

**PERCEIVED FACTORS INFLUENCING PARTICIPATION OF
YOUTHS IN COUNTY DEVELOPMENT PROJECTS IN SOTIK
SUB –COUNTY, KENYA**

BY

LANGAT JULIUS KIPKORIR

**A Research Project Submitted In Partial Fulfillment Of The
Requirements For The Award Of The Degree Of Master Of Arts In
Project Planning And Management Of
University Of Nairobi.**

2016

DECLARATION

This research project is my original work and has never been presented for the award of any degree in any other University.

Sign Date.....

Langat Julius Kipk orir

Reg. No: L50/71028/2014

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

Sign..... Date.....

Prof. Harriet Kidombo

SCHOOL OF COUNTINUING AND DISTANT EDUCATION

UNIVERSITY OF NAIROBI

DEDICATION

This research project is dedicated to my dear wife, Anne C. Langat who gave me hope during my study. It is also dedicated to my children Kevin, Devina, Gedion, Abigael and my mother Christine Chumo who have inspired me to reach this cadre in life.

ACKNOWLEDGEMENTS

I would like to sincerely thank the University of Nairobi for providing me, the opportunity which has enabled me to pursue Master of Arts in Project Planning and Management. My sincere gratitude goes to my supervisor Prof. H. Kidombo who has shown great interest by providing excellent guidance during my entire research. I value her advice and feedback throughout the research period. I would like to thank my lecturers; Mr. Joseph Awino, Mr. Kipkirui Rono, Mr. Rogito, Mr. Otundo and Mr. Mwangi who took me through the course units which are the pillars to my research study. I am very grateful to my colleagues, Mr. Kitur, Mrs. Winny, Mrs. Emmy and Mr. Mutai whom we shared a lot as their contribution helped me in shaping this research.

I would like to acknowledge the entire staff of Motiret Secondary School for their valuable inputs in this research. I would like also to acknowledge the support of the entire members of Sigorian Africa Gospel Church for their prayers and moral support they accorded me during my studies. Lastly but not the least, special thanks goes to the respondents. I greatly value their time and effort they put in responding to the questionnaires timely and their cooperation.

TABLE OF CONTENT

	Page
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES.....	vii
LIST OF TABLES.....	viii
LIST OF ABBREVIATIONS AND ACRONYMS.....	ix
ABSTRACT.....	x

CHAPTER ONE:

INTRODUCTION

1.1. Background of the study.....	1
1.2. Statement of the problem.....	4
1.3. Purpose of the study.....	5
1.4. Objectives of the study.....	6
1.5. Research questions.....	6
1.6. Significance of the study.....	6
1.7. Limitations of the study.....	7
1.8. Basic assumptions of the study.....	7
1.9. Delimitation of the study.....	7
1.10. Definition of Significant Terms used in the study.....	8
1.11. Organization of the study.....	8

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction.....	9
2.2. Concept of Youths participation in developments projects.....	9
2.3. Institutional and regulatory framework.....	10
2.4. Participation of Youths in decision making.....	13
2.5. Capacity building among youths on development projects.....	16
2.6. Level of Education on participation in development projects.....	18

2.8. Theoretical Framework.....	19
2.9. Conceptual framework.....	21
2.10. Literature gaps.....	22
2.11. Summary of literature review.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction.....	24
3.2. Research design.....	24
3.3. Target population.....	24
3.4. Sample size and sampling procedure	24
3.4.1. Sample size.....	25
3.4.2. Sample procedure.....	25
3.5. Research Instruments.....	25
3.5.1. Piloting of the study.....	26
3.5.2. Validity of the research instruments.....	26
3.5.3. Reliability of research instruments.....	26
3.6. Data collection procedures.....	27
3.7. Operationalization of the variables.....	28
3.8. Data analysis techniques.....	30
3.9. Ethical considerations.....	30

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction.....	31
4.2 Response rate	31
4.3 Demographic information of the respondents	31
4.3.1 Demographic data of officials	32
4.3.2 Demographic data of youth members	32

4.3.2 Demographic data of youth members	36
4.5 Influence of involvement of youths in decision making on Implementation of county development projects.....	37
4.6 Influence of capacity building on participation of youths in county development projects.....	40
4.7: Influence of Level of education on participation of youths in county development projects.....	43
4.8: Influence of youth participation on county development Projects.....	46
4.9 Correlation Analysis	50
4.9.1 Government and Institutional framework and youth participation	50
4.9.2 Involvement of youths in decision making and youth participation	51
4.9.3 Capacity building and youth participation	52
4.9.4 Relationship of education level and youth participation	53

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	55
5.2 Summary of Findings	55
5.2.1 Influence of institutional and regulatory policies on the youth participation in the implementation of county development projects	55
5.2.2 Influence of youth involvement in decision making on the youth participation in the implementation of county development projects.....	56

5.2.3 Influence of capacity building among youths on the youth participation in county development projects.....	56
5.2.4 Influence of level of education on the youth participation in county development projects	56
5. 3 Conclusion	57
5.4 Recommendations.....	58
5.5 Suggestions for further research	59
REFERENCES	60
APPENDICES	
LETTER OF TRANSMITAL.....	64
MORGAN’S TABLE.....	65
RESPONDENTS’ QUESTIONAIRES.....	66

Appendix	I:
Appendix	II:
Appendix	III:

LIST OF FIGURES

	page
Fig. 2.1 Conceptual framework.....	21

LIST OF TABLES

	Page
Table 3.1 Sampling Table.....	26
Table 3.1.Operationalization of Variables.....	29
Table 4.1:Distribution of officials according to gender.....	33
Table 4.2: Distribution of officials according to highest education level	33
Table 4.3: Number of year’s officials had served in the group	34
Table 4.4: Distribution of members according to gender.....	34
Table 4.5: Highest education level of youth members	35
Table 4.6: Duration of the youth members in the group	35
Table 4.7: Officials’ response on influence of Institutional and regulatory policies on youth participation in projects.....	36
Table 4.8: Members’ response on influence of Institutional and regulatory policies on youth participation in projects.	37
Table 4.9: Officials’ response on influence of involvement of youths in decision making on youths participation on projects implementation.....	39
Table 4.10: Members’ response on influence of involvement of youths in decision making on youths participation in projects implementation.....	40
Table 4.11: Officials’ response on influence of Capacity Building on youth participation in county development projects.....	42

Table 4.12: Members’ response on influence of Capacity building on youth participation in projects.	43
Table 4.13: Officials’ response on influence of Level of education on youth participation in projects.	45
Table 4.14: Members’ response on influence of Level of education on youth participation in projects.	46
Table 4.15: Officials’ response on influence of youths’ participation on implementation of county development projects.....	48
Table 4.16: Members’ response on influence of youths’ participation on implementation of county development projects.....	49
Table 4. 17: Correlation analysis on government and institutional framework and youth participation in county development projects.....	50
Table 4. 18 : Correlation analysis on involvement on decision making and youth participation in county development projects.....	51
Table 4. 19 : Correlation analysis on capacity building and youth participation in county development projects.....	52
Table 4. 20: Correlation analysis on level of education and youth participation in county development projects.....	53

LIST OF ABBREVIATIONS AND ACRONYMS

AGPO: Assess to Government Procurement Opportunities.

CIDP: County Integrated Development Plan

CoK: Constitution of Kenya.

DFID : United Kingdom Department For International Development

GOK: Government of Kenya.

KNBS: Kenya National Bureau of Statistics

SME: Small and Medium Enterprises.

NACOST: National Council for Science and Technology.

NGO: Non-Governmental Organization.

NSA: Non State Actors

NYP: National Youth Programme

PFM: Public Fiscal Management

PPOA: Public Procurement Oversight Authority

SWOT: Strengths, Weaknesses, Opportunities and Treats

UNDP: United Nation Development Programme.

ABSTRACT.

The youth in Kenya are one of the major assets for the newly established county governments as they can contribute immensely towards enhancing governance not only at the county but also the national level. The challenge however is upon young people to mobilize and organize themselves in order to meaningfully participate in governance. Leaders at both the national and county level can on their part ensure youth engagement by creating a conducive environment that allows for young people's participation. Contemporary development scholars have been advocating the inclusion of youth participation in development projects as they believe the avowed objectives of any project cannot be fully achieved unless people meaningfully participate in it. The purpose of the study is to investigate perceived factors influencing participation of youths in county development projects in Sotik Sub- County. This study is striving to determine how youths are involved in implementation of projects. The objectives of the study are: to evaluate institutional and regulatory framework; to assess youths decision making; to establish the capacity building and investigate the level of education in influencing youths participation in development projects in Sotik Sub- County. The study was based on the Arnstein's (1969) theory of community participation and Ludwig's theory of group functioning. Arnstein proposed a ladder of participation. Ludwig (1968) theorizes groups as systems. Groups are conceived as entities that reasonably can be differentiated from their environment and have some kind of boundaries across which interactions take place with the environment. The study targeted 1250 Youth group officials and 3750 Youth group members of all registered youths groups in Sotik Sub-County. Questionnaires was be used to obtain data from the participants. Descriptive survey design was used because it provided the real picture about the existing conditions without manipulating the variables. Stratified random sampling technique was adopted to select those who participated in the study. Descriptive statistics such as the frequencies and percentages was used to analyze quantitative data. The findings was presented using frequency distribution tables.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The youth constitute about 32% of the Kenya's estimated forty million people making this group a vital component of the country's political, social and economic development (KNBS, 2009). Such a percentage of youth presents a 'youth bulge', and having a population that is skewed towards the young can be a challenge for a country (UNDP, 2010). They are both tomorrow's leaders, parents, professionals and workers and today's assets. Properly supported and given the right opportunities, girls and boys, young women and young men can play a significant part in lifting themselves, their families and communities out of poverty. Too often, however, youth are considered only mainly as a problem to be contained; a threat to peace and security (Maguire, 2007).

