opportunities or threats within their social, political, economic and cultural environment is belaboring the point.

The problem is that the youth enterprise fund seems to have missed the wisdom of good communication as indicated by the various challenges the youth groups are facing in accessing the youth funds. The Youth Development Fund Status Report (2009) has highlighted the absorption and uptake rate of youth funds especially in areas with poor financial infrastructure. Maro (2011) asserts that a cross section of youths in Mombasa cited unemployment and inability to access social and economic programs such as the Youth Enterprise Development Fund as some of the issues that continue to frustrate them. The youths cited bureaucracy in the process of applying for loans and stringent conditions which were making it difficult for the youths to access the loans from the fund. Gudda and Ngoze (2011) assert that North Eastern province, has recorded relatively low uptake of loans through financial intermediaries. The main reason has been lack of adequate coverage by small Enterprise Oriented Financial institutions and lack of awareness of the products that are available. Njoroge (2011) states that some regions such as North Eastern, parts of Rift Valley and Coast Province loan uptake is still low.

However, in the reviewed studies by Njoroge (2011), Gudda and Ngoze (2011) , The Youth Development Fund Status Report (2009), Maro (2011) failed to address the role of communication in the disbursement of the youth funds and also whether it played a role in the low uptake of youth funds. The failure to address the role of communication forms the research gap of this study. This study hypothetically argues that the low uptake of youth funds is due to

poor communication. It is with this in mind that the study attempts to assess the role of communication on the sustainable disbursement of Youth funds.

1.3 Objectives of the study

The overall objective of this research undertaking was to examine and assess C-YES management of the flow of communication with a view to:

i. To determine the preferred communication channels for CDAs and Youth Groups

ii. To establish the effectiveness of feedback mechanisms in CDAs offices and Youth Groups

iii. To investigate whether communication gaps exist in CDA offices and Youth Groups

iv. To examine the effect of communication on the sustainable disbursement of Youth funds and performance of Youth Groups

1.3.1 Research Questions

This research undertaking sought to answer the following questions:

i. What are the preferred communication channels for CDAs and Youth Groups?

ii. What is the effectiveness of feedback mechanisms in CDA offices and Youth Groups?

iii. What communication gaps exist in CDA offices and Youth Groups?

iv. What is the effect of communication on the sustainable disbursement of Youth funds and performance of Youth Groups?

1.4 Justification

According to Kenya National Bureau of Statistics report (2011), unemployment rate in Kenya stands at 40%. A majority of this percentage are the youth who remain unproductive despite possessing the requisite potential to engage in income generating activities. Due to difficulties in securing jobs and the fact that most parents cannot afford to sponsor their sons and daughters to start businesses or other money generating ventures, a majority of these young men and women have been rendered idle, thus degenerating to hopelessness and bitterness.

Empathizing with them for their sorry plight is not enough. Something ought to be done to open up their eyes to the window of opportunity availed by the seed fund to get their hands busy and ultimately to have enough not only to feed for themselves but also to create wealth and even jobs for their ilk. This window is an effective communication strategy to sensitize all stakeholders with a view to the youth realizing maximum benefits from the fund.

1.5 Significance of the study

Findings of the study are expected to establish a communication strategy or model for effective utilization of communication for micro-finance entities in Kenya to create awareness on how to secure funds and use them for both wealth and job creation.

Specifically the study will aid constituency youth enterprise scheme management to design appropriate communication strategies. The findings will also add to the body of knowledge on Youth Enterprise Development Fund.

1.6 Study limitations and delimitations

(i) Limitations were witnessed in the area of methodology used. Questionnaires were face-to face interviews and observation schedules. This means that the respondents may fail to disclose sensitive information like financial data, which made it difficult to establish financial misappropriations that may affect respective youth groups' viability in being extended credit from the YEDF kitty.

Other limitations that the researcher faced in the course of carrying out this study included: Government officers' bureaucracy regarding public access to information and lack of cooperation by some youth groups officials

(ii) Delimitations

Transport costs were prohibitive and the researcher and his assistants found it difficult and expensive to access youth groups domiciled in far-flung areas of the constituency. The researcher therefore studied 100 Youth groups.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher puts into focus the key roles played by communication in realizing development. The chapter also addresses the theoretical framework within which the study was pegged. The researcher critically reviews findings from other studies done in related areas. In a nutshell, the chapter is an amalgam of assessment of the methodologies used in these previous studies, theoretical or conceptual frameworks and the relationships or differences between the researcher's study and the studies reviewed. In addition to critically focusing on the relationships or differences between this study and the studies reviewed, the researcher addresses the research questions posed in chapter one. The study sought to establish what role communication plays in the disbursement of Youth enterprise development fund through C-YES in Nyeri Town constituency.

2.1 Theoretical framework

This study was based on a number of communication theories. But before going deep into these theories, it's important to understand what a theory is. A theory is a set of inter-related propositions that suggest why events occur in the manner that they do (Hoover, 1984). A theoretical framework attempts to clarify why things are the way they are based on theories (Kombo and Tromp, 2006).

2.1.1 Uses and Gratification Theory

The first theory that the study was based on is "Uses and Gratification Theory" which is associated with two communication scholars, namely: Blumler and Katz. This is because the target group beneficiaries of the youth enterprise development Fund, the youth, should be pricked by their needs or wants to seek information on how to improve their economic standing.

The theory takes a more psychological approach to looking at media use. Blumler and Katz believe that there is not merely one way that the populace uses media. Instead, they believe there are as many reasons for using the media, as there are media users.

The theory posits that media consumers have a free will to decide how they will use the media and how it will affect them. Blumler and Katz argue that media consumers can choose the

influence media has on them as well as the idea that users choose media alternatives merely as a means to an end. Uses and Gratification theory depicts a possibility that the media can have an unconscious influence over peoples' lives and how they view the world.

Uses and Gratification theory attempts to explain why people use the mass media. The theory further attempts to explain the uses and functions of the media for individuals, groups, and society in general. At the core of Uses and Gratification Theory lies the assumption that audience members (in this case the youth), actively seek out the mass media to satisfy individual needs.

Users and gratification theory adopts a psychological perspective as opposed to a mechanistic perspective of looking at media. The Psychological perspective looks at the media and media messages as a source of influence within the context of other influences. The media consumers are not passive but active and most importantly this perspective underscores the role of social and psychological elements in mitigating the mechanistic effects. In this case the media does not just affect an audience member; rather, the audience member makes use of the media and media messages depending on their social or psychological disposition. According to Rubin (2002) the social and the psychological environment constrain the media messages. This perspective looks at U&G as a psychological communication paradigm that assesses how media users use the media rather than the direct effect the media has on the users (Rubin 2002).

Another strand of the users and gratification relates to the functional approach. The functional approach is anchored on Katz's (1959) premise that the media messages cannot influence a person who has no use for it. It was further reinforced by Klapper (1963) who noted that much of the research that sought to find out whether some effects of the media do or do not occur yielded few clear cut answers. Within this perspective, a number of scholars have noted functional uses of the media messages and their gratifications. Horton and Wohl (1956) found out that television provided viewers with a sense of parasocial relationship with media personalities. Early studies by Lazarsfield and Merton (1948), point out that the media conferred status and ethnicized its viewers.

The pyschological and functional approaches/perspectives have yielded a number of researches that have attempted to determine the gratifications sought and obtained from the media

messages. According to Miller (2005), the determination of these gratifications has led to development of typologies of gratifications as tabulated below.

Table 1: Typology of gratifications sought and obtained from media. Reprinted from Miller (2005).

Gratification category	Examples
Information	➢ Finding about relevant events in immediate surroundings, society, and world; ➢ Satisfying curiosity and general interest; ➢ Learning, self-education; ➢ Gaining a sense of security through knowledge.
Personal identity	➢ Finding reinforcement for personal values; ➢ Finding models of behavior; ➢ Identifying with valued others (in the media); ➢ Gaining insight into one's self.
Integration and Social interaction	➢ Gaining insights into circumstances of others' empathy; ➢ Having a substitute for real-life companionship; ➢ Helping to carry out social roles; ➢ Enabling one to connect with family, friends, and society.
Entertainment	➢ Escaping, or being diverted from problems;

	> Relaxing;
	> Getting intrinsic cultural or aesthetic enjoyment;
	> Filling time;
	> Emotional release.

Katz et al. (1974) developed the typology of helpfulness which broadly falls within the broader personal identity typology as seen above. According to him, the media strengthened the understanding of self, friends or others and even the society. It also helped strengthen the status of individuals within the society. So, the prime question is, what use and gratification does the youth derive from media in relation to information on youth funds?

2.1.2 Two step-flow theory

The other communication theory that applied to this research project was the two step-flow theory. This theory is associated with Paul Lazarsfeld, Bernard Berelson, and Hazel Gaudet in *The People's Choice*, a 1944 study focused on the process of decision-making during a Presidential election campaign.

These researchers expected to find empirical support for the direct influence of media messages on voting intentions. They were surprised to discover, however, that informal, personal contacts were mentioned far more frequently than exposure to radio or newspaper as sources of influence on voting behavior. Armed with this data, Katz and Lazarsfeld developed the two-step flow theory of mass communication.

This theory asserts that information from the media moves in two distinct stages. First, individuals (opinion leaders) who pay close attention to the mass media and its messages. Opinion leaders pass on their own interpretations in addition to the actual media content.

To put this theory into the context of this research undertaking, the researcher sought to assess the various media campaigns mounted by the Youth Enterprise Development Fund. Specifically

the researcher focused on the Nyeri town C-YES as a case study and assessed whether it has succeeded in mobilizing the youth to have access to loans to start businesses, boost existing ones or engage in other income generating activities. The result became apparent after analysis of data collected in this case study with regard to communication media used to sensitize the youth on the fund.

The role of opinion leaders in this particular study was associated with officers from the Ministry of Youth Affairs, officers from YEDF which is a state corporation within the ministry, CDAs, youth groups' leaders and political leaders.

2.1.3 Persuasion Theory

This theory deals with how both groups and individual audiences receive messages. Group membership and group conformity plays a major role in how messages are received. Group norms affect reception of messages of persuasion because groups tend to make people resistant to change. They influence members' reception and response to messages.

The more highly a member values his membership in a group, the more closely his attitudes and opinions conform to the consensus within the group (Lowery and DeFleur, 1972) .Group norms and the extent to which the members are loyal can cause members to accept messages that are in line with the norms of the group and they will reject messages not aligned to the norms and attitudes of the group. Reception of the message depends on the personality characteristics of the individual.