Yuerlita, Febriamansyahv and Saptomo (2004) in a study in Indonesia notes that there is need to emphasize on equal participation between youth and older people in decision-making process, implementation, operation and maintenance and monitoring and evaluation. In decision-making process, the older people actively participate and they attend meetings more frequently than the youth. However, youth do not get any knowledge about the schemes during the project construction or trainings. Youth use the facilities more often than older people but lack of general knowledge on the schemes make the youth unable to do maintenance tasks. The sustainability of a project may be threatened because youth are not effectively involved in the project. Therefore, involving both youth and older people effectively in the project phases need to be emphasized and implemented in the achievement of project sustainability. McPherson (1993) observe that lessons from successful community based projects in Western Canada suggest that a sustainable community managed project must be demand driven, that the implementing agency provide an enabling environment, and that beneficiaries be legally empowered to assume ownership and responsibility for the completed systems. Brett, Margaret and Tammo (2007) in the results of a study in Mali indicate that while community-based rural water supply is a positive step in responding to the needs of rural Malians, the installation of boreholes with hand pumps informed merely by consultative participatory approaches and limited extension involvement will not necessarily proffer sustainable rural water supply in the region. A "platform" approach to rural

water supply management that can mobilize the assets and insights of different social actors to influence decision making at all stages, including the design and choice-of-technology stages, in water supply interventions is instead advocated.

A direct need exists for programmes and policy planners to better understand the role, impact, and possibilities presented by youth involvement in the community development process. Historically, youth input in decision-making, problem-solving, local action, and evaluation in communities has received only limited attention. However, recent trends suggest that youth are playing an increasingly important role in the development of their communities (Sherrod, Flanagan & Youniss, 2002). The involvement of youth, and their active collaboration with adults, contributes to local community development, while presenting opportunities for personal self-growth, skill enhancement, and leadership development. Previous research suggests that successful youth/adult partnerships encourage youth to develop the capacity to serve in organizations and be active community leaders (Brennan, Barnett & Lesmeister, 2006).

The youth in Kenya are one of the major assets for the newly established county governments as they can contribute immensely towards enhancing governance not only at the county but also the national level. The challenge however is upon young people to mobilize and organize themselves in order to meaningfully participate in governance. Leaders at both the national and county level can on their part ensure youth engagement by creating a conducive environment that allows for young people's participation. A positive development in the country has been the realization by the youth that they are significant agents in community, national and now county development and as a result, they have increasingly been engaging in development initiatives and re-shaping political processes in their constituencies and also at the national level, mainly through youth organizations. An aggressive youth discourse has emerged as a result of these concerted efforts re-configuring the social roles and responsibilities of young people in the country (IEA, 2010).

Both levels of government need to appreciate that young people have the idealism, resourcefulness, responsiveness and resilience in helping address the issues that affect the country and their counties. Issues to be considered by governments that will enable the realization of youth engagement in governance include creating an environment that encourages youth participation and acknowledging the role of youth in public policy formulation, planning, implementation,

decision-making and governance in general, offering a range of activities and providing youth with meaningful opportunities to participate in governance as this is likely to encourage more young people's participation. This creates a critical mass to the youth engaged in all spheres of governance thereby enhancing governance.

According to Dungumaro and Madulu (2011), the level of involvement of youth in community youth based projects is still low in most developing countries including Tanzania. Bell (2011) argues that youth involvement in community based projects is based on local youth consent in taking part in public decision making processes that affect their lives. Livingstone and Nikkhah and Redzuan (2009) note that participation in which people get directly involved in the projects ensures that they can take control of decisions that affect their lives.

Some of the existing opportunities for the youth to engage in governance under the devolved system include: Seeking elective positions that have been provided in the constitution at both the national and county level of government. Some of these positions include but are not limited to governors, members of parliament, ward representatives and women representatives. Youth in such positions would then be able to contribute towards tailoring of government policies and programs through the senate, national assembly or even the county assemblies. Being in such positions also allows the youth to directly implement policies at the various levels, engagement through the citizen fora to be established by residents of a city or county as proposed in the constitution and enacted in legislation, through organized groups such as the youth councils and youth organizations. The youth can use the fora to contribute proposals for inclusion in county and national policies, the annual budgets and estimates as well as development plans. Youth organizations engaging at the national level should establish networks with county based organizations so that grassroots input may be channeled into proposals to be made at the national level. The youth should seek participation in planning, budgeting and implementation of development at both levels of government as required by the constitution and legislation around devolution. Active participation by the youth in monitoring implementation of public funded development projects. The youth can mobilize pressure against corruption and rent seeking thus contributing towards ensuring transparency and accountability by duty bearers in the implementation of development projects.

Meaningful citizen participation in governance is a key ingredient for public reforms that were instituted by the Constitution of Kenya (CoK) 2010. Article 1 (1) of the Constitution vests all sovereign power to the people of Kenya. This power can be expressed through direct participation or indirectly through elected representatives. In addition, various pieces of legislations anchoring devolution highlight the principles of citizen participation. Together, these constitutional and legislative provisions avail various platforms for citizen participation in devolved governance. Citizen participation is one of the national values and is also one of the principles of public service as articulated in the Constitution in Articles 10 (2,a) and Article 232 (1).

From the constitutional, legislative, regulatory and practical perspectives, citizen participation is a two-way process where the government provides opportunities for citizen involvement in governance and the citizens choose whether or not to utilize these opportunities. The citizen may participate in: the identification of community needs, development planning for the county; county budget preparation and validation; implementation of development projects at the local level and in the actual monitoring and evaluation of projects or programs being implemented through public funds in the county.

There is growing momentum on youth participation within the development community. Governments around the world are increasingly supporting youth ministries, youth policies and youth programmes, and there is now greater recognition that young people are the future of their countries' development. But there is still a long way to go to realize this potential.

1.2. Statement of the Problem

The youth constitute the generation that has lived through the greatest social, political, intellectual, scientific and technological transformation in modern history (McWilliams & Siegel, 2001). This exerts its own unique pressures, which, coupled with crime, drug abuse and moral corruption creates a series of challenges (Maloni & Benton, 2000). Contemporary development scholars have been advocating the inclusion of youth participation in development projects as they believe the avowed objectives of any project cannot be fully achieved unless people meaningfully participate in it. Stone (2011) argues that youth participation in development projects may help bring effective social change rather than impose an external culture on a society. Similarly, referring to the experience of rural development programs, Shrimpton (2009) states that community participation

in the design and management of a project greatly enhances the likelihood of project success due to improved and increased sustainability.

Governments around the world are increasingly supporting youth ministries, youth policies and youth programmes, and there seems to be greater appreciation that young people are the future of their country's development. Kenya's youth have remained at the periphery of the country's affairs for decades since independence and their needs and aspirations have not been accorded due recognition. The youth have not been adequately engaged in the designing, planning and implementation of programmes and policies that affect not only them but also the country at large, and as a result, their knowledge, skills and energy has been underutilized. Kenya like many other developing countries however, still has a long way to go in realizing this potential amongst its youth. It is crucial that the newly established devolved governments engage the youth in governance and in making their development decisions, as this will ensure that policies formulated and services provided respond not only to the needs of youth but also to the citizen's real concerns. Despite the government's effort to empower the youth through their participation in community based projects, youth have not fully participated in such projects. For example, in Nyeri County youths do not participate in meetings to discuss the projects they intend to participate in. In several meetings that the researcher was part of the projects observed that majority of the participants in such meetings were elderly people. Among 8 meetings called upon by the officials to discuss such projects, youth were virtually absent (Wanyoike, 2013). This study, therefore aim at establishing the perceived factors that influence youth participation in county development projects in Sotik Sub-County.

1.3. Purpose of the Study

This research project seeks to establish the perceived factors that influence youth participation in development projects in Sotik Sub-County.

1.4. Objectives of the Study

The research was guided by the following objectives:

- i. To assess how institutional and regulatory framework influence youth participation in county development projects in Sotik Sub-County.
- ii. To determine how involvement in decision making influences youth participation county in development projects in Sotik Sub-County.
- iii. To explore how capacity building on youths influences their participation in county development projects in Sotik Sub-County.
- iv. To establish how level of education among the youth influences their participation in county development projects in Sotik Sub-County.

1.5 Research Questions

The research was guided by the following research questions:

- i. How do institutional and regulatory frameworks influence youth participation in county development projects in Sotik Sub-County?
- ii. How does involvement in decision making influences youth participation in county development projects in Sotik Sub-County?
- iii. How does capacity building on youths influences their participation in county development projects in Sotik Sub-County?
- iv. How does level of education among the youth influences their participation in county development projects in Sotik Sub-County?

1.6. Significance of the Study

The findings of the research are expected to add to the existing body of knowledge especially in the field of youth participation in county development projects. It is expected to bring out the factors that influence youth participation in development projects. This may help county development personnel in designing their projects in a manner that necessitated more youth participation. The study will be of significance to the Ministry of Youth Affairs in understanding the importance of the youth in the participation of county development projects, the problems they face and challenges in trying to be part and parcel of the county projects and also have their voices heard.

The findings of the study will form a basis for other scholars intending to carry out research in the area of youth participation in development projects.

1.7. Limitation of the Study

According to (Orodho,2004) a limitation is an aspect of study that the researcher knows may adversely affect the results of general ability of the study but over which he or she has no direct control over.

Getting the co-operation of the target population especially the youth group leaders could raised challenges because they feared giving answers that are contrary to their operation .However, they were assured of the confidentiality of the information. Securing appointments from those in authority or office was also a challenge due to their busy schedules. There was also a tendency of suspicion and misrepresentation of facts in order to deliberately give favourable information by the respondents. This was overcome by informing them that the research is purely for academic purpose and the data collected will be treated with a lot of confidentiality.

1.8. Basic assumption of the Study

The study assumes that the respondents are available and that they will provide reliable and valid information that will be used to make conclusions in relation to the study. Another assumption is that the youths and Sub-County officials are interested in the findings of the research hence will cooperate with the researcher.

1.9. Delimitation of the Study

The study was carried out in all the registered youth groups in Sotik Sub-County. The respondents in this study will be the elected youth leaders and members of the groups. The study will be confined to the factors influencing the participation of youths in development projects in Sotik Sub-County. This Sub-County was chosen because it has the highest number of registered Youth Groups in the entire Bomet County.

1.10. Definition of Significant Terms used in the study

Capacity building: planned development of knowledge, output rate, management, skills and other capabilities of a person through acquisition and training.

Decision making : opportunity for the youth to take part in formulation of decision for the project.

Institutional and regulatory framework: government principles that guide decision on youth participation on development projects.

Level of education : academic achievement of the youth whether in primary, secondary, college of university.

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

1.11. Organization of the Study

The study is organized into three chapters; Chapter one of the study give the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study and definition of significant terms used in the study. Chapter two reviews the literature related to the study from a global perspective up to the area of study. It also addresses the empirical literature related to the study based on the research objectives and summary of literature review.

Chapter three describes research methodology t used in the study including the research design, target population, sampling procedures, data collection procedures, operationalization of variables, data analysis techniques and ethical considerations. Chapter Four presents data analysis, presentation and interpretation of data while Chapter Five entails summary of findings, discussions of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITEATURE REVIEW

2.1 Introduction

This chapter covers the literature review related to the study. It examines the concept of youth participation in county development projects, influence of institutional and regulatory framework, decision making, capacity building and level of education in their participation in county projects in Sotik Sub-County.

2.2 Concept of youth participation in Development Projects

Involvement or participation has become one of the important conditions and is essential for the implementation of programmes and projects and also a fundamental condition to attract projects and programmes. Brager, Specht, and Torczyner (2007) defined participation as a means to educate citizens and to increase their competence. It is a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power. Armitage (2010) defined participation as a process by which the community act in response to public concerns, voice their opinions about decisions that affect them, and take responsibility for changes to their community. According to Paul (2009), youth participation in community projects implies a proactive process in which the beneficiaries influence the development and management of development projects rather than merely receiving a share of project benefits. Sara and Katz (2009) notes that community participation creates an enabling environment for sustainability by allowing users, as a group to select the level of services for which they are willing to pay, to guide key investment and management decisions, and also to make choices and commit resources in support of these choices.

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

The National Youth Policy (NYP) views youth as the largest source of human resource in the country, and recognizes their exclusion from national affairs, including the design and implementation of programmes and policies that affect them (GOK, 2006). The policy provides a broad framework to address the issues affecting youth through meaningful engagement in socio-economic and political development programmes. Youth participation will make them to be

involved in youth organizations and associations, as they continuously contribute towards political stability, social cohesion and economic prosperity. They are increasingly engaging in community action and voluntary activities to devise innovative responses to major issues affecting them and in the process, creating their identity (Boeck and Honwana, 2005).

Youth should take up a meaningful role in addressing relevant issues from the lowest level of governance through organized groups and existing forums. Participate in decision making that can lead to better outcomes for their lot as well as the community. Take advantage of existing devolved resources at the county level such as the Youth and Women Enterprise Development Funds to initiate development projects. The youth should also apply for tenders to provide goods and services for public functions. Youth should consider joining political parties and seeking positions in these parties so that they may have influence from within as opposed to being engaged by politicians during election time only. Youth can teach the community on various issues of importance such as legislations, government policies and programs, and make people participate in the processes that shape the society. The youth can participate in the vetting of officials offering themselves for leadership positions in their localities and also at the national level. This would ensure that only credible people of high integrity get elected into public offices, effectively denying corrupt and inefficient persons from taking up public offices.

2.3 Institutional and Regulatory Framework and participation of youths in County Projects

Public participation is a principle that has been given prominence in the Constitution of Kenya 2010. The people's sovereign power can be expressed through direct participation or indirectly through elected representatives. Article 10 (2) of the Constitution provides that public participation is a national value and principle of governance. The principle of public participation is echoed across the Constitution. The public is expected to participate and be involved in the legislative and other business of Parliament and its committees. One of the objects of devolution is to give powers of self-governance to the people and enhance the participation of the people in the exercise of the powers of the State and in making decisions affecting them. Participation should imbue all public affairs and be promoted by both State and Non-State Actors (NSAs) acting in public interest. The Constitution particularly sets key requirement for Parliament and the County Assemblies to

provide frameworks for public participation in legislative processes. This emphasis for the people's representatives to ensure public participation underscores the fact that the election of representatives does not negate the need for people to continuously be involved in governance processes. This could be established through administrative and/or legislative frameworks/guidelines. Parliament and County Assemblies are required to enact legislation on participation and also develop procedural guidelines for people to exercise this right. The Fourth Schedule of the Constitution gives County Governments the power to ensure and coordinate the participation of communities in governance at the local level and assisting communities to develop the administrative capacity for the effective exercise of the functions and powers and participation in governance at the local level.

Conversely, devolution may lead to the translation of national government bureaucracies, poor utilization of resources, rent seeking and lack of accountability to the sub-national units. With the foregoing therefore, policies to support new, flexible approaches to ensuring a greater degree or active participation by citizens are necessary and captured in the Constitution and legislative framework. The Constitution provides that the marginalized and minorities have the right to fully participate in the integrated social and economic life of Kenya as a whole and in the counties in particular. County governments should enact legislation that promote the interests and rights of minorities and marginalized communities in county development. Additionally, there should be a commitment to affirmative action and equal opportunity if participation in governance and development is to be realized by all individuals and groups of people regardless of bias factors such as ethnicity, race, colour, religion, sex, age, genetic information, or disability.

In Tanzania, the current National Youth Development Policy of December 2007 has been developed and adopted by Ministry of Labour, Employment and Youth Development that has mandate on youth development issues. This policy comes after review of the previous Youth Development Policy of 1996 that received challenges due emergence of new cultures, new values and orientation. The policy Vision is to have empowered, well-motivated and responsible youth capable of participating effectively in social, political and economic development of the society and Mission to create an enabling environment for youth empowerment and enhancement of employment opportunities and security. The National Youth Development Policy overall objective

is to empower and guide youth and other stakeholders in the implementation of youth development issues. The policy recognizes the problem of youth unemployment among youth completing primary and secondary schools as well as those in higher learning institutions. It further acknowledges that most of these young people are unable to work in an informal sector because of lack of capital, lack of work facilities, insecurity and lack of work premises. However the policy recognizes agriculture and animal husbandry as the largest employer in Tanzania. It also acknowledges that due to poor infrastructure many young men and women have not been attracted to join the sector Rutta (2012).

From the constitutional, legislative, regulatory and practical perspectives, citizen participation is a two-way process where the government provides opportunities for citizen involvement in governance and the citizens choose whether or not to utilize these opportunities. The citizen may participate in: the identification of community needs, development planning for the county; county budget preparation and validation; implementation of development projects at the local level and in the actual monitoring and evaluation of projects or programs being implemented through public funds in the county. The public can also support mechanisms of social accountability by participating in Local referendum, town hall meetings, and visiting development project sites. The Public Finance Management (PFM) Act, 2012 provides for public participation in public financial management and in particular: the formulation of the County Fiscal Strategy Papers (CFSP), County Budget Estimates; County Integrated Development Plans (CIDP). County Government Act 2012 Part 2 Section 6 states that in exercising its powers or performing any of its functions a county government shall ensure efficiency, effectiveness, inclusivity and participation of the people.

The County Governments Act, in sub section 91 identifies modalities and plat forms for citizen participation. These obligate the county government to facilitate the establishment of structures for youth participation among them information communication technology based platforms, town hall meetings, budget preparation and validation fora, notice boards that announce jobs, appointments, procurement, awards and other important announcements of public interest. The Kenyan government implemented AGPO project whereby 30% of government procurement budget was preferred for youth, women and persons with disabilities .AGPO project has failed to meet the anticipations set by the government whereby few groups have benefited from the plan.

Additionally, a number of problems have, been cited by the special groups. These include lack of access to information, lack of funding, poor tendering process and lack of training. The successfulness of AGPO is highly influenced by policies undertaken by the government. An inefficient regulatory and inappropriate institutional structure has also been a major constraint to AGPO.

2.4 Decision Making and participation of Youths in County development Projects

A primary goal of youth development is to increase young people's involvement in decision-making. However, the justification for including young people in decision-making is not singularly about youth development; it is also the essence of representative democracy, to ensure the voice of a substantial part of our population is heard (McGachie & Smith, 2003). Youth participation in decisions affecting their lives is a right recognized under the United Nations Conventions on the Rights of the Child, which has been ratified by New Zealand. It is essential for community-based projects which support young people to have substantial youth input, a concept which is now widely supported both in New Zealand and elsewhere. Extending this concept, young people should not be limited to making decisions on issues presented to them, but should also be involved in wider processes – for example, determining which decisions are to be made, and how they are to be made. Hence, youth participation, operating at a high level, means young people in governance.

In Australia, the Youth Affairs Council of Victoria (2004) notes that there are different levels of involvement that young people may have in committees, boards or other governance structures. Each of these different levels has different advantages and disadvantages and may suit different types of projects. Each level, however, can involve meaningful youth participation. The Youth Affairs Council of Victoria (2004), also note that committee structures can change over time. Flexibility is important, as it may mean that the final model employed is tailored specifically to the needs of the young people who are involved. This is likely to have better results than a governance structure which is imposed, and ultimately improve the sustainability of the process. While young people are frequently recognized as having worthwhile and unique input, it is also necessary to acknowledge that young people can have different ways of expressing their ideas and

may be comfortable in different settings than adults. Ultimately, when young people have appropriate fora to express themselves, the quality of output is often sufficient to convince the adults involved that the involvement of young people is beneficial (McGachie & Smith, 2003).

In Poland, there is a wide gap between the people and the decision-makers. The social hierarchy is much stronger than, for example, in the Scandinavian countries and people sometimes experience difficulties in getting on speaking terms with decision-makers. The youth sector is not a priority for the politicians, according to the Polish participants. As a youth worker there is limited room to maneuver when trying to work with the public political structure. To a certain extent the youth policy of the European Union forces the politicians to take action and to open up channels for communication with young people. Youth issues are still a matter for voluntary associations and NGOs, with little or no contact with the authorities. The diametrical opposite of Poland seems to be a country such as Luxemburg, with a totally different structure and also just half a million inhabitants. There, the structure is unique in some sense as a national youth service has direct responsibility for all youth centres, which are places that offer different activities for young people all over the country. This National Youth Service contributes funds for projects devised by young people at the youth clubs, and the youth workers employed there help them to realize their ideas. Each youth worker needs to play an active role in these projects since youth workers are responsible for the project budget. Since it seems that the Netherlands is a country with a high level of youth participation and awareness by the authorities of issues concerning young people, the Dutch participants actually appeared to be quite satisfied with the conditions in which they worked. The Netherlands has an established system for meeting young people, while the Dutch participants claimed an awareness of knowing how to approach young people who are not yet organized. Youth issues have been decentralized in the Netherlands since the late Eighties. (The Swedish National Board for Youth Affairs 2009)

Funded by the US embassy in Cameroon to the tune of \$10 000, YERP mobilized over 100 000 youths in Cameroon to register on the newly constituted electoral register in North West Cameroon, from June 2012 to July 2013. The initiative combated voter apathy amongst these youths and promoted their active participation in the electoral process. It made use of a wide range of innovative approaches including using social media to reach out to thousands of youths to

educate them about their political rights and responsibilities as citizens of Cameroon. It resulted in record numbers of youths successfully registering to stand for public office in the upcoming 2013 parliamentary and local council elections.