This theory was relevant to this study since the focus was on youth groups targeted by the C-YES in Nyeri town constituency with a view to sensitizing or persuading them on the need to take the opportunity availed by the YEDF to improve their socio-economic standing. It's a complex undertaking since not all group members will agree on diverse issues regarding securing loans from C-YES like the amount to be sought, uses the money is to be put to and other obligations pertaining to repayment. Hovland, Janis and Kelly regard a persuasive communication as a stimulus that raises a question and suggests an answer (Tan, 1995).

Intellectual ability and self esteem will determine how one receives and interprets the message. According to Rhodhes Nancy and Wood Wendy, people with moderate self esteem are bound to

easily accept messages sent to them than those with low or high esteem. They are bound to reason as follows:

"If people think that the message is correct, then it is valid."(*Landy, 1972*). Recipients low in self esteem have difficulty receiving, while those high in self esteem tend not to yield.

Motive factors also influence the reception of the message as they contain emotional factors, defence mechanisms, thresholds of excitability, and other personality traits that may affect how one receives the message (*Lowery and DeFleur,1972*) .Persuasion theoretical approach emphasizes how receivers process and evaluate information and how their needs are met by the information.

2.2 Empirical Literature

2.2.1   Preferred communication channels

Geser (2007) conducted a study on Patterns of multi-channel communication among older teens and asserted that highly complementary relationships are found between the usage of various technical communication media as well as between media usage and face-to-face interactions. Specifically, males seem particularly prone to use all media channels in a complementary fashion. Among both genders, there is a particularly strong complementarity between the fixed and the mobile phone. When partners meet rarely, they communicate more by written than by oral media, particularly by SMS. By comparing older acquaintances with more recently created interpersonal relationships, it is found that the mix of media channels doesn't change significantly over time, except that the exchange of Short Text Messages declines. While the closeness of a relationship seems to be positively affected by the frequency of meetings and fixed phone calls, mobile contacts and Emails don't seem to make any consistent contribution.

Mesch, and Talmud (2006) conducted a study on Social Context and Adolescents' Choice of communication Channels and concluded that face-to-face communication was preferred for local communication of personal content among close friends who knew each other from school or the neighborhood. Phone communication was preferred among non-close friends for non-personal communication. Online communication was preferred for communication with not close friends and with contacts met online. These findings suggest that in a multi-channel interpersonal

communication environment, actors make differential communication choices that reflect existing relational strength, relationship origin, and content of the communication. In particular, it is noteworthy that among this population of adolescent internet users face-to-face remains the choice for personal communication.

Squires (2004) has also found in her study about college students that all technically mediated exchanges were low among people who met several times a day, while cell phone usage was highest among people with moderate offline contacts (several times a week) and Email was almost exclusively used for partners who met rarely face-to-face (a few times per month)(Squires 2004).

However, while new media may replace older ones in certain aspects, they predominantly complement them by offering new potentialities of interaction and togetherness as well as by adding new ways to realize and experience interpersonal relationships, group membership and organizational cooperation. For instance, research has shown that the rise of technically mediated communication channels has not diminished the strong need of adolescents for gathering physically and for keeping in contact by offline communication (Grinter and Eldridge 2003; Lenhart/Madden/Hitlin 2005).

As a consequence, modern sociology faces the challenge that least bilateral human relationships have nowadays to be understood and analyzed as complex multimedia processes combining primary face-to-face meetings with intermittent communication by fixed phone, mobile phone as well as various text, image and video messages by Email, SMS or Instant Messaging channels. (Squires 2004).

2.2.2 Effectiveness of feedback mechanisms and youth development

Community Development Authority (CDA) (2011) conducted study on feedback mechanisms in international assistance organizations and concluded that Feedback mechanisms provide organizations with data and perceptions from primary stakeholders about the quality and effectiveness of their efforts. An ideal feedback process involves the gathering of feedback and the communication of a response, which forms a 'feedback loop.' However, the language and terminology used to describe feedback systems in international assistance organizations varies,

and few organizational reports and websites explicitly refer to feedback mechanisms or feedback loops. Likewise, in e-mail correspondence and phone conversations, many staff of aid organizations did not necessarily use this term. Instead, most reported on and described various processes and mechanisms that they utilize to solicit opinions and feedback from recipients of aid about their work, including: participatory methods and processes for assessments, program design, monitoring and evaluation; real-time evaluations; accountability frameworks and mechanisms; complaints and response mechanisms; listening exercises; perceptions studies; social audits; social performance management systems; community score cards; citizen report cards; constituency feedback, story-telling, and others.

Agencies also use different terms to describe those whom they are seeking feedback from, including: recipients, beneficiaries, participants, primary and/or affected stakeholders, affected populations, clients, constituents, partners, rights holders, customers, disaster-affected people, and primary change agents, among others.

2.2.3 Communication gaps in youth development

The formulation of specific policies and programmes that view youth as an important resource for Kenya's development creates a favourable environment for youth to access basic goods and services in order to realize their potential and contribute to public affairs in a more effective way. A supportive policy framework creates common goals and collective action and serves as a basis for equitable and concerted distribution of resources to meet the needs of youth (UNESCO, 2004). However, it is instructive to note that, the policies have been developed at a time when most youth are facing major challenges, which have greatly scarred and irreversibly changed the trajectories of their lives. Related, most youth occupy multiple and diverse positions in the society, thus making them difficult to grasp and pin down analytically (Boeck and Honwana, 2005). They often occupy more than one position at the same time (Ibid). In addition, while the new policies acknowledge the need for youth to participate in decision making processes, youth are practically valued for what they will become in future. Wyn and White (2008) refer to this as "futurity" and argue that there is an underlying tension about the extent to which young people can be regarded as citizens in any sense or whether they are citizens in training. This presents difficulties in defining youth appropriately and planning programmes that would comprehensively respond to their needs and integrate them in the mainstream economy and

politics. The drawback of focusing on youth as future adults, citizens and workers is that it ignores the important role that young people play in society as youth. Futurity in youth policy has the effect of downplaying the significance of social change on the experience of youth and the implications of their life patterns for the experience and meaning of adulthood for their generation (Ibid).

The youth development programmes which the government has been implementing target persons aged 15 to 35 years. Lack of consistency in the definition of Kenyan youth reflects the difficulty that most African societies have in specifying the age bracket of youth. In African societies, responsibilities such as marriage are more important in defining the category where one belongs - adult or youth. Biological age has been used to define policies and laws of inclusion and exclusion, in context such as obligatory schooling, right to vote, obtaining identity cards and driving license and drinking alcohol (Hansen, Karen, 2008). The exclusionary tendencies of policies targeting youth have denied them opportunities to contribute in development and also exposed them to tight regulations whose interpretation and implementation is left to the law enforcing authorities. Rather than promote young people's well-being and development, certain policies have been used to constrain and deny them rights which are integral to their transition process. Essentialy, youth transition is presented as a linear, psychosocial development process starting in late childhood, which progresses in a piecemeal fashion towards the conventional goals of adulthood (Barry, Monica (2005). According to them, the four main transitional stages include: Leaving the parental home and establishing new living arrangements; completing full time education; Forming close stable personal relationships outside the family; and testing the labour market, finding work and possibly settling into a career, and achieving a more or less stable livelihood. These transitions are interconnected. For instance, leaving parental home and setting up a personal home require an independent source of income, and to reach this stage, a young person generally has to have acquired qualifications and to have qualifications and to have succeeded in demonstrating his or her skills in the labour market or some equivalent subsection of the society (United Nations, 2007).

2.2.4 Role of communication in youth development

Development communication is a process for facilitating exchanges, which targets a category of users and a specific development problem with a view to producing social change (Okigbo et al 1995). The crucial importance of communication in development cannot be over emphasized. Within this perspective of development communication, two occurrences developed successively. One is the approach that favoured large scale actions and relied on mass media and the other is an approach that promoted community communication, thus promoting small scale projects. These heavily relied on the light media like slide presentation, posters, videos, etc.

A staggering 400 million young people around the world are unable to find decent work. At the same time, employers cite lack of skills as a major impediment to hiring youth for those jobs that do exist (International Youth Foundation-IYF, 2006).

With hardly any expected growth in jobs in private and public sectors, it is essential to look towards entrepreneurship as a means to productive work. And with the world having made a commitment to the Millennium Development Goals (MDGs), it is important for us to bring about an entrepreneurial culture to promote poverty eradication and the fulfillment of the MDGs.

Promoting youth employment will need investment at many different levels. One of the most important actions being how the multilateral agencies will help tackle this issue, and how they will work to engage young people as partners and not as beneficiaries. Currently, over 30 Youth Enterprise Scheme networks have forged formal relationships with multilateral agencies and, as we move ahead, we must strive to further strengthen that commitment (IYF, 2006).

The use of communication media has been shown to lead to positive and effective development behaviour. At three levels of analysis-individual, community and national- there is evidence from many countries in the developing world that development and communication are strongly correlated. A UNESCO study revealed a strong correlation between mass media factors and economic factors in general development in Latin America, Africa, the Middle East and South-East Asia. Similar findings were reported by, among others, Cater and Schramm (1959) for 100 countries and by (Farace1965) for more than fifty countries.

Even though these studies did not say anything about causality, the incidence of correlation is so frequent and the relationships so strong that it does not seem wrong to say that communication

has been both cause and effect in the complex interplay of factors which make for development, both national and individual. In addition, these correlations provide justification for building communication into the development process.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, population and sampling design, the data collection methods, the research procedures and data analysis methods that were used in the course of the research. This section will also indicate the research tools used to collect data, the data collection and the analysis procedures.

3.1 Research Design

Generally, a research that is concerned with finding out who, what, where or how much, is descriptive in nature (Cooper and Schindler, 2001). They further state that a descriptive survey study is used when one needs to determine characteristics associated with a subject population. The study was a survey because it focused on more than one youth group and more than one CDA. This study was aimed at establishing the role of communication in the disbursement of Youth Enterprise Development Fund in Nyeri Town Constituency. In contrast to an exploratory study which is unstructured, a descriptive study is typically structured with clearly stated objectives.

3.2 Population

The population of interest in this study was all the youth groups who have benefited or hope to benefit from the Youth Enterprise Development Fund in Nyeri Town Constituency. The CDAs were also part of the population. The respondents were both male and female adults residing within the Constituency. Thus all respondents fit the above description as part of the target population. The population of the study was 200 youth Groups and 60 CDAs. This made a total of 260. Two hundred and sixty was the population of the study.

3.3 Sample Design and Sample size

3.3.1 Sampling frame

A sampling frame is a point of reference of the population. It is a list containing the total population. The sampling frame was the list of youth groups that were registered within Nyeri Town Constituency . The respective CDAs were also in a separate list.

3.3.2 Sample Size

A sample is a subset of a population. Mugenda and Mugenda (2003) recommend that an ideal sample size should be 10% or more of the population. Ten percent of 260 is 26. However, a sample size of 26 may be too small for this study. Therefore, this study took a sample size of 50%. This gave a sample size of 130.