It is necessary for all aspects related to project development and implementation to be based on youth preferences. Youth must have the necessary information to understand options, and on available alternatives and associated costs, to help them in making rational and socially optimal decisions. Furthermore, the youth need to willingly contribute to the development and operation of the project and not to be coerced. Those responsible for managing community based projects should represent the diversity within the community, and be elected democratically. The youth need to assume responsibility for the project through realizing that its survival or collapse depends on their investment, for example, in terms of time, physical and financial capital. The youth also have to have the authority to make decisions relating to the project on behalf of the users. The youth should be able to make major decisions relating to the project and determine the outcome of the decisions. Rono and Aboud (2003) in a study of the Nandi community participation in projects recommends that policy makers, development planners and implementers should ensure that people in the community are made aware that their level of work ethic, involvement and participation is responsible for the poor performance of their community development projects. If the Nandi rural economy is to be revived, agents of change ought to guide the rural population towards involvement and full participation in projects which are meant to improve their welfare.

2.5 Capacity Building and Participation of Youths in County Development Projects

Training is important in team development and includes actions designed to improve the skills, knowledge and competencies of the project team for example general management skills is important for team development (Knipe et al, 2010: 200). Many studies and investigations pointed lack of skills and low level of education as a factor that compromised the success of community projects. In community Based Disaster Management projects, the need for community training in accordance with the objectives of the project was identified among the key factors for enhancing

sustainability (Pandey and Okazaki, 2005: 5). Pandey and Okazaki (2005: 7) further indicated that community based action plans and training improve community problem solving skills. In Thailand, the Asian Centre for Tourism Planning and Poverty Reduction (2008: 7) established a capacity building program on community based tourism project with the aim of enhancing knowledge and understanding of local communities in developing community-based tourism projects through organising training courses for the local community. One of the outputs from training, in addition to knowledge and attitude changes, was that the community had a chance to do a SWOT analysis and was involved in setting a community vision, direction and plan (Asian Centre for Tourism and Poverty Reduction, 2008: 7). According to Tshitangoni (2010: 1012) 27% of project members did not have any formal education which was critical in ensuring project sustainability because educated members may easily grasp and implement skills that they received during training. The community development support project established in Kayes and Koulikoro had as one of its objectives addressing high level of illiteracy affecting mainly women (Nzau-Muteta et al, 2005: 17).

Creation of awareness/Information access also contributes greatly to youth participation in government tenders. Awareness is defined by Baron and Shane (2007) as the competitive force, the most important force that an enterprise can have. Njiraini and Moyi (2006) argue that most MSEs rarely participate in government purchasing in Peru due to lack of information about the market. Research with SMEs in Northern Ireland and Ireland suggests that they are often unaware of, or have limited knowledge of how to access public procurement opportunities. For example, the 2009 FSB survey found that half of SMEs in Northern Ireland were unaware of any public procurement information sources, and 48% were unaware of e-sourcing (the civil service e-tendering website). In addition SMEs were found to lack the time and resources required to source contracts FSB Northern Ireland (2009). According to InterTradeIreland (2009) report of the same year, it was found that lack of knowledge in how to access the public procurement market is a significant factor in SMEs not targeting the market. This was particularly the case for lower value contracts, which may not be advertised widely. In most developing countries, market signals on business opportunities, customer trends, methods of organization, etc., are not communicated, effectively, to the SMEs (Ladzani 2001; Okello-Obura ... *et al* 2008). The SMEs perform better in information-rich environments (Moyi 2000 &Ladzani 2001). To achieve quality within the

information rich environment, some notable challenges need to be handled head on. Small and Medium Enterprises (SMEs) in Uganda face the following difficulties identified by the Commonwealth Secretariat (2010): insufficient knowledge of the formal tendering process; no feedback was made available about previous unsuccessful tenders (Obanda, 2011). According to InterTradeIreland (2009) SMEs often are not well-acquainted with public procurement language and procedures, and may face more difficulties than larger organizations when looking for relevant opportunities and drawing up tenders. The InterTradeIreland report in 2009 supports this finding, noting that buyers have found that SMEs fail less on compliance issues and are more likely to be unsuccessful in procurement opportunities as a result of failure to write “intelligent” tenders. The report also noted that many companies may consider tendering for public work if they were supported in improving their resources, knowledge and skills.

In cognizant of this, the government of Kenya has put in place avenues through which the youth can access information on government tendering: There is continuous capacity building on how to write formal tenders by the government through the PPOA. Through suppliers forums, the bidders are also enlightened on the public procurement system and the continuous improvements the government is undertaking to make it easy for the SMEs. This helps in changing the public perception that the public procurement system is complex, costly and time consuming. The government has also required all public procuring entities give feedback to unsuccessful bidders, indicating why they did not win a certain tender. This not only motivates them to participate more, but also helps them improve on the areas that made them not win the tender. High value contracts are published on daily papers and departmental websites, (GoK, 2013). There is also a requirement from the PPOA that procuring entities post their tender opportunities within certain thresholds in the PPOA website. (PPOA, 2007) .The government, through the National Youth Council has also been sensitizing the youth on the opportunities available for the youth even at the county level. In a study on the uptake of government tenders by youths in Nairobi County, it was found out that many youth have little or no experience of tendering in the public sector feel that they do not have the appropriate capability in terms of knowledge and skills. It is clear from the findings that SMEs are often not well-acquainted with public procurement language and procedures, and may face more difficulties than larger organizations when looking for relevant opportunities and drawing up

tenders. Consequently, the government has put commendable effort to create awareness on public procurement opportunities amongst the youth.(Wangai 2014)

2.6 Level of Education and Participation Of Youths in County Development Project

Education is a major determinant of effective participation in community development projects. The educated people would most likely appreciate community development better than the less educated. If the people appreciate development his attitude towards participating in community projects is likely to be favourable. A study by Angba et al.(2009) in evaluating the effect of level of education on youth participation in community projects in Rivers State, Nigeria revealed that youth who were better educated participated actively than those not very well educated. Findings revealed that some relationship exist significantly between socio-demographic characteristics such as educational level and the attitude of youths towards community water projects. Educational levels are highly significant in the extent, intensity and pattern of participation. He further stated that participation increases with education, but beyond the high school level the increase is greatest in non-church-related organizations. It was further expressed that effective participation obviously requires communicative and human relational skills which must be learned; hence those who are better educated would be better empowered for participation because their attitude would likely be favourable. Asiabaka (1990) found that educated youth participated more in the rural development programme of government (Better Life Programme). Ani (1999) had reported the importance of education among rural development agents. The youths are potent agents in development in many rural and urban communities. Jibowo and Sotomi (1996) in their study found that statistically significant relationship existed between age, level of formal education, occupation and participation in youth programmes. Education has been acknowledged by many authors as key to development of an individual's learning and skill training.

Accessibility and attainment of quality education continues to serve as a catalyst of attaining further opportunities for upward social mobility and better social relations. Youth participation and by extension youth development is a function of the socio-economic development of the household from which they emerge. Households that are able better able to support the personal development of its members have the propensity to improve the social capacity of its members and be better able to organize and strengthen current contributions.

2.7 Theoretical Framework

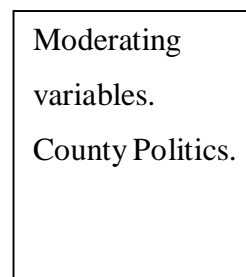
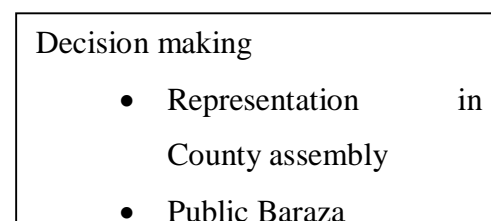
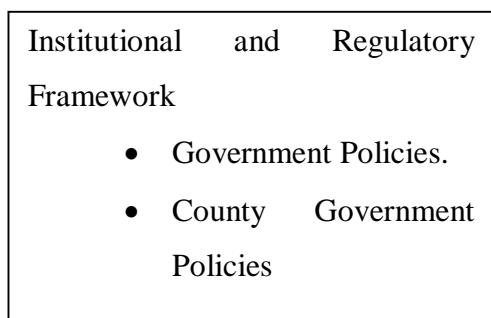
The study was based on two theories. Arnstein's (1969) theory of community participation and Ludwig's (1968) theory of group functioning. Arnstein proposed a ladder of participation. He stated that participation in community activities is influenced by a number of factors which include centre of power, Issues of process and capacity, group leadership, attitude that the participants have towards the project. Arnstein states that in particular, there has been a shift towards understanding participation in terms of the empowerment of individuals and communities. This has stemmed from the growing prominence of the idea of the citizen as consumer, where choice among alternatives is seen as a means of access to power. Under this model, people are expected to be responsible for themselves and should, therefore, be active in decision-making. This theory is applicable to this study since youth participation is also influenced by similar factors as proposed by Arnstein.

Ludwig von Bertalanffy (1968) theorizes groups as systems. Groups are conceived as entities that reasonably can be differentiated from their environment and have some kind of boundaries across which interactions take place with the environment. Transactions from the environment to the community systems are inputs while boundary management is important to sort acceptable inputs from other potential stimuli through coding. Most groups are open systems taking into account the possibilities for spontaneous internal action and other forms associated with living behavior.

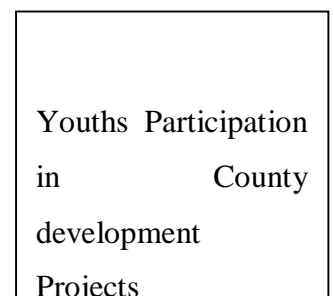
This theory formed the basis of this study since youth groups' achievements of the goals are supported by the opportunities present both within and outside the youth group environment. These opportunities include accessibility to loans and other financial services, availability of market, education and training, technological advancement and infrastructure among other factors. On the other hand, some challenges such as lack of credit, poor management, competition and insecurity may hinder the success of youth groups.