Table 3.1 Sample size

Category	Population	Percentage	Sample
Youth Groups	200	50%	100
CDAs	60	50%	30
Total	260	50%	130

3.3.2 Sampling technique

Simple random sampling was used to select an appropriate sample. The target respondents were selected using a structural simple random sampling technique. To achieve a random sample, a given population for instance Youths group list was numbered sequentially. Numbers which represented every group were written on papers and placed in a container from which all the Youth groups were pick randomly. The picked numbers were then matched with names to get those qualifying to be included in the sample. A simple random sampling technique was used when the characteristics of the individuals were not too variant and also provided own members of the population an equal chance of being selected in addition to being easy to administer. Copper et al (2001), further assert that the basic idea of sampling is that by selecting some of the elements in a population, we may draw conclusions about the entire population. They identify that there are several advantages of sampling as opposed to a census. These are lower costs, greater accuracy in results, greater speed of data collection and the availability of population elements is higher. Based on the above assertions, this study used the simple random sampling technique.

Copper et al (2001) suggest that the ultimate test to a sample design is how well it represents the characteristics of the population it purports to represent. The sample must be valid. The validity of a sample depends on two considerations: accuracy and precision. The simple random sampling design is aimed at ensuring high accuracy and precision.

3.4 Data collection Instruments

Primary data was collected in this study. Primary data was collected through a self administered questionnaire to youth group leaders and CDAs. A questionnaire consists of a group of structured questions with each item in the questionnaire developed to address a specific objective, research question or hypothesis of the study (Olive and Mugenda, 2003).This tool of data collection formed a major component in this project due to the ease with which it was administered. It has been widely asserted that a self administered questionnaire is the most efficient and cost effective method used to collect data pertaining to the various aspects of public behavior Yoo et al (2000), Washban and Plank (2000). In this project the questionnaire had several distinct parts: The first part entailed collecting background information from respondents. The second, third and fourth section addressed the research objectives.

The questionnaire had closed and open ended questions measured on a 5 Likert scale where 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree and 5= strongly agree. Some questions allowed the respondents to check "not applicable" if necessary. There were numerous open-ended questions that sought further explanations from the respondents.

3.5 Data Collection Procedure

A questionnaire was administered with the help of qualified research assistants. The research assistants dropped the questionnaires at the CDAs offices and requested them to fill the questionnaires. The research assistants also obtained the contacts of the youth group leaders and administered the questionnaires.

3.6 Data analysis

The researcher edited the collected data centrally. Coppers and Schindller (2000) in their paper Business Research Methods document assert that editing is done in order to detect errors and omission, ensure data is accurate, uniformly entered, complete, consistent with intent of the

question and other information in the survey and arranged to simplify coding and tabulation. Alpha numeric data coding was carried out to assign numbers and other symbols to the questions, which Coopers and Schindler (2000) explain is done in order to group the respondents to a limited number of classes or categories that will facilitate efficient analysis.

Descriptive statistics such as means, frequencies and counts were used. Descriptive statistics were used to compare the mean responses of CDAs and youth groups.

Coded data was tabulated in Statistical Package for Social Science version 17. The results of responses were presented in tables and Pie charts for the purpose of data visualization.

3.7 Chapter summary

This research was a descriptive type of study aimed at determining how communication influences disbursement of the Youth Enterprise Development Fund in Nyeri Town Constituency. A descriptive survey research design was used. A questionnaire was used to collect data. A majority of the questions were closed ended and a few were open-ended. A population of 260 respondents was chosen, consisting of 200 youth groups and 60 CDAs. A sample size of 50% was chosen. The sample was 130 individuals divided into 100 youth groups and 30 CDAs. The data was analyzed using descriptive statistics. The tool for analysis was S.P.S.S; a Windows based statistical Package for social science. Presentation of the findings was done in tabulated and graphical formats.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1: Introduction

The chapter presents the empirical findings and results of the application of the variables using techniques mentioned in chapter three. Specifically, the data analysis was in line with specific objectives where patterns were investigated, interpreted and implications drawn on them. The chapter starts with a preliminary analysis of the data before doing demographic analysis and the variables analysis.

4.1.1 Response rate

Table 4.7 reveals that a total of 60 (60%) of questionnaires from the youth group leader category were returned while 40(40%) questionnaires from the same category were not returned. Meanwhile, a total of 20 (67%) of questionnaires from the community development assistants category were returned while 10(33%) questionnaires from the same category were not returned. An overall response rate for the two categories was 62%. According to Mugenda and Mugenda (2003), a response rate of more than 50% is adequate for analysis. Babbie (2004) also asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. The achieved response rate was almost 62% which implies that the response rate was good.

Table 4.1: Response Rate

	Successful	Unsuccessful	Total
Youth group leader	60-60%	40-40%	100
Community Development Assistant	20-67%	10-33%	30
Total	80-62%	50-38%	130

4.2 Demographic Characteristics of Respondents

The study also sought to find out the demographic characteristics of the youth group leaders and the community development assistants.

4.2.1. Gender of Respondents

The study sought to establish the gender of the respondents. Figure 4.13 indicates that the majority (67.7%) of respondents from the youth group leaders' category were male while a further (33.3%) were female. Furthermore, the majority (70%) of respondents from the community development assistants were male, while (30%) were female. Overall, the majority (67.5%) of respondents were male while 32.5% were female. The finding reveals that although the constitutional gender balance of 1/3 is being observed, females are less likely to join youth groups. In addition, the results imply that females are less likely to be employed as community development assistants compared to males.

Figure   4.13 Gender of Respondents
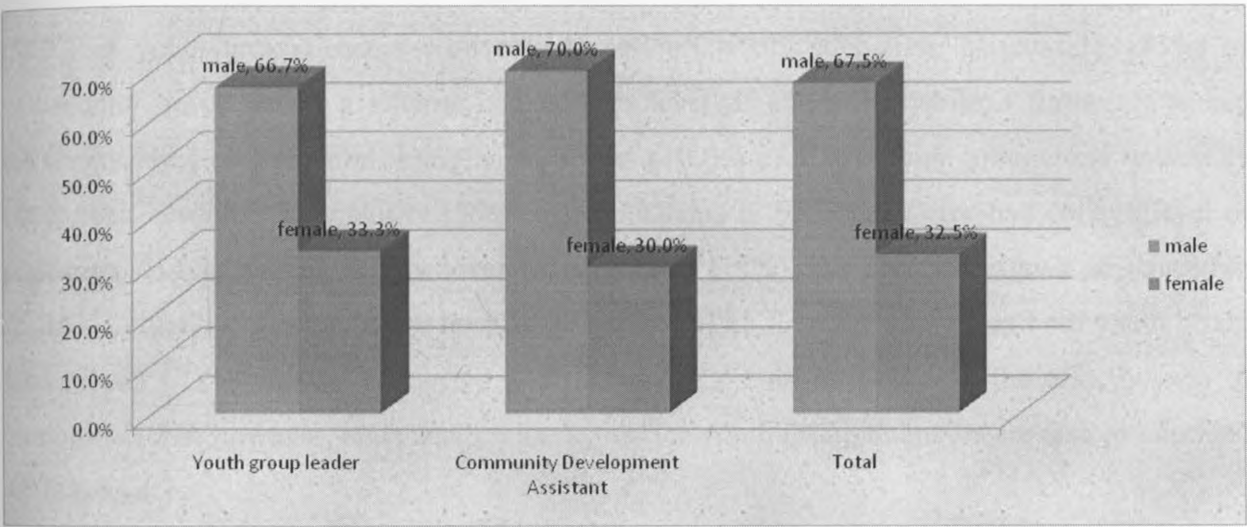
4.2.2 Age of Respondent

The study sought to establish the age of respondents. Cross tabulation results in table 4.2 reveal that the majority (67%) of youth group leaders were 18 to 30 years of age. In addition, (33%) of youth group leaders were aged 31 to 35 years. Meanwhile, the majority (65%) of respondents in the community development assistant category were above 35 years of age, while a further (35%) of community development assistants were of 31 to 35 years of age. Overall, the majority (50%) of respondents from both categories were 18 to 30 years of age. Meanwhile (34%) were 31 to 35 years of age and a further (16%) were above 35 years of age. The findings indicate that the community development assistants (CDAs) are not youths and this may have an influence on the communication effectiveness between CDAs and youth group leaders.

Table 4. 2: Age of Respondents

Category of respondent	18 to 30 yrs	31 to 35yrs	Above 35yrs	Total
Youth group leaders	40-67%	20-33%	0-0%	60
Community Development Assistant	0-0%	7-35%	13-65%	20
Total	40-50%	27-34%	13-16%	80

4.2.3 Education Level of Respondents

The study sought to establish the education level of respondents. Results in figure 4.14 show that (48%) of respondents in the youth group leaders category had college level of education. Meanwhile, 10% of youth group leaders had university level of education bringing to a total (58%) of youth group leaders with college and university education. Meanwhile, (75%) of community development assistants had college level of education while a further 25% had university level of education, bringing to a total (100%) of CDAs with college and university education. Overall, the majority (55%) of respondents in both categories had college level of education, (14%) had university level of education, (18%) had secondary level of education while a further 14% had primary level of education. The findings imply that both youth group leaders and CDAs are well educated and this may have an influence on the effectiveness of communication, however, one cannot tell whether the youth group members are also as educated as their leaders.

Figure 4. 14: Education Level of Respondents
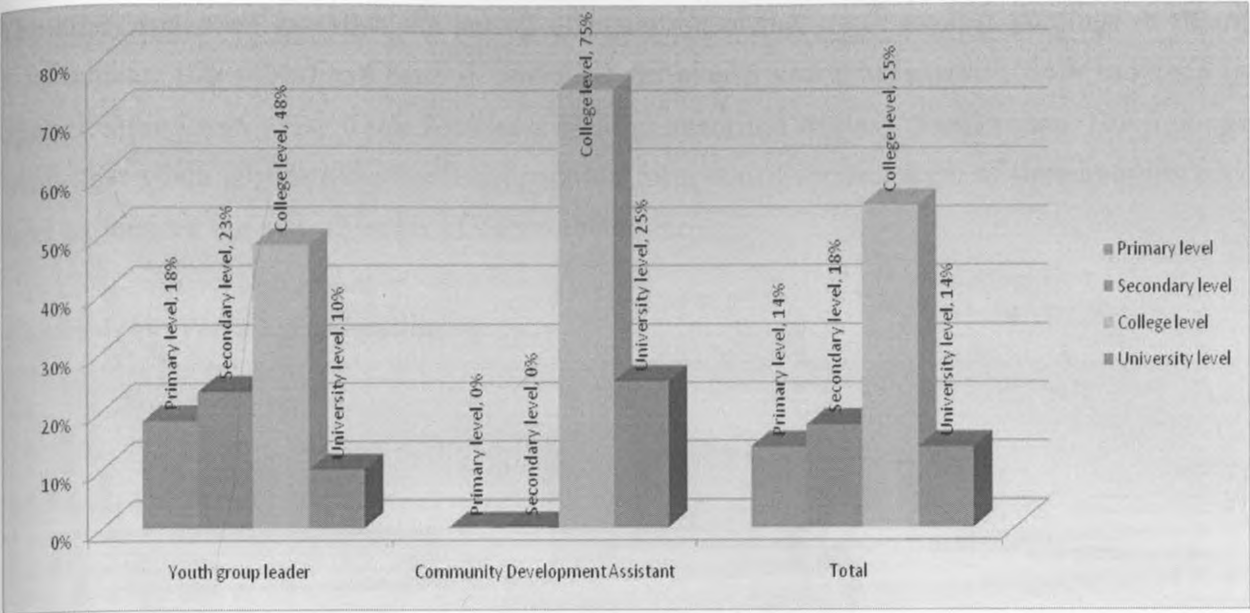
4.2.4 Group Size

The study sought to establish the group size. Findings in figure 4.15 indicate that a majority (62%) of youth group leaders indicated that their groups had more than 31 members. Meanwhile, (18%) indicated that their groups had less than 10 members, (13%) had 21 to 30 members and (7%) had 11 to 20 members. The size of the group may have a bearing on the effectiveness of communication and it is expected that smaller groups experience more effective communication compared to larger groups.

Figure 4. 15: Group Size
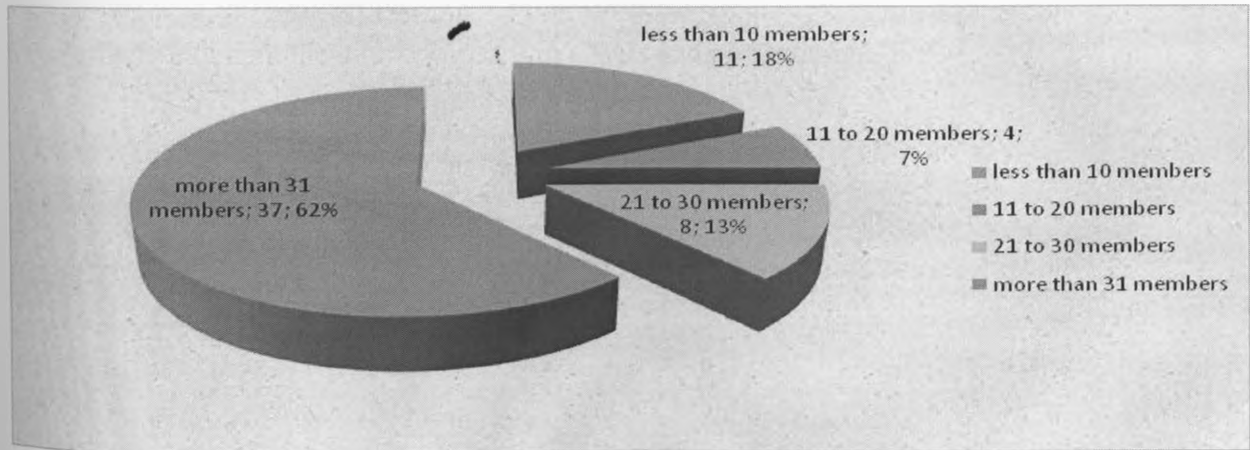
4.2.5 Period of Operation

The study sought to establish the period of operation of the youth groups. Findings in figure 4.16 indicate that (43%) had been in operation for over 5 years. Meanwhile, 34% had been in operation for 3 to 5 years while 23% have been in operation for less than 2 years. The findings imply that youth groups have been in operation for a considerable length of time and this may have influenced the effectiveness of communication.

Figure 4. 16: Period of Operation
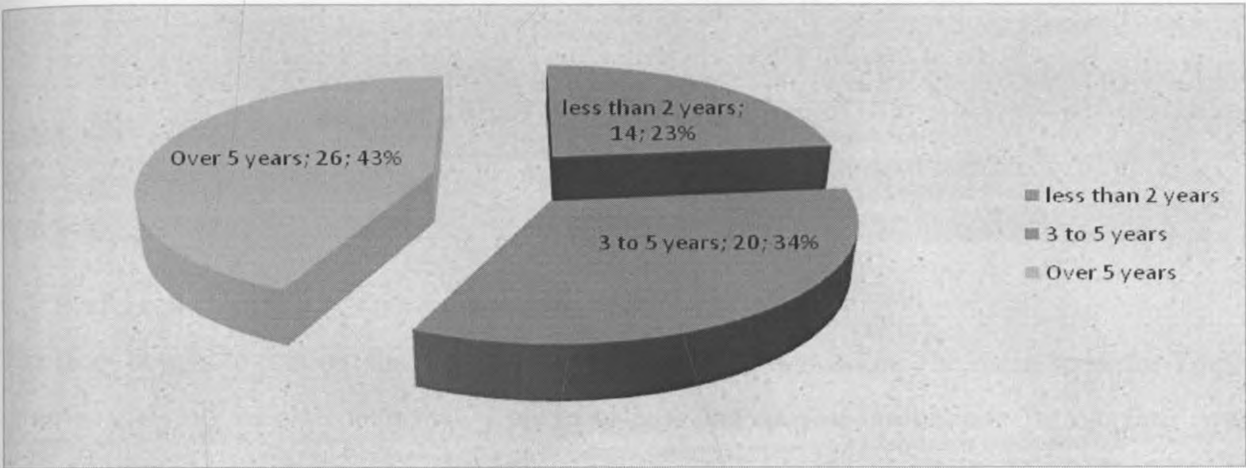
4.2.6 Legal Status

The study sought to establish the legal status of the groups. Findings in figure 4.17 indicate that a majority (78%) of youth groups are registered as community based organizations CBOs. Meanwhile, 13% are registered companies while a further 9% are registered partnerships. The legal status may have a bearing on the effectiveness of communication with companies showing more effective communication compared to CBOs and partnerships.

Figure 4. 17: Legal Status
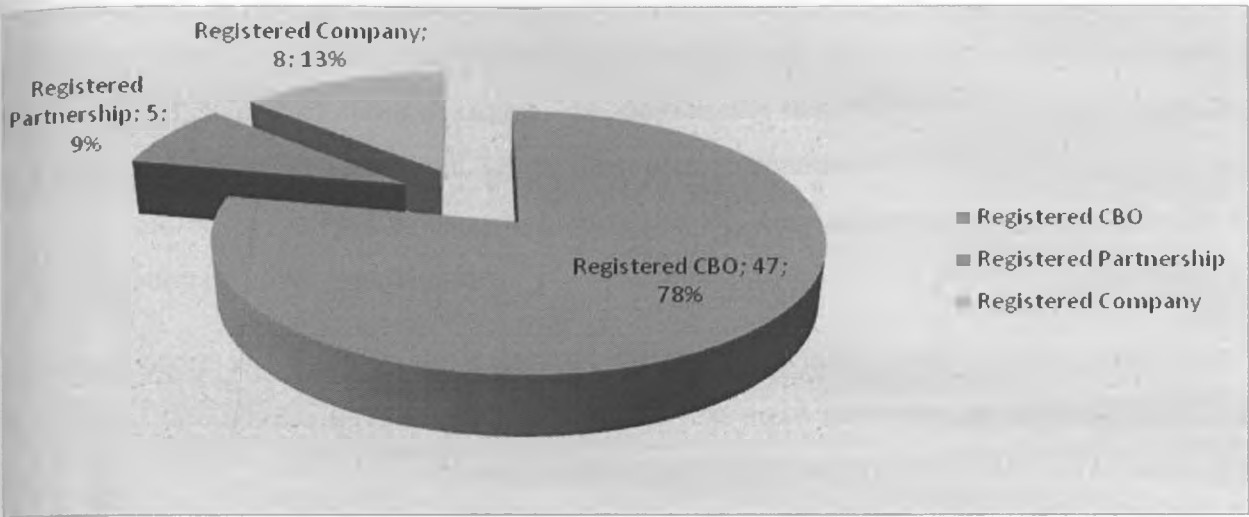
4.3. Preferred channels of communication

The study sought to find out the preferred channels of communication. The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information face to face' was 2.42. Meanwhile, the mean score for the same statement by CDAs was 4.45. The findings imply that youth group leaders disagreed with the statement while the CDAs agreed with the statement. This further implies that for effective communication to take place, stakeholders should ensure that they use face to face channel of communication when communicating with CDAs as this is one of their preferred channel of communication. In addition, the stakeholders should ensure that they use other channels other than face to face when communicating with youth Group leaders.

The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information through telephone calls and sms' was 4.15. Meanwhile, the mean score for the same statement by CDAs was 4.05. The finding implies that both youth group leaders and CDAs agreed with the statement. This further implies that for effective communication to take place stakeholders may use telephone and sms as these channels are preferred by both youth group leaders and CDAs.

The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information through Facebook and twitter' was 4.53. Meanwhile, the mean score for the same

statement by CDAs was 2.25. The findings imply that youth group leaders agreed with the statement while the CDAs disagreed with the statement. This further implies that for effective communication to take place, stakeholders should ensure that they use social media (Facebook and Twitter) channel of communication when communicating with youth groups as this is one of their preferred channel of communication. In addition, the stakeholders should ensure that they use other channels other than social media when communicating with CDAs. Alternatively, the CDAs should be encouraged to use social media as this may match the preferred channels of communication by youth group leaders.

The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information through emails' was 4.22 .Meanwhile, the mean score for the same statement by CDAs was 3.65. The findings imply that both youth group leaders and CDAs agreed with the statement. This further implies that for effective communication to take place, stakeholders may use emails as this channel is preferred by both youth group leaders and CDAs.

The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information through letters' was 2.15. Meanwhile, the mean score for the same statement by CDAs was 4.0. The findings imply that youth group leaders disagreed with the statement while the CDAs agreed with the statement. This further implies that for effective communication to take place, stakeholders should ensure that they use letters as channels of communication when communication with CDAs as this is one of their preferred channels of communication. In addition, the stakeholders should ensure that they use other channels other than letters when communicating with youth Group leaders.