2.8 Conceptual Framework

Independent variables



Dependent



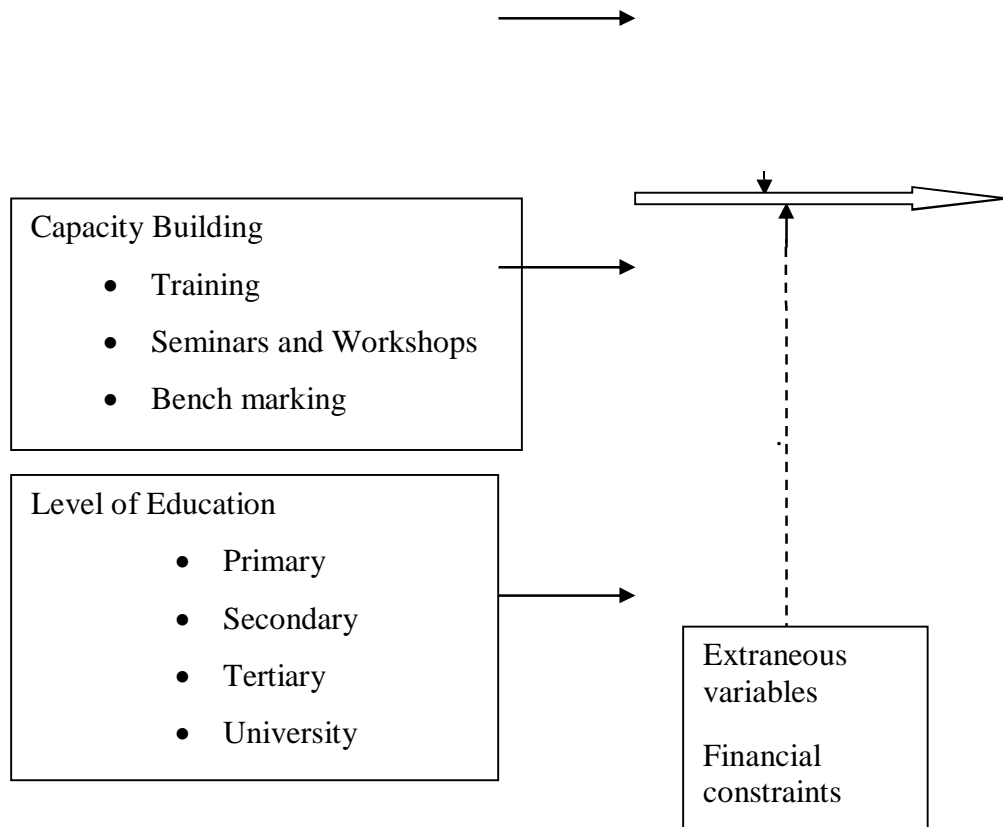


Figure 2.1. Conceptual framework

2.9 Literature Gaps

In the course of reviewing literature the researcher has identified several gaps in existing studies. Studies on the factors influencing youth participation in development projects and with particular reference to Bomet County, Kenya . Moreover, the nature of the influence of such factors on youths on the way they feel about participating in community development projects is not clear. (Angba,2009).

Studies by Wangai (2014) only looked uptake of government tenders by youths, but did not consider participation of youths in other development projects .This therefore underlined the need

to fill this gap by carrying out this study. It is therefore, the purpose of this study to investigate the factors influencing participation of youths in development projects in Bomet County.

2.10 Summary of Literature Review

Pran, Manga and Wendy Muckle (Chappel, 2008) suggest that youth participation may be a response to the traditional sense of powerlessness felt by the general public when it comes to influencing government decisions: “people often feel that health and social services are beyond their control because the decisions are made outside their community. Involvement or participation has become one of the important conditions and is essential for the implementation of programmes and projects and also a fundamental condition to attract projects and programmes. It is also considered as a method capable of solving problems of maintenance of essential services that some of our communities meet like inadequate access to water and sanitation and lack of public funds. Community project are recognized as an integral component of economic development and a crucial element in the effort to lift countries out of poverty (Wolfenson, 2001). Such projects are a driving force for economic growth, job creation, and poverty reduction in developing countries. They have been the means through which accelerated economic growth and rapid industrialization have been achieved (Harris et al, 2006; Sauser, 2005). According to Paul (2009), youth participation in community projects implies a proactive process in which the beneficiaries influence the development and management of development projects rather than merely receiving a share of project benefits. Sara and Katz (2009) notes that community participation creates an enabling environment for sustainability by allowing users, as a group to select the level of services for which they are willing to pay, to guide key investment and management decisions, and also to make choices and commit resources in support of these choices.

Narayan, 2005; Yacoob and Walker, 2011; McCommon, Warner and Yohalem, 2009; and Wright, 2007 summarize indicators of youth participation in community based projects and management as participation in decision-making, control, community contribution, representation, responsibility, authority and informed choice.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in the study. It also describe the research design, target population ,sample size and sampling procedures, research instrument, piloting of the study, reliability of the research instrument, data collection procedures, data analysis technique and ethical considerations.

3.2 Research Design

This study used a descriptive survey design. This is suitable to the study because data will be gathered with the aim of describing the nature of existing conditions; identify the standards against which existing conditions can be compared and determine the relationship existing between specific events (Orodho, 2005).

In addition, the study seeks to uncover the nature of factors involved in a given situation; the degree in which it exists and the relationship between them (Travers, 1969). This design is suitable since the objectives are systematic or description of facts and characteristics of a given population or sample of population or area of interest is accurate and factual (Kothari 2007).

3.3 Target Population

The research study was carried out among the youth group officials and youth group members in Sotik Sub- County. These people have substantial content relating to youth participation in development projects. The target population consists of 1250 Youth Group Officials and 3750 Youth Group Members, making a total of 5000 people.

3.4 Sample Size and Sampling Procedure

This section provides the sample size that the researcher used in the study. In addition, it also gives the sampling procedure that was followed in drawing up the sample used in the study.

3.4.1 Sample Size

This study targeted 1250 Youth Group Officials and 3750 Youth Group Members, making a total of 5000 people.

3.4.2 Sampling Procedure

According to Krejcie and Morgan (1990), a sample size of 357 is appropriate for a target population of 5000. The researcher used stratified sampling to identify sub-groups in the population and their proportions and then select from each sub group, hence forming a sample size

of target 89 Youth Group Officials and 267 Youth Group Members, making a total of 356 people. From here, the number of respondents is then selected, as shown in the table below.

Table 3.1 Sampling Table.

GROUP	TARGET POPULATION	SAMPLE SIZE
Youth Group Officials	1250	89
Youth Group Members	3750	267
Totals	500	356

3.5 Research Instruments

The researcher used questionnaires to obtain data from youth group officials and youth group members. A questionnaire is a tool with a list of questions which a respondent is required to respond to (Mugenda, 1999).

They were taken to the area of study and given to the sampled population to respond to. Kothari (2008), points out that, questionnaires are more objective as compared to interviews since they gather responses in a standardized way, while at the same time ensuring confidentiality.

The researcher used both open-ended and close-ended questions to collect the data. Close-ended questions are presented in a Likert-scale, so as to allow participants to respond with a degree of agreement or disagreement.

3.5.1 Piloting of the Study

A pilot study was done in Chepalungu Sub-County. Therefore, a pre-test sample of a tenth of the total sample with homogenous characteristics is appropriate for carrying out a pilot study (Mugenda and Mugenda, 2003). The designed questionnaires are administered to 125 Youth Group Officials and 375 members. The researcher used split-half technique by randomly dividing the sample into two sets and then administering the instrument to each group to respond to. This aided the researcher in checking the consistency by comparing the responses obtained from each half.

3.5.2 Validity of the Research Instruments

Validity in relation to research is a judgment regarding the degree to which the components of the research reflect the theory, concept, or variable under study (Streiner & Norman, 1996). This is the degree to which a test measures the variables it claims to measure (Kothari & Paks, 1998). Validity of an instrument represents the degree to which a test measures what it purports to measure (Borg & Gall, 1983).

In this study, content validity was addressed. This is the extent to which different items in the assessment measure the trait or phenomenon they are meant to. Content validity is the degree to which data collected using particular instruments present a specific domain of indicators or content of a particular concept (Mugenda and Mugenda 2003).

Opinions of Youth Group Officials and members were used to check the questionnaires so as to ascertain if all themes in objectives are captured in order to assess the content validity.

3.5.3 Reliability of the Research Instruments

Reliability is the consistency of measurement over time, whether it provides the same results on repeated trials. It is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda and Mugenda 2003).

An instrument is reliable if it can measure a variable accurately and consistently and obtain the same results under the same condition over time. The split-half technique was used to determine the reliability of the instruments. The same questionnaire was administered to the sample which was randomly divided into two halves. Thereafter, the researcher used Pearson's product moment correlation co-efficient to compare the correlation between the two total 'set' scores. A coefficient of 0.8 was found hence considered to be appropriate.

3.6 Data Collection Procedures

The researcher collected data from selected respondents after seeking consent from the Sub-County Youth Officer and obtain a research permit from NACOST which enabled him to embark on the process of collecting the data. This was done after getting the sample population. The researcher requested the respondents to fill the questionnaire as honest as possible. Follow up was carried out to check whether the questionnaires are fully filled. The respondents gave more time to enable them complete filling questionnaires. Data collected was presented in a form of frequency tables and percentages so as to facilitate easier understanding and interpretation.

3.7 Operationalization of the Variables

Objectives	Independent Variables	Dependent Variable	Indicators	Measurements	Scale of Measurement
------------	-----------------------	--------------------	------------	--------------	----------------------

1. Factors influencing participation of youths in county development projects in Soti Sub-County	Youths participation.	Youth Participation in County Development Projects	Sustainable projects	To know the current state of Youths participation in County development projects	Interval
2. To evaluate the extent to which Institutional and Regulatory Policies influences Youths participation in County development projects.	Institutional and Regulatory policies	Youth Participation in County Development Projects	Government Policies County Government policies	If County Government is adhering to National Government Policies How is County Government implementing policies on youths participation	Nominal Ordinal
3. To determine the extent to which Youths are involved in Decision Making.	Decision Making.	Youth Participation in County Development Projects	Youths representation in County Assembly Public Barazas Youth Forums	If Youths are represented in County Assembly If Youths are participating in Public Barazas If Youths have Youth Forums	Nominal Nominal Nominal

4. To establish the extent to which Capacity Building influences Youths participation in County development Projects.	Capacity Building	Youth Participation in County Development Projects	Training	If members are trained on Project Implementation	Nominal
			Seminars and Workshops	If Youths are attending Seminars and Workshops	Nominal
			Bench Marking	If Youths are bench marking on other Counties.	Nominal
4. To investigate the extent to which Level of Education influences Youths participation on County development projects	Highest Level of Education	Youth Participation in County Development Projects	Primary level	Number of members who completed primary school	Ordinal
			Secondary Level	Number of members who completed secondary school.	Ordinal.
			Tertiary Level	Number of members who completed tertiary education	Ordinal
			University Level	Number of members who completed university education	Ordinal

Table3.2 Operationalization of Variables.