Table   4.3: Preferred channels of communication

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
I prefer to pass and receive information face to face	Youth group leaders	60	2.42	1.197	.155
	Community Development Assistant	20	4.45	.510	.114
I prefer to pass and receive information through telephone calls and sms	Youth group leaders	60	4.15	.880	.114
	Community Development Assistant	20	4.05	.945	.211

I prefer to pass and receive information through facebook and twitter	Youth group leaders	60	4.53	.566	.073
	Community Development Assistant	20	2.25	.910	.204
I prefer to pass and recieve information through emails	Youth group leaders	60	4.22	1.027	.133
	Community Development Assistant	20	3.65	.988	.221
I prefer to pass and recieve information through letters	Youth group leaders	60	2.15	1.117	.144
	Community Development Assistant	20	4.00	1.414	.316

Access to Government information

The study sought to find out how the youths access government information. Results in figure 4.18 revealed that majority 32% of the respondents indicated radio, while 22% indicated TVs and 20% indicated chiefs as the ways through which they access government information. However 15% of the respondents indicated religious leaders and 11% indicated public meetings as the ways through which they access the government information.

Figure 4.18: Access to Government information
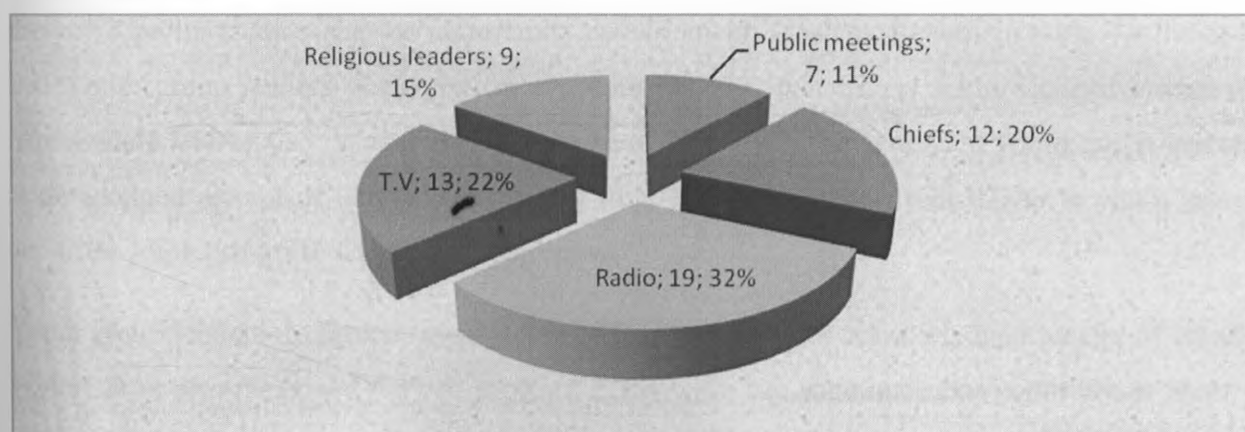
Would you say information from the Government about C-YES is adequate?

The study sought to find out if information from the government about C-YES is adequate. Results in figure 4.19 reveal that majority 47% disagreed, while another 32% strongly disagreed

bringing to a total of 79% of those who disagreed with the statement that the information from the government about C-YES is adequate. Only 8% agreed and 13% neither agreed nor disagreed with the statement. The findings imply that most youths do not know about the youth enterprise development funds.

Figure 4.19: Would you say information from the Government about C-YES is adequate?
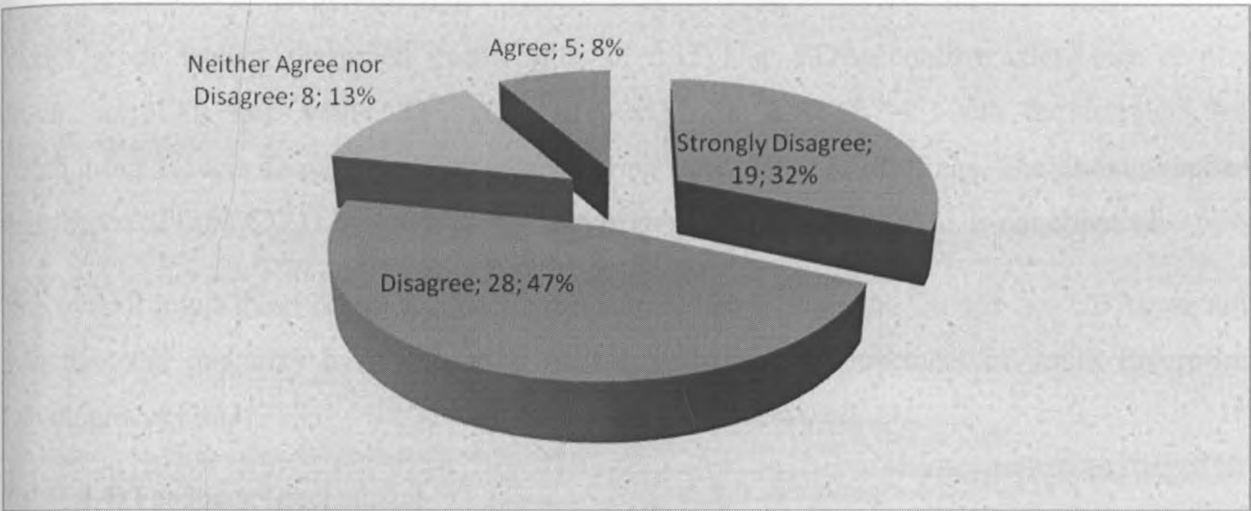
4.4 Feedback Mechanisms

The study sought to find out the effectiveness of feedback mechanisms taking into consideration the youth group leaders and the community development assistant. Results in table 4.4 indicate that Youth group leaders disagreed (mean score of 2.35) that CDAs acknowledged receipt of letters while CDAs also disagreed (mean score of 2.20) with the statement youth group leaders acknowledged receipt of letters. The finding implies that feedback from CDAs to youth group and from youth groups to CDAs is not effective.

Youth group leaders disagreed (mean score of 2.20) that CDAs acknowledged receipt of emails while CDAs also disagreed (mean score of 2.10) with the statement that youth group leaders acknowledged receipt of emails. The finding implies that feedback from CDAs to youth groups and from youth groups to CDAs is not effective.

Youth group leaders disagreed (mean score of 2.20) that CDAs reply to letters and emails while CDAs also disagreed (mean score of 2.10) with the statement that youth group leaders do reply

to emails and letters. The finding implies that feedback from CDAs to youth group and from youth groups to CDAs is not effective.

Youth group leaders disagreed (mean score of 2.25) that CDAs return calls left on voice mail while CDAs also disagreed (mean score of 2.15) with the statement that youth group leaders do return calls left on voice mail. The finding implies that feedback from CDAs to youth group and from youth groups to CDAs is not effective.

Youth group leaders disagreed (mean score of 2.33) that CDAs confirm attendance or non attendance of meetings while CDAs also disagreed (mean score of 2.45) with the statement that youth group leaders do confirm of attendance or non attendance of meetings. The finding implies that feedback from CDAs to youth groups and from youth groups to CDAs is not effective.

The overall implication is that feedback mechanisms between youths Groups and CDAs are not effective and this may have a bearing on the successful disbursement of youth Enterprise Development Fund.

Table 4.4: Feedback Mechanisms

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
Acknowledging receipt of letters	Youth group leaders	60	2.35	1.351	.174
	Community Development Assistants	20	2.20	1.281	.287
Acknowledging receipt of emails	Youth group leaders	60	2.20	1.299	.168
	Community Development Assistants	20	2.10	1.410	.315
Replying to emails	Youth group leaders	60	2.30	1.280	.165
	Community Development Assistants	20	2.15	.988	.221
Returning calls left on voicemail	Youth group leaders	60	2.25	1.114	.144
	Community Development Assistants	20	2.15	.875	.196
Confirmation of attendance or non attendance of meetings	Youth group leaders	60	2.33	1.284	.166
	Community Development Assistants	20	2.25	.967	.216

4.5 Communication Gaps

The study sought to find out whether communication gaps existed. Communication gaps were analyzed for youth group leaders and the community development assistants. Results in table 4.5 indicated that youth group leaders disagreed with the statement that they have a well-developed communication plan. This was supported by a mean score of 2.45. On the other hand, community development assistants (CDAs) disagreed with the statement that they have a well-developed communication plan. This was supported by a mean score of 2.40. The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

Results in table 4.5 indicated that youth group leaders disagreed with the statement that they have a written down organization structure. This was supported by a mean score of 2.32. Community development assistants (CDAs) disagreed with the statement that they have a written down organization structure. This was supported by a mean score of 2.25. The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

Results in table 4.5 indicated that youth group leaders disagreed with the statement that they have a clear reporting responsibilities and lines of communication. This was supported by a mean score of 2.33. Community development assistants (CDAs) disagreed with the statement that they have clear reporting responsibilities and lines of communication. This was supported by a mean score of 2.30. The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

Results in table 4.5 indicated that youth group leaders disagreed with the statement that they have appointed one of themselves as a communication champion. This was supported by a mean score of 2.25. Community development assistants (CDAs) disagreed with the statement that they have appointed one of their own as a communication champion. This was supported by a mean score of 2.20. The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

Results in table 4.5 indicated that youth group leaders disagreed with the statement that they hold meetings regularly. This was supported by a mean score of 2.35. Community development assistants (CDAs) disagreed with the statement that they hold meetings regularly. This was

supported by a mean score of 2.45. The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

The overall implication is that various communication gaps exist in youth groups as well as in CDAs offices. This further implies that the existence of communication gaps may have had a negative effect on the awareness and disbursement of C-YES funds.

Table 4.5: Communication Gaps

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
well developed communication plan	Youth group leaders	60	2.45	.872	.113
	Community Development Assistants	20	2.40	1.095	.245
written down organization structure	Youth group leaders	60	2.32	1.112	.144
	Community Development Assistants	20	2.25	1.446	.323
clarity of reporting responsibilities and lines of communication	Youth group leaders	60	2.33	.914	.118
	Community Development Assistants	20	2.30	1.658	.371
appointment of one of the officers as the communication champion	Youth group leaders	60	2.25	1.129	.146
	Community Development Assistants	20	2.20	1.196	.268
holdings meetings regularly	Youth group leaders	60	2.35	1.039	.134
	Community Development Assistants	20	2.45	1.317	.294

4.6 Role of communication in disbursement and access to funds

The study sought to examine the role of communication on the disbursement of youth funds. Descriptive results in figure 4.20 indicate that 48% of youth group leaders disagreed with the statement that their group has managed to access adequate funds from C-Yes. Meanwhile, 22% strongly disagreed bringing to total (70%) of respondents who generally disagreed with the statement. Results also indicate that 11% could not make up their mind while a further 19% agreed. The findings imply that access and disbursement of youth funds has not been successful.