3.8 Data Analysis Techniques

This is the process which the researcher used to interpret the data collected in a systematic way so as to make sense out of it. Questionnaire was used to collect raw data from the field.

The data is mainly quantitative thus it was translated from quantitative. The researcher examined questionnaires carefully so as to check on their completeness and consistency. A serial number was assigned and the number identified for each respondent. Moreover, tabular reports were generated from the data. Descriptive statistics, where percentages and frequencies was used to analyze the data. This was appropriate for the study, since descriptive statistics helps in description, analysis and interpretation of the situations the way they are at the time of study.

3.9 Ethical Consideration

The researcher obtained a permit from the Sub-County Youth Officer. The researcher also obtain a research permit from National Council for Science, Technology and Innovation (NACOSTI). This enabled the researcher to proceed with the process of carrying out the study. The researcher introduced himself to the respondents, brief them on the study and explained to them the purpose of carrying out the study.

For confidentiality, names of the respondents were not used in the study and no respondent was coaxed to fill in the questionnaires. All the respondents were treated with a lot of respect and the information given was used for academic purpose only

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This study investigated the perceived factors influencing youth participation in county development projects in Sotik Sub-County. The study specifically established the influence of institutional and regulatory framework, involvement in decision making, capacity building and level of education on youth participation in county development projects in Sotik Sub-County.

4.2 Response rate

Out of the 89 officials and 267 youth members sampled in the study, 60 officials and 248 youth members responded and returned the questionnaires this was 86.5% hence was deemed as adequate for data analysis. This further implies that there was a fair representation of respondents.

4.3 Demographic information of the respondents

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

4.3.1 Demographic data of officials

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

Table 4.1 tabulates the age of the youth officials

Table 4.1 Distribution of officials according to gender

Gender	F	%
Male	40	66.7
Female	20	33.3
Total	60	100.0

Table 4.1 shows that 40 (66.7%) of youth officials were male and 20 (33.3%) were female.

This indicates that the youth officials were not gender biased.

Table 4.2 Distribution of officials according to highest education level

Highest education level	F	%
Primary level	10	26.0
Secondary level	20	36.0
College level	25	29.3
University level	5	8.7
Total	60	100.0

Data shows that 25 (29.3.0%) of officials had college level of education, 5 (8.7%) of officials had university education level while 20 (36.5%) of officials had secondary education level. This implies that the officials had acquired education and hence could understand the factors influencing youth participation in community based youth projects. The researcher further asked the youth officials to indicate the number of years they had served as youth officials. Table 4.3 tabulates the findings.

Table 4.3 Number of year's officials had served in the group

Years	F	%
Below 5 years	20	33.3
5 - 10 years	37	61.7
Over 10 years 1	3	5.0
Total	60	100.0

Data shows that majority 37(61.7%) of youth officials had served the group for between 5 and 10 years, 20(33.3%) of officials for below 5 years while 3(5.0%) of youth officials had been in the group for over 11 years. This indicates that the officials had worked with youth for considerable number of years and hence were in a position to provide information on the factors influencing youth participation in community based youth projects

4.3.2 Demographic data of youth members

The demographic information of youth members was based on gender, level of education and the number of years they had been in the group. Table 4.4 tabulates members distribution by gender.

Table 4.4 Distribution of members according to gender.

Gender	F	%
Male	159	59.3
Female	109	40.7
Total	248	100.0

Data shows that majority 159 (59.3%) of youth members were male while 109 (40.7%) of youth members were female.

Asked to indicate their highest education level, they responded as shown in Table 4.5

Table 4.5 Highest education level of youth members

Highest education level	F	%
Secondary level	130	52.4
College level	108	43.5
University level	10	4.1
Total	248	100.0

Data shows that 130 (52.4%) of youth members had secondary education, 108 (43.5%) of youth had college level education while 10 (4.1%) of youth members had university education level. This indicates that the youth members had acquired basic education.

Table 4.6 presents duration of the youth members in the group.

Table 4.6 Duration of the youth members in the group

Years	F	%
Below 5 years	142	57.2
5 - 10 years	66	26.6
Over 11 years	30	12.2
Total	248	100.0

Table 4.6 shows that majority 142 (53.0%) of youth members had been in the group for below 5 years, 86 (32.1%) of youth members for duration of between 5 and 10 years while 40 (14.9%) of youth members had been the group for over 11 years. This indicates that the members had been in the groups for considerable number of years and hence were in a position to provide information on the factors influencing youth participation in community based youth projects .

4.3.2 Demographic data of youth members

To establish the influence of institutional and regulatory policies on the youth participation in County development projects, the youth officials and members were posed with items that sought the same. Data obtain are presented in the following section:

Table 4.18 Youth officials' responses on whether the County government is implementing the national policy on youth involvement on projects implementation.

Table 4.7: Officials' response on influence of Institutional and regulatory policies on youth participation on projects.

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
County government is Implementing national Policies on youth Participation on projects	0	0.0	5	8.3	6	10.0	39	65.0	10	16.7
County government has Policies on youth Participation	0	0.0	2	3.3	10	16.7	18	30.0	30	50.0
County government Policies influences Youth participation.	3	5.0	3	5.0	6	10.0	12	20.0	36	60.0

An analysis of the government directive and policies that promotes youth participation in development indicates that: Majority 39 (65.0%) of the youths officials disagree, while 6 (10%) are undecided, while only 5 (8.3%) agreed with the statement.

An analysis of the existence of policies that allow youth participation on projects implementation, indicates that majority 30 (50.0%) strongly disagreed. 18 (30.0%) disagreed, while a small percentage 2 (3.3%) agreed.

When asked the extent that county government policies influence youth participation in projects, majority of the respondents, 36 (60.0%) strongly disagree, few 3 (5.0%) strongly agree while the same number agreed .This indicate generally there is little indication among respondents on the extent to which county government policies influenced youth participation in development projects.

Table 4.8: Members’ response on influence of Institutional and regulatory policies on youth participation on projects.

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
County government is Implementing national Policies on youth Participation on projects	0	0	13	5.2	37	14.9	148	59.7	50	20.3
County government has Policies on youth Participation	0	0	18	7.3	30	12.1	140	56.5	60	24.2
County government Policies influences Youth participation	0	0.0	8	3.2	47	18.9	180	70.6	13	5.2

An analysis of the government directive and policies that promotes youth participation in development indicates that: Majority 148 (59.7%) of the youths are not aware of any implemented government directive that promotes youth participation in development, while 37(14.9%) undecided. Majority 140 (56.5%) of the respondents disagreed that county government has policies on youth participation in project while 60 (24.2%) strongly disagreed.

An analysis of the existence of policies that allow youth participation on projects implementation, indicated that majority 140 (56.5%) disagreed. 60 (24.2 %) strongly disagreed, while a small

percentage 18 (7.3%) agreed. This indicate that there is a high level of unawareness among the youth, as far as government directives and policies that support the youth is concerned. An analysis of the extent to which county government influences youth participation indicated that majority 180 (70.6%) disagreed while 13 (5.2 %) strongly disagreed. This shows that there was little indication among respondents on the extent to which government influenced youth participation in development projects. This is in contrary to The National Youth Policy (NYP) views youth as the largest source of human resource in the country, and recognizes their exclusion from national affairs, including the design and implementation of programmes and policies that affect them (GOK, 2006). The policy provides a broad framework to address the issues affecting youth through meaningful engagement in socio-economic and political development programmes.

4.5 Influence of involvement of youths in decision making on implementation of county development projects.

The study further sought to establish the influence of youth involvement in decision making on the youth participation in the implementation of county development projects. When the respondents were asked whether involvement of youth in decision making influenced youth participation in county projects, they responded as represented in Table 4.9 and Table 4.10 below.

Table 4.9: Officials’ response on influence of involvement of youths in decision making on youths participation on projects implementation.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
-----------	----------------	-------	---------	----------	-------------------

	F	%	F	%	F	%	F	%	F	%
<p>Youths are involved in recognition of County project needs.</p>	0	0	2	3.3	8	13.3	29	48.3	21	35
<p>Youths plays a greater role in shaping the decision that affects project implementation</p>	18	30	29	48	4	6.7	6	10.0	3	5.0
<p>Youths have forums where they discuss project implementations</p>	2	3.3	8	13.3	3	5.0	34	56.7	13	21.6
<p>Youths ideas and suggestions are integrated in county Development plans.</p>	1	1.7	3	5.0	6	10.0	33	55.0	17	28.3

Findings indicates that 21 (35.0%) of youth officials strongly disagreed that youths were involved in recognition of county project needs, while 29 (48.3 %) of officials strongly agreed with the statement. 8 (13.3 %) were undecided while none strongly agreed.

Majority of the official 29 (48.3%) agreed they played a greater role in shaping the decisions that affect the county projects, while 18 (30%) strongly agreed . 4 (6.7 %) were undecided, while only 3 (5.0 %) strongly disagreed. Most of the officials 34 (56.7%) disagreed that youths have forums where they discussed implementation of county projects. 8 (13.3 %) agreed while only 2 (3.3%) strongly agreed. This means majority of the youths groups lack forums for discussing involvement in county development projects.

Table 4.10 :Members’ response on influence of involvement of youths in decision making on youths participation on projects implementation.

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Youths are involved in recognition of County project needs.	0	0.0	7	2.8	41	16.5	130	52.4	7	28.3
Youths plays a greater role in shaping the decision that affects project implementation	155	62.5	12	4.8	30	12.1	40	16.1	11	20.3
Youths have forums where they discuss project implementations	1	0.0	56	22.6	43	17.4	109	43.9	39	15.7
Youths ideas and suggestions Are integrated in county Development plans	6	2.4	8	3.2	4	1.6	140	56.4	90	36.3

Table 4.10 indicates that 130 (52.4%) of youth members disagreed that they were involved in recognition of county development project needs. Very few 7 (28.3%) of members agreed that they are involved. Majority of the members 155 (62.5%) strongly agreed they played a greater role in shaping the decisions that affect the county projects. 12 (4.8 %) were undecided while 11 (

20.3%) strongly disagreed. Most of the members 109 (43.9%) disagreed that youths have forums where they discussed implementation of county projects. 56 (22.6 %) agreed while only 1 (0.0 %) strongly agreed.