Figure 4.20: My group has managed to access adequate funds from C-YES

Correlations results in table 4.6 indicated that there exists a strong positive and significant correlation between having a well-developed communication plan and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.866 (p value=0.000). This implies that there is a higher likelihood that those groups with a well-developed communication plan were also more likely to access adequate funds from the youth fund.

Correlations results in table 4.6 indicated that there exists a strong positive and significant correlation between having a written down organization structure and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.967(p value=0.000). This implies that there is a higher likelihood that those groups with a written down organization structure were also more likely to access adequate funds from the youth fund.

Correlations results in table 4.6 indicated that there exists a strong positive and significant correlation between clarity of reporting responsibilities and reporting lines and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.928 (p value=0.000). This implies that here is a higher likelihood that those groups with clarity of reporting responsibilities and reporting lines were also more likely to access adequate funds from the youth funds.

Correlations results in table 4.6 indicated that there exists a strong positive and significant correlation between appointment of a communication champion and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.957 (p value=0.000). This

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implies that there is a higher likelihood that those groups with appointed communication champion were also more likely to access adequate funds from the youth fund.

Correlations results in table 4.6 indicated that there exists a strong positive and significant correlation between holding regular meetings and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.926 (p value=0.000). This implies that there is a higher likelihood that those groups which hold regular meetings were also more likely to access adequate funds from the youth fund.

Table 4.6: Role of communication in disbursement and access to funds

		well developed communication plan	written down organization structure	clarity of reporting responsibilities and lines of communication	appointment of one of the officers as the communication champion	holdings meetings regularly	My group has managed to access adequate funds from CYES
well developed communication plan	Pearson Correlation	1	.847**	.914**	.865**	.853**	.866**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	60	60	60	60	60	60
written down organization structure	Pearson Correlation	.847**	1	.911**	.948**	.929**	.967**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	60	60	60	60	60	60
clarity of reporting responsibilities and lines of communication	Pearson Correlation	.914**	.911**	1	.919**	.928**	.928**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	60	60	60	60	60	60
appointment of one of the officers as the communication champion	Pearson Correlation	.865**	.948**	.919**	1	.921**	.957**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	60	60	60	60	60	60
holdings meetings regularly	Pearson Correlation	.853**	.929**	.928**	.921**	1	.926**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	60	60	60	60	60	60

My group has managed to access adequate funds from C-YES and other Youth organizations	Pearson Correlation	.866**	.967**	.928**	.957**	.926**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	60	60	60	60	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

a. Respondent = Youth group leader

Have you put in place a specific communication strategy for C-YES?

The study sought to find out if there is any specific communication strategy for C-YES that has been put in place by community development assistants. Results in figure 4.21 reveal that majority 65% indicated that there are no strategies that have been put in place while 35% indicated there are specific communication strategies put into place. The findings imply that there is a negative effect on communication in disbursement of youth fund.

Figure 4.21: specific communication strategy for C-Yes
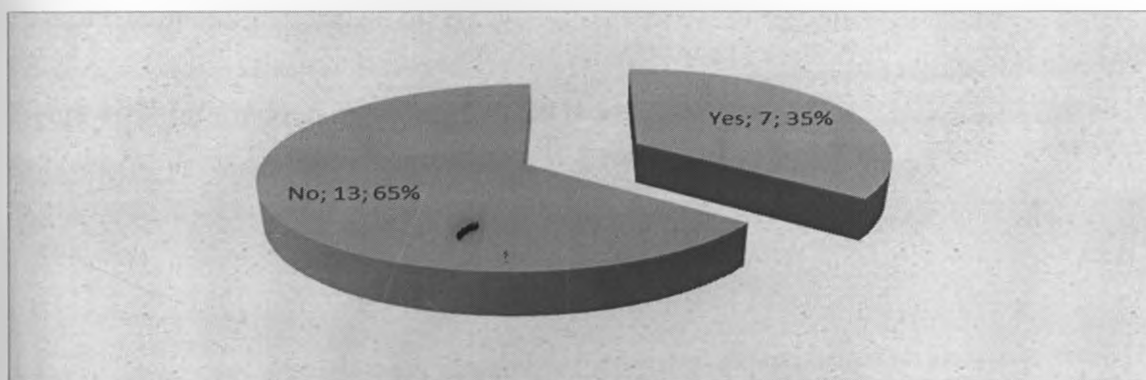
In your assessment how do you rate youth groups' knowledge levels regarding C-YES

The study sought to assess how the community development assistants would rate youth group's knowledge levels regarding C-YES. Results in figure 4.22 reveal that majority 60% indicated below 50% while 40% indicated 50-75% as the knowledge levels. The findings imply that the youths do not have enough knowledge regarding C-YES.

Figure 4.22: youth groups' knowledge levels regarding C-YES
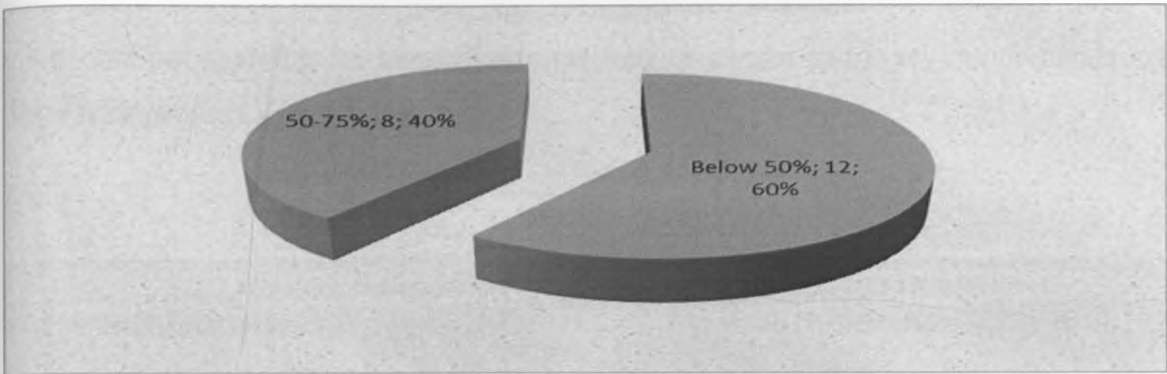
Would you say the information given to youth groups regarding C-YES is adequate?

The study sought to determine if the information given to youth groups regarding C-YES is adequate. Results in figure 4.23 indicate that majority 45% disagreed, while 20% strongly disagreed bringing to a total of 65% of those who disagreed with the statement that the information given to youth groups regarding C-YES is adequate. Only 15% agreed and 20% neither agreed nor disagreed with the statement.

Figure 4.23: Information regarding C-YES is adequate
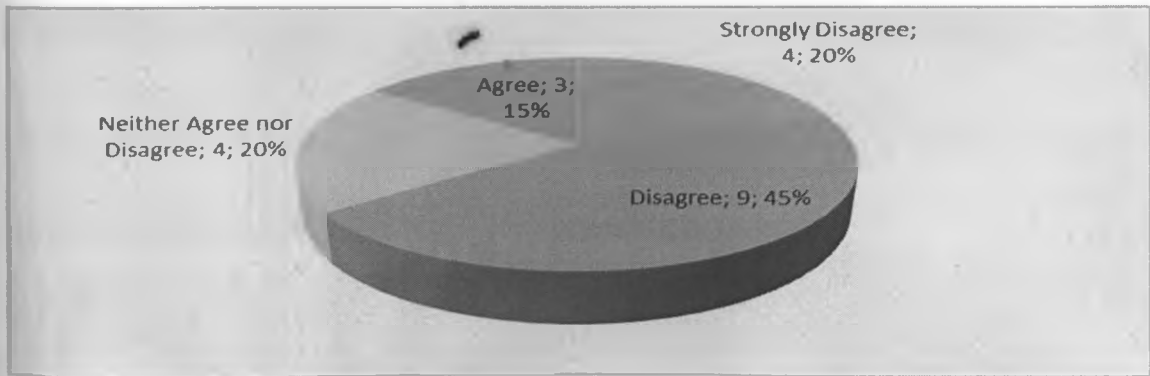
What is the loan application trend by youth groups in your location for the last one year?

The study sought to determine the loan application trend by youth groups in respective locations for the last one year. Results in figure 4.24 reveal that majority 60% indicated downward trend while 25% indicated upward trend and 15% indicated constant. The findings imply that the youths are not applying for loans due to the long processes and many requirements needed in order for a person to qualify for a loan.

Figure 4.24: Loan Application Trend
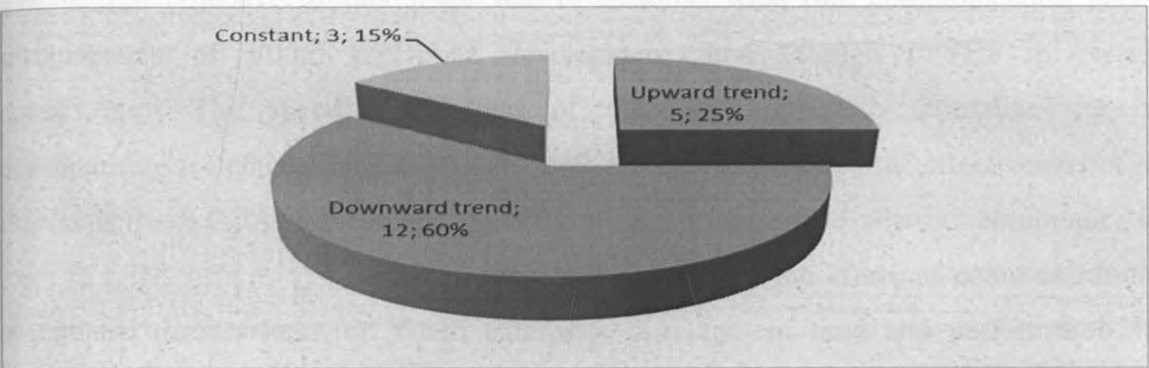
CHAPTER FIVE
SUMMARY AND CONCLUSIONS

5.0 Introduction

The purpose of the chapter is to discuss and summarize the findings of the study and finally give conclusions and recommendations, for improvement or practice. It is also important to note that all this will be done with justification from the data that was collected and analysed.

5.1 Summary of findings

The overall objective of this study was to establish what role communication plays in the disbursement of Youth enterprise development fund through C-YES in Nyeri Town constituency. The specific objectives of this study were to determine the preferred communication channels for CDAs and Youth Groups, to establish the effectiveness of feedback mechanisms in CDAs offices and Youth Groups, to investigate whether communication gaps exist in CDA offices and Youth Groups, and to examine the effect of communication on the sustainable disbursement of Youth enterprise development fund and performance of Youth Groups.

The research used a total population of two hundred youth group leaders and sixty community development assistants as the sample size for the study. For purposes of collecting primary data, the use of a questionnaire developed by the researcher was used and their results analysed using various statistical methods such as graphs, charts and with the aid of SPSS version 17.

Study findings indicated that the majority (67.7%) of respondents from the youth group leaders' category were male while a further (33.3%) were female. Furthermore, the majority (70%) of respondents from the community development assistants were male while (30%) were female. Overall, the majority (67.5%) of respondents were male while 32.5% were female. A majority (67%) of youth group leaders was 18 to 30 years of age and the majority (65%) of respondents in the community development assistant category was above 35 years of age. Overall, the majority (50%) of respondents from both categories were 18 to 30 years of age. The findings indicate that the community development assistants (CDAs) are not youths and this may have an influence on the communication effectiveness between CDAs and youth group leaders.

The study findings indicated that (48%) of respondents in the youth group leaders' category had college level of education and (75%) of community development assistants had college level of education. Overall, the majority (55%) of respondents in both categories had college level of education, (14%) had university level of education, (18%) had secondary level of education while a further 14% had primary level of education. The findings imply that both youth group leaders and CDAs are well educated and this may have an influence on the effectiveness of communication.

The study findings indicate that a majority (78%) of youth groups are registered as community based organizations. The legal status may have a bearing on the effectiveness of communication with companies showing more effective communication compared to community based organizations (CBOs) and partnerships.

The study findings indicated that for effective communication to take place, stakeholders should ensure that they use letters as channels of communication when communicating with CDAs as this is one of their preferred channel of communication, and the stakeholders should ensure that they use other channels other than letters when communicating with youth Group leaders.

The study findings indicates that majority 32% of the respondents indicated radio, while 22% indicated TVs and 20% indicated chiefs as the ways through which they access government information. The findings further reveal that majority 47% disagreed, with the statement that the information from the government about C-YES is adequate. The finding indicate that feedback from CDAs to youth group and from youth group to CDAs is not effective and the study findings also revealed that the feedback mechanisms between youth groups and CDAs are not effective and this may have a bearing on the successful disbursement of youth Enterprise Development fund. The study findings indicated that various communication gaps exist in youth groups as well as in CDAs offices. This further implies that the existence of communication gaps may have had a negative effect on the awareness and disbursement of C-YES Funds.

5.2 Discussions

This section presents the discussion of the key findings of the study based on the already reported research questions.

5.2.1 Preferred Communication Channels for CDAs and Youth Groups

One of the objectives of the study was to determine the preferred communication channels for CDAs and youth groups.Results indicated that the mean score for Youth group leaders on the statement that ' I prefer to pass and receive information face to face' was 2.42 .Meanwhile, the mean score for the same statement by CDAs was 4.45. The finding implies that youth group leaders disagreed with the statement while the CDAs agreed with the statement. This further implies that for effective communication to take place, stakeholders should ensure that they use face to face channel of communication when communicating with CDAs as this is one of their preferred channels of communication.   In addition, the stakeholders should ensure that they use other channels other than face to face when communicating with youth group leaders.

The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information through telephone calls and sms' was 4.15. Meanwhile, the mean score for the same statement by CDAs was 4.05. The finding implies that both youth group leaders and CDAs agreed with the statement.This further implies that for effective communication to take place , stakeholders may use telephone and sms as these channels are preferred by both youth group leaders and CDAs.

The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information through Facebook and twitter' was 4.53. Meanwhile, the mean score for the same statement by CDAs was 2.25. The findings imply that youth group leaders agreed with the statement while the CDAs disagreed with the statement. This further implies that for effective communication to take place, stakeholders should ensure that they use social media (Facebook and Twitter) channels of communication when communication with youth groups as this is one of their preferred channels of communication.   In addition, the stakeholders should ensure that they use other channels other than social media when communicating with CDAs. Alternatively, the CDAs should be encouraged to use social media as this may match the preferred channels of communication by youth group leaders.

The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information through emails' was 4.22. Meanwhile, the mean score for the same statement by CDAs was 3.65. The findings imply that both youth group leaders and CDAs agreed with the

statement. This further implies that for effective communication to take place, stakeholders may use Emails as this channel is preferred by both youth group leaders and CDAs.

The mean score for Youth group leaders on the statement that 'I prefer to pass and receive information through letters' was 2.15. Meanwhile, the mean score for the same statement by CDAs was 4.0. The findings imply that youth group leaders disagreed with the statement while the CDAs agreed with the statement. This further implies that for effective communication to take place, stakeholders should ensure that they use letters as channels of communication when communicating with CDAs as this is one of their preferred channels of communication. In addition, the stakeholders should ensure that they use other channels other than letters when communicating with youth leaders.

5.2.2 Feedback mechanisms in CDA offices and Youth Groups

The study sought to find out the effectiveness of feedback mechanisms taking into consideration the youth group leader and the community development assistant. Results indicate that Youth group leaders disagreed (mean score of 2.35) that CDAs acknowledged receipt of letters while CDAs also disagreed (mean score of 2.20) with the statement youth group leaders acknowledged receipt of letters. The finding implies that feedback from CDAs to youth group and from youth group to CDAs is not effective.

Youth group leaders disagreed (mean score of 2.20) that CDAs acknowledged receipt of emails while CDAs also disagreed (mean score of 2.10) with the statement that youth group leaders acknowledged receipt of emails. The finding implies that feedback from CDAs to youth groups and from youth groups to CDAs is not effective.

Youth group leaders disagreed (mean score of 2.20) that CDAs reply to letters and emails while CDAs also disagreed (mean score of 2.10) with the statement that youth group leaders do reply to emails and letters. The finding implies that feedback from CDAs to youth groups and from youth groups to CDAs is not effective.

Youth group leaders disagreed (mean score of 2.25) that CDAs return calls left on voice mail while CDAs also disagreed (mean score of 2.15) with the statement that youth group leaders do return calls left on voice mail. The finding implies that feedback from CDAs to youth groups and from youth groups to CDAs is not effective.

Youth group leaders disagreed (mean score of 2.33) that CDAs confirm attendance or non attendance to meetings while CDAs also disagreed (mean score of 2.45) with the statement that youth group leaders do confirm attendance or non attendance to meetings. The findings imply that feedback from CDAs to youth groups and from youth groups to CDAs are not effective.

The overall implication is that feedback mechanisms between youths and CDAs are not effective and this may have a bearing on the successful disbursement of youth enterprise development fund.

5.2.3 Communication gaps in CDA offices and Youth Groups

The study sought to find out whether communication gaps existed. Communication gaps were analyzed for youth group leaders and the community development assistants. Results indicated that youth group leaders disagreed with the statement that they have a well-developed communication plan. This was supported by a mean score of 2.45. On the other hand, community development assistants (CDAs) disagreed with the statement that they have a well-developed communication plan. This was supported by a mean score of 2.40. The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

Results further indicated that youth group leaders disagreed with the statement that they have a written down organization structure. This was supported by a mean score of 2.32. Community development assistants (CDAs) disagreed with the statement that they have a written down organization structure. This was supported by a mean score of 2.25.The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

Study findings indicated that youth group leaders disagreed with the statement that they have clear reporting responsibilities and lines of communication. This was supported by a mean score of 2.33. Community development assistants (CDAs) disagreed with the statement that they have clear reporting responsibilities and lines of communication. This was supported by a mean score of 2.30. The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

Furthermore, the study findings indicated that youth group leaders disagreed with the statement that they have appointed one among themselves as a communication champion. This was supported by a mean score of 2.25. Community development assistants (CDAs) disagreed with the statement that they have appointed one of their own as a communication champion. This was supported by a mean score of 2.20. The findings implies that there exists a communication gap from both quarters (youth group leaders and CDAs).

Finally the study findings indicated that youth group leaders disagreed with the statement that they hold meetings regularly. This was supported by a mean score of 2.35. Community development assistants (CDAs) disagreed with the statement that they hold meetings regularly. This was supported by a mean score of 2.45. The findings imply that there exists a communication gap from both quarters (youth group leaders and CDAs).

The overall implication is that various communication gaps exist in youth groups as well as in CDAs offices. This further implies that the existence of communication gaps may have had a negative effect on the awareness and disbursement of C-YES Funds.

5.2.4 Role of communication on the sustainable disbursement of Youth enterprise development fund and performance of Youth Groups

The study sought to examine the role of communication on the disbursement of youth enterprise development fund. Descriptive results indicated that 48% of youth group leaders disagreed with the statement that their group has managed to access adequate funds from C-YES. Meanwhile, 22% strongly disagreed bringing to total (70%) of respondents who generally disagreed with the statement. Results also indicate that 11% could not make up their minds while a further 19% agreed. These findings imply that access and disbursement of youth funds has not been successful.

Correlations results indicated that there exists a strong positive and significant correlation between having a well-developed communication plan and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.866(p value=0.000). This implies that there is a higher likelihood that those groups with a well-developed communication plan were also more likely to access adequate funds from the youth enterprise development fund.

Correlations results also revealed that there exists a strong positive and significant correlation between having a written down organization structure and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.967(p value=0.000). This implies that there is a higher likelihood that those group with a written down organization structure were also more likely to access adequate funds from the youth funds.

Correlations results further indicated that there exists a strong positive and significant correlation between clarity of reporting responsibilities and reporting lines and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.928(p value=0.000). This implies that there is a higher likelihood that those groups with clarity of reporting responsibilities and reporting lines were also more likely to access adequate funds from the youth fund.

Correlations results revealed that there exists a strong positive and significant correlation between appointment of a communication champion and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.957(p value=0.000). This implies that there is a higher likelihood that those groups that have appointed a communication champion are also more likely to access adequate funds from the youth fund.

Correlations results indicated that there exists a strong positive and significant correlation between holding regular meetings and access to adequate funds from C-YES. This was supported by a correlation coefficient of 0.926 (p value=0.000). This implies that there is a higher likelihood that those groups which hold regular meetings are also more likely to access adequate funds from the youth fund.

5.3 Conclusions

This section presents the conclusions of the key findings of the study based on the already reported research questions.

5.3.1 Preferred Communication Channels for CDAs and Youth Groups

One of the objectives of the study was to determine the preferred communication channels for CDAs and youth groups. Following the study results, it was possible to conclude that there are different preferred channels of communication for the youths groups and the community development assistants. The preferred channels for both groups are use of telephone and sms, and may also use emails because these favour all the groups. The preferred channels for CDAs

are face to face, and letters. The preferred channels of communication for the youth group leaders also included use of social media (Facebook and Twitter).