The study further shows that majority of the members 140 (56.4 %) disagreed that youths' ideas and suggestions are integrated in county development plans. 90 (36.3%) strongly disagreed with the statement, while only 8 (3.2 %) agreed. This shows that youths' contributions are rarely taken into consideration. While young people are frequently recognized as having worthwhile and unique input, it is also necessary to acknowledge that young people can have different ways of expressing their ideas and may be comfortable in different settings than adults. Ultimately, when young people have appropriate fora to express themselves, the quality of output is often sufficient to convince the adults involved that the involvement of young people is beneficial (McGachie & Smith, 2003).

4.6 Influence of capacity building on participation of youths in county development projects

The researcher sought to establish the influence of capacity building among the youths on their participation in implementation of county development projects. When respondents were asked whether capacity building in projects implementation influences their participation in projects, their response are as shown in the following section:

Table 4.11: Officials' response on influence of Capacity Building on youth participation on county development projects.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
-----------	----------------	-------	---------	----------	-------------------

	F	%	F	%	F	%	F	%	F	%
You are aware of Government policies on Youths participation	6	10.1	28	46.0	5	8.3	9	15.0	12	20.0
You have been training On projects implementation	1	1.7	20	33.3	0	0.0	39	65.0	0	0.0
You are aware of Opportunities available for youths in projects	13	21.7	34	56.7	8	13.3	2	3.3	3	5.0
There is effectiveness Promoting Youths participation	2	3.3	3	5.0	19	31.7	32	53.3	4	6.67

Findings indicate that majority of the officials 28 (46.0 %) agreed that they are aware of the government policy on youths participation on implementation of projects, 6 (10.1 %) strongly agreed while only 5 (8.3 %) were undecided. 9 (15 %) disagreed with the statement and only 12 (20 %) strongly disagreed.

With the training on implementation of projects, majority of the officials 39 (65.0 %) disagreed that they have been trained while only 20 (33.3 %) agreed that they have undergone training. This indicate that very few of the officials have been trained. Findings further indicate that majority of the officials 34 (56.7 %) were of the opinion that they are aware of opportunities of the opportunities available for youths to participate on projects.13 (21.7 %) strongly agreed with the same. Only 3 (5 %) strongly disagreed. This indicate that generally officials are aware of the opportunities for youths to participate in county development projects.

Analysis on the effectiveness of promoting youths participation on project implementation, majority 32(53.3%) disagreed with the statement and 4 (6.6 %) strongly disagreed. Only 3 (

5.0 %) agreed while 9 (31.7 %) were undecided. This is an indication that there is little effort in promoting youths participation in county development projects.

Table 4.12: Members’ response on influence of Capacity building on youth participation on projects.

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
You are aware of Government policies on Youths participation	0	0.0	7	2.8	41	16.5	130	52.4	70	28.3
You have been training On projects implementation	0	0.0	75	30.2	0	0.0	173	69.7	0	0.0
You are aware of Opportunities available for youths in projects	6	2.4	72	29.0	26	10.5	94	37.9	50	20.6
There is effectiveness of awareness in promoting Youths participation	2	0.8	8	3.2	14	5.6	152	61.3	72	29.0

When youths were asked if they are aware of the government policies on youths participation on county development projects, majority 130 (52.4%) of the members disagreed while 70 (28.3 %) strongly disagreed with the statement. Only 7 (8 %) agreed while none strongly agreed. Analysis on the training of youths on implementation of projects, majority 173 (69.7 %) disagreed and only 7 (2.8 %) agreed. This shows that a small percentage of youths have been trained on projects implementation.

Majority of youths members 94 (37.9%) disagreed on the statement that they are aware of opportunities available for youths to participate on county projects. 50 (20.6 %) strongly disagreed while 26 (10.5 %) were undecided. Only 72 (29.0%) agreed.

Further findings indicate that majority of the members 152 (61.3 %) disagreed that there is effectiveness in promoting youths participation on county projects, while 72 (29.0 %) strongly disagreed. Only 2 (0.8 %) strongly agreed while 14 (5.6 %) were undecided. This shows that promotion of youths participation on county projects implementation is not effectiveness.

4.7: Influence of Level of education on participation of youths in county development projects.

The purpose of this study was to assess the factors influencing youth participation in county development projects. Specifically, the study sought to establish how level of education influenced youth participation in county development projects. When respondents were asked the extent to which youth educational level influences their participation in projects implementation, the data is presented in the following section:

Table 4.13: Officials' response on influence of Level of education on youth participation on projects.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
-----------	----------------	-------	---------	----------	-------------------

	F	%	F	%	F	%	F	%	F	%
Educated youths are better empowered for Participation in projects	7	11.7	44	77.3	6	10.0	3	5.0	0	0
Differences in education level hinders effective Youth participation.	2	3.3	47	78.3	6	10.0	3	5.0	2	3.3
Education encourages Youths participation in projects	4	6.7	38	63.3	7	11.7	9	15.0	2	3.3
Projects qualities can be Improved through education	7	11.7	43	71.7	8	13.3	2	3.3	0	0

When the officials were asked whether the youth who had attained different levels of education participated differently in the youth projects, data revealed that majority 47(78.3%) of youth officials agreed that the youth who had attained different levels of education participated differently in the youth projects, 6 (10.0%) were undecided while only 2 (3.3 %) strongly disagree. This implies that in essence the higher educational level was attained, the more favourable the attitude towards participating in county development projects.

Youth officials responses on whether education encourages the youth to participate in county projects majority 38 (63.3%) of youth officials s agreed that education encourages the youth to participate in county youth projects, 4 (6.7%) of officials strongly agreed, 7 (11.7%) of officials were undecided with the statement while 9 (15%) of the officials disagreed that education encourages the youth to participate in county projects. This implies that the level of education had an influence on youth participation in county projects.

Responses on whether differences in education levels hinders effective youth participation in implementation of the county projects analysis shows that majority of the officials 47 (78.3%) agreed and 2(3.3 %) strongly agreed that the differences in education levels hinders effective youth participation in implementation of the county projects. Only 2 (3.3%) of youth officials strongly disagreed with the statement. The findings is in agreement with a study by Angba et al.(2009) in evaluating the effect of level of education on youth participation in community projects in Rivers State, Nigeria which revealed that youth who were better educated participated actively than those not very well educated. Findings revealed that some relationship exist significantly between socio-demographic characteristics such as educational level and the attitude of youths towards community water projects. This indicates that the level of education is a major determinant of effective participation in county development project.

Table 4.14: Members’ response on influence of Level of education on youth participation on projects.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------	----------------	-------	---------	----------	-------------------

	F	%	F	%	F	%	F	%	F	%
Educated youths are										
Better empowered for										
Participation in projects	56	22.6	169	68.2	20	8	1	0.4	2	0.8
Differences in education										
Level hinders effective										
Youth participation.	30	12.1	149	60.1	42	16.9	15	6.1	12	4.8
Education encourages										
Youths participation										
in projects	188	75.8	25	10.1	30	12.1	5	2.0	0	0.0
Projects qualities can be										
Improved through										
education	13	5.2	180	70.6	47	18.9	8	3.2	0	0.0

The researcher sought to establish whether the educated youth were better empowered for participation in the county projects. The data shows that majority 169 (68.2%) of youth members agreed while 56 (22.6 %) strongly agreed that educated youth were better empowered for participation in the county projects. The study further indicates that a small number 2 (0.8%) of youth members strongly disagreed that educated youth are better empowered for participation in the county projects. This agrees with Carter, (2000) who indicated that insufficient education and training for youth was an impediment of participation in community based activities.

When the members were asked whether the youth who had attained different levels of education participated differently in the youth projects, majority 169 (68.2%) of youth members agreed that the youth who had attained different levels of education participated differently in the youth projects, 20 (8%) were undecided while few 2 (0.8%) of youth members indicated that youth who had attained different levels of education never participated differently in the youth projects.

Responses on whether differences in education levels hinders effective youth participation in implementation of the county projects, data shows that majority 149 (60.1%) of youth members

agreed while 30 (12.1%) strongly agreed that the differences in education levels hinders effective youth participation in implementation of the county projects. Very few 12 (4.8%) strongly disagreed with the statement. This indicates that the level of education was a determinant of how youth understood development issues and which also motivates them to get involved.

When youth members were asked whether education encourages the youth to participate in county projects, data shows that majority 188 (75.8%) of youth members strongly agreed that education encourages the youth to participate in community based youth projects while 25(10.1%) of members agreed with the statement. None of the responded strongly disagrees with the statement.

4.8: Influence of youth participation on County Development Projects.

The researcher finally sought to assess the influence of involving youths in implementation of county projects. The respondents were asked the extent to which youths participation influences the implementation of projects. Their views are presented in the following tables.

Table 4.15: Officials’ response on influence of youths’ participation on implementation of county development projects.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
-----------	----------------	-------	---------	----------	-------------------

	F	%	F	%	F	%	F	%	F	%
Involvement of youths In decision making results in better implementation of Projects.	21	35	29	48.3	8	13.3	2	3.3	0	0.0
Youths attends county development projects meetings.	1	1.7	3	5.0	6	10.0	33	55.0	17	28.3
Youths are involved in Monitoring of projects	0	0	2	3.3	8	13.3	29	48.3	21	35

Findings indicate that majority 29 (48.3 %) of the officials agreed that participation of youths in decision making brings about better implementation of county development projects. 21 (35 %) of the officials strongly agreed with the same. Very few 2 (3.3 %) disagreed with the statement while none strongly disagreed. This shows that youths can play an important role in project implementation.

On the attendance of project development meetings, most of the officials 33 (55.0 %) indicated that they are not attending the meetings. 17 (28.3 %) strongly disagreed with the statement. Only 2 (3.3 %) agreed that they have been attending meetings.

Data on involvement of youths in monitoring of projects shows that majority 29 (48.3 %) of the officials disagreed with the statement while another 21 (35.0 %) strongly disagreed. None 0 (0.0 %) of the officials indicate that they are participating in monitoring of projects.