5.3.2 Feedback mechanisms in CDA offices and Youth Groups

The study sought to find out the effectiveness of feedback mechanisms taking into consideration the youth group leaders and the community development assistants. Following the study results it was possible to conclude that the feedback mechanisms between youth groups and CDAs are not effective and this may have a bearing on the successful disbursement of youth funds. This conclusion was reached because both groups disagreed acknowledging the receipt of letters, emails, replying of emails, returning calls left on voice mail and confirmation of attendance or non- attendance to organized meetings.

5.3.3 Communication gaps in CDA offices and Youth Groups

The study sought to find out whether communication gaps exist. Communication gaps were analyzed for youth group leaders and the community development assistants. From the study findings it was possible to conclude that various communication gaps existed in youth groups as well as in CDA offices. This is because the youth groups leaders and community development assistants disagreed that they have well laid communication plan, a written down organization structure, there is clarity of reporting responsibilities and lines of communication, the groups hold meetings regularly and the groups have appointed one of the members as the communication champion.

5.3.4 Role of communication on the sustainable disbursement of Youth Enterprise Development fund and performance of Youth Groups

The other objective of the study was to examine the effectiveness of communication in the sustainable disbursement of Youth development fund and performance of Youth Groups. From the study findings it was possible to conclude that access and disbursement of youth enterprise development fund has not been successful. This is because the youth group leaders disagreed that they have managed to access funds from the youth fund kitty with ease. This might have been caused by poor communication channels used to deliver information about the availability of the funds.

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5.4 Recommendations

5.4.1 Preferred Communication Channels for CDAs and Youth Groups

The stakeholders are recommended to ensure that they use other channels other than face to face when communicating with youth leaders, the CDAs should also be encouraged to use social media as this may match the preferred channels of communication by youth group leaders. The stake holders are also recommended to use the channels of communication that suit both groups.

5.4.2 Feedback mechanisms in CDA offices and Youth Groups

Following study results, it is recommended that the stakeholders ensure that both groups have feedback mechanisms that will ensure that there are effective communication channels. The groups should agree on the channels of communication to use for example if they prefer emails, telephone, sms and social media.

5.4.3 Communication gaps in CDAs offices and Youth Groups

Following the study results it is recommended that the stakeholders ensure that all communication gaps that exist in CDAs and youth groups are filled. They should ensure that there are well laid communication plans, a well written down organization structure, clear reporting and lines of communication, and holding meetings regularly.

5.5 Suggested Areas for further research

The study recommends that future studies on this area should focus on the communication audit of the communication mechanisms that are being used by CDAs and the youth. In addition, further studies should consider the determinants of effective communication. Such a study would address the gap left out in this study of determining whether group characteristics such a size of youth group, legal status of youth group, gender and education level of youth leaders influence communication effectiveness.

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APPENDICES

QUESTIONNAIRE FOR YOUTH GROUP LEADERS

This questionnaire has been designed to gather information regarding the role communication is playing in the disbursement of the Youth enterprise development fund (YEDF) to youth groups in Nyeri town constituency through the Constituency Youth Enterprise Scheme (C-YES). All your responses and information in this questionnaire will be confidential and will be used by the researcher for the purpose of this study only, so please do not write your name. Please endeavour to all the questions.

Thank you in advance for answering these questions.

1. Name of the group...

2. Official position in the group...

3. Membership number...

4. Date of registration...

5. Main activities of the group...

PART 1: GENERAL /DEMOGRAPHIC DATA

1. Gender
    a) Male ☐   b) Female ☐

2. Age
    a) 18-30 years ☐
    b) 31-35 years ☐
    c) Above 35yrs ☐

3. Highest level of education
    a) Primary level ☐   b) Secondary level ☐

c) College level ☐   d) University level ☐

4. Group Size

    a) less than 10 members ☐   b) 11 to 20 members ☐

    c) 21 to 30 members ☐   d) More than 31 members ☐

5. Period of group existence

    a) less than 2 years ☐

    b) 3 to 5 years ☐

    c) over 5 years ☐

6. Legal status of group

    a) Registered CBO ☐

    b) Registered Partnership ☐

    c) Registered Company ☐

PART 2: Preferred Channels of Communication

6. This section aims at determining the preferred channels of communication. Please indicate your agreement or otherwise with the following statements using the following likert scale.

   Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1

	Strongly Agree=5	Agree =4	Neither Agree nor Disagree=3	Disag ree=2	Strongly disagree=1
I prefer to pass and receive information face to face					
I prefer to pass and receive information to others through telephone calls and texting sms					
I prefer to pass and receive information to others through facebook and twitter					

	Strongly Agree=5	Agree =4	Neither Agree nor Disagree=3	Disag ree=2	Strongly disagree=1
I prefer to pass and receive information face to face					
I prefer to pass and receive information to others through emails					
I prefer to pass and receive information to others through letters					

7. Which other channels of communication do you prefer ?_____

8. How do you access Government information? Through

   ( ) Public meetings   ( ) Chiefs   ( ) Radio   ( ) T.V   ( ) Religious leaders

   Any other...

9. Would you say information from the Government about C-YES is adequate?

   ( ) strongly disagree ( ) disagree, ( ) neutral, ( ) agree ( ) strongly agree

10. Please give your suggestions on how to improve it...

PART 3: Feeback Mechanisms

11. This section aims at determining the existence of effective feedback. Please indicate your agreement or otherwise with the following statements using the following likert scale.

   Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1

	Strongly Agree=5	Agre e=4	Neither Agree nor Disagree= 3	Disa gree =2	Strongly disagree =1

The CDAs always acknowledge the receipt of letters					
The CDAs always acknowledges the receipt of emails					
The CDAs always reply to emails					
The CDAs always return calls left on voice mail					
The CDAs always confirms attendance or non-attendance to organized meetings					

12. How would you describe the feedback process between the CDAs and the Youth Groups?_____

PART 4: Communication Gaps

13. This section aims at determining the existence of communication gaps. Please indicate your agreement or otherwise with the following statements using the following likert scale.

Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1

	Strongly Agree=5	Agree =4	Neither Agree nor Disagree= 3	Disagree =2	Strongly disagree =1
My Group has a well laid out communication plan					
My group has a written down organization structure					
There is clarity of reporting responsibilities and lines of					

	Strongly Agree=5	Agree =4	Neither Agree nor Disagree= 3	Disa gree =2	Strongly disagree =1
communication					
My group has appointed one of the members as the communication champion					
My group holds its meetings regularly					

PART 3: Disbursement of funds toYouth groups

14. This section aims at determining the level of disbursement of youth Enterprise Development fund. Please indicate your agreement or otherwise with the following statements using the following likert scale.

Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1

	Strongly Agree=5	Agree =4	Neither Agree nor Disagree=3	Disa gree =2	Strongly disagree =1
My group has managed to access adequate funds from C-YES and other Youth organizations					

15. Please briefly give suggestions on how you think information regarding the disbursement of

C-YES funds should be communicated……………………...............................

QUESTIONNAIRE FOR LOCATIONAL CDAs

This questionnaire has been designed to gather information regarding the role communication is playing in the disbursement of the Youth enterprise development fund (YEDF) to youth groups in Nyeri town constituency through the Constituency Youth Enterprise Scheme (C-YES). All your responses and information in this questionnaire will be confidential and will be used by the researcher for the purpose of this study only, so do not write your name. Kindly endeavour to answer all the questions.

Thank you in advance or answering these questions.

1. Location ....

2. Registered Youth groups...

3. Main activities...

PART 1: GENERAL /DEMOGRAPHIC DATA

4. Gender

  b) Male [ ]   b) Female [ ]

1. Age

   a) 18-30 years [ ]

   b) 31-35 years [ ]

   c) Above 35yrs [ ]

2. Highest level of education

    a) Primary level [ ]   b) Secondary level [ ]

    c) College level [ ]   d) University level [ ]

PART 2: Preferred Communication Channels

3. This section aims at determining the preferred channels of communication. Please indicate your agreement or otherwise with the following statements using the following likert scale.

    Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1

	Strongly Agree=5	Agree=4	Neither Agree nor Disagree=3	Disagree=2	Strongly disagree=1
I prefer to receive and pass information to others face to face					
I prefer to receive and pass information to others through telephone calls and texting sms					
I prefer to receive and pass information to others through facebook and twitter					
I prefer to receive and pass information to others through emails					
I prefer to receive and pass information to others through letters					

PART 3: Feedback Mechanisms

4. This section aims at determining the existence of effective feedback. Please indicate your agreement or otherwise with the following statements using the following likert scale.

    Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1

	Strongly Agree=5	Agree=4	Neither Agree nor Disagree=3	Disagree=2	Strongly disagree=1

	Strongly Agree=5	Agre e=4	Neither Agree nor Disagree= 3	Disa gree =2	Strongly disagree =1
The Youth Group Leaders always acknowledge the receipt of letters					
The Youth Group Leaders always acknowledge acknowledge the receipt of emails					
The Youth Group Leaders always reply to emails					
The Youth Group Leaders always return calls left on voice mail					
The Youth Group Leaders always confirms attendance or non-attendance of organized meetings					

5. How would you describe the feedback process between the CDAs and the Youth Groups?____

PART 4: Communication Gaps

6. This section aims at determining the existence of communication gaps. Please indicate your agreement or otherwise with the following statements using the following likert scale.

   Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly disagree=1

	Strongly Agree=5	Agree= 4	Neither Agree nor Disagree=3	Disag ree=2	Strongly disagree= 1
The CDAs office has a well developed communication plan					
The CDAs office has a written down					

	Strongly Agree=5	Agree= 4	Neither Agree nor Disagree=3	Disag ree=2	Strongly disagree= 1
organization structure					
There is clarity of reporting responsibilities and lines of communication in the CDAs office					
The CDAs office has appointed one of the officers as the communication champion					
The CDAs office holds its meetings regularly					

7. Have you put in place a specific communication strategy for C-Yes?

( ) Yes   ( ) No

8. In your assessment how do you rate youth groups' knowledge levels regarding C-YES?

( ) Below 50%   ( ) 50-75%   ( ) 76-100%   Other ratings.....................

9. Would you say the information given to youth groups regarding C-YES is adequate?

( ) strongly disagree ( ) disagree, ( ) neutral, ( ) agree ( ) strongly agree

10. What is the loan application trend by youth groups in your location for the last one year?

( ) Upward trend

( ) Downward trend

( ) Constant

11. What would you attribute the trend in No. 9 above to.....................

12. Briefly indicate the message you give to youth groups regarding C-YES.........................

13. How do you determine the messages to pass over to youth groups regarding C-YES?

( ) My own assessment of their information needs

( ) What they request me to tell them

( ) Official guidelines

Any other...

14. What are the key challenges to youth groups in your location.......................................

15. What are the specific challenges with regard to the disbursement of funds from C-YES

....

16. How do you learn about these challenges?

( ) From group leaders

( ) My personal assessment

( ) From local leaders

Any other..