Table 4.16 :Members' response on influence of youths' participation on implementation of county development projects.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
-----------	----------------	-------	---------	----------	-------------------

	F	%	F	%	F	%	F	%	F	%
Involvement of youths										
In decision making results										
In better implementation of										
Projects.	155	62.5	40	16.1	12	4.8	30	12.1	11	4.5
Youths attends county										
development meetings.	0	0.0	7	2.8	41	16.5	130	52.4	17	28.3
Youths are involved in										
Monitoring of projects	1	0.0	56	22.6	43	17.4	109	43.9	39	15.7

The data from the table shows that majority 155 (62.5 %) of the members agreed that participation of youths in decision making brings about better implementation of county development projects. 40 (16.1 %) of the officials strongly agreed with the same. 12 (4.8 %) were undecided while 30 (12.1 %) disagreed. This shows that youths can play an important role in successful implementation of county development and should not be looked down upon project implementation.

On the attendance of project development meetings, majority 130 (52.4 %) of the members indicated that they are not attending the meetings. 17 (28.3 %) strongly disagreed with the statement. Only 7 (2.8 %) of them agreed that they have been attending meetings.

Data on involvement of youths in monitoring of projects shows that majority 109(43.9 %)of the members disagreed with the statement while another 39 (15.7%) strongly disagreed. Only 1 (0.0 %) of the members indicate that they are participating in monitoring of projects. This shows that for effective implementation of county projects, the contribution of youths plays an important role, hence should actively involved for successful implementation and sustainability of projects.

4.9 Correlation Analysis

This section presents the correlation analysis of the study variables. To establish the level of influence of government and institutional framework, involvement in decision making, capacity building and level of education on youth participation in development projects, Pearson Correlation Coefficient was calculated.

4.9.1 Government and Institutional framework and youth participation

In order to establish the influence of government and institutional framework on youth participation in county development projects, a Pearson Correlation Coefficient was calculated. The results are shown in the table below.

Table 4. 17: Correlation analysis on government and institutional framework and youth participation in county development projects

		1	2	3
1. Youth Participation on county development projects	Pearson correlation	1		
	Sig.(2- tailed)			
	N	5		
2. County government has policies on youth participation	Pearson correlation	.992**	1	
	Sig.(2- tailed)	.001		
	N	5	5	
3. County government policies influences youth participation	Pearson correlation	.960**	.921*	1
	Sig.(2- tailed)	.010	.026	
	N	5	5	5

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

* Correlation is significant at the level 0.05 (2- tailed)

An analysis of the study findings on the relationship between county government policies and youth participation in development projects indicated that there was a statistically significant relationship between participation and county government policies.(0.992) . An analysis of the study findings indicated that there was a positively weak correlation (0.026) between youth awareness about government policies and participation in county development projects.

4.9.2 Involvement of youths in decision making and youth participation

In order to establish the influence of involvement in decision making on youth participation in development projects, a Pearson Correlation Coefficient was calculated. The results are shown in the table below.

Table 4. 18 : Correlation analysis on involvement on decision making and youth participation in county development projects

		1	2	3	4
1. Youths participation on county development projects .	Pearson correlation	1			
	Sig.(2- tailed)				
	N	5			
2. Youths plays a greater role in shaping the decision that affects project implementation	Pearson correlation	-.197	1		
	Sig.(2- tailed)	.750			
	N	5	5		
3. Youths have forums where they discuss project implementations	Pearson correlation	.674	-.574	1	
	Sig.(2- tailed)	.052	.311		
	N	5	5	5	
4. Youths ideas and suggestions are integrated in county Development plans.	Pearson correlation	.729	-.304	.730	1
	Sig.(2- tailed)	.163	.618	.161	
	N	5	5	5	5

An analysis of the study findings on the relationship between youth participation in county development projects and their involvement in decision making indicated that there was a weak negative correlation between participation and their role in the implementation of county development project. This showed a weak negative correlation value of 0.197. Integration of youths ideas and suggestions in county development plans was found to weakly correlate with participation at a coefficient value of 0.161. From these study findings, it can be noted that the county government needs to strengthen the involvement of youths in decision making through organization of forums where youths can give their suggestions which can be integrated in the county development plans. Youths can be involved in core project activities such as implementation and evaluation, giving youth leadership positions, and providing support for the youth through financials and offering institutional links and materials/equipment.

4.9.3 Capacity building and youth participation

In order to establish the influence of capacity building on youth participation in development projects, a Pearson Correlation Coefficient was calculated. The results are shown in the table below.

Table 4. 19 : Correlation analysis on capacity building and youth participation in county development projects

		1	2	3	4
1. Youths participation in county development projects	Pearson correlation	1			
	Sig.(2- tailed)				
	N	5			
2.Training on projects implementation	Pearson correlation	.663	1		
	Sig.(2- tailed)	.233			
	N	5	5		
3. Aware of opportunities available for youths in projects	Pearson correlation	.670	.874	1	
	Sig.(2- tailed)	.215	.053		
	N	5	5	5	
4. Effectiveness of awareness in promoting youths participation	Pearson correlation	.972**	.751	.730	1
	Sig.(2- tailed)	.006	.144	.161	
	N	5	5	5	5

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

An analysis of the study findings on the relationship between youth participation in development projects and capacity building indicated that there was a relationship between participation and training in the development project. This showed moderately strong positive correlation value of 0.663. Awareness of opportunities available for youths in development projects was found to strongly correlate with participation at a coefficient value of 0.874. There was also a significant correlation between effectiveness of awareness in promoting youths participation and their participation in development projects. This showed a positive correlation value of 0.972. From these study findings, it can be noted that capacity building among youths is a determining factor as far as youth participation in county development projects is concerned. Among the ways in

which capacity building could be enhanced is through seminars, workshops, training on projects implementation and bench marking

4.9.4 Relationship of education level and youth participation

To establish the educational levels' influence on youth participation in development projects, a Pearson Correlation Coefficient was calculated. The results are shown in the table below.

Table 4. 20: Correlation analysis on level of education and youth participation in county development projects

		1	2	3	4
1. Educated youths are better empowered for Participation in projects	Pearson correlation	1			
	Sig.(2- tailed)				
	N	5			
2. Differences in education level hinders effective youth participation	Pearson correlation	.965**	1		
	Sig.(2- tailed)	.008			
	N	5	5		
3. Education encourages youths participation in projects	Pearson correlation	.139	.090	1	
	Sig.(2- tailed)	.024	.086		
	N	5	5	5	
4. Projects qualities can be improved through education	Pearson correlation	.937*	.996**	.166	1
	Sig.(2- tailed)	.019	.000	.790	
	N	5	5	5	5

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

* Correlation is significant at the level 0.05 (2- tailed)

A correlation analysis between youth participation in development projects and level of educations revealed a significant positive relationship between participation in county development projects and differences in level of education attained by youths. This from the study finding showed a correlation coefficient value of 0.965. Another relationship established though not significant is education encourages participation with a correlation coefficient value of 0.139. An analysis of the study findings on the relationship between youth participation in development projects and improvement of project qualities through education indicated that there was a statistically significant

relationship. This shows a correlation of 0.996. From these findings, it is apparent that higher level of education increases the level of participation of youth in county development projects. This may probably be associated with the fact that accessibility and attainment of quality education continues serve as a catalyst of attaining further opportunities for upward social mobility and better social relations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of Findings

The purpose of the study was to assess the perceived factors influencing youth participation in county development projects in Sotik Sub- County. The research was guided by four objectives. Research objective one sought to establish the influence of institutional and regulatory policies on participation of youths in county development projects, research objective two sought to assess how involvement of youths in decision making affects their participation on county development projects, research objective three sought to explore capacity building among the youths influence their participation in county development projects, while research objective four sought to determine how level of education of youths influences their participation in county development projects in Sotik Sub-County. The study adopted a descriptive survey design. The sample comprised of 60 officials and 248 youth members. Data was collected by use of questionnaires and was analyzed by use of qualitative and quantitative technique.

5.2.1 Influence of institutional and regulatory policies on the youth participation in the implementation of county development projects

An analysis of the government directive and policies that promotes youth participation in development indicates that majority 39(65.0%) of the youths officials and 148 (59.7%) of the members disagree. This indicate that the County government has not put in place policies that promote youths participation in county development projects. Majority of the Youths officials 36 (60.0 %) indicated that county policies on youths participation are not effectively influencing their participation on projects implementation. There is a need therefore for the county government to strengthen these policies in order to encourages youths to participate in county projects.

5.2.2 Influence of youth involvement in decision making on the youth participation in the implementation of county development projects.

Majority 29(48.3%) of youth officials and majority 130 (52.4%) of members indicated that youths are not involved in recognition of county projects needs. Findings further indicated that involving youth in decision making process results in better quality decisions of the projects as indicated by majority 29(48.0%) of officials. Youths' ideas and suggestions are not integrated in county development plans as indicated by majority 140 (56.4%) of youths. It was also found that involving youth in decision making process results in better quality decisions of the projects and involvement of youth in decision making influenced youth participation in county development projects.

5.2.3 Influence of capacity building among youths on the youth participation of county development projects.

Findings indicate that majority 130 (52.4 %) of the members disagreed that the county government is implementing the policy on youths participation on projects. It further indicate that majority of youths 94 (37.9 %) are not aware of the opportunities available for them to participate in implementation of projects. Very few 75 (30.0 %) of youth have been trained on projects implementation. Capacity building among the youths on projects implementation increases their participation on successful county projects implementation. There is a need therefore for the county projects planners and implementers to strengthen awareness and training of youths on projects implementation.

5.2.4 Influence of level of education on the youth participation of community based projects

Findings revealed that youth who had attained different levels of education participated differently in the youth projects as indicated by majority 47 (78.3%) of youth officials which implied that the level of education had an influence on youth participation in county development projects. Majority 169 (68.2%) of youth members strongly agreed with the same. The study further found out that education encouraged the youth to participate in county development projects as indicated majority 38(63.3%) of youth officials which implied that in essence the higher the educational level attained the more favourable the attitude towards participating in community development

projects. Majority 188 (75.8%) of youth members strongly agreed that education encourages the youth to participate in county projects.

Majority 47 (78.3%) of officials and majority 149 (60.1%) of youth members strongly agreed that the differences in education levels hinders effective youth participation in implementation of the county projects which implied that the level of education was a determinant of how youth understood development issues and which also motivated them to get involved. Findings further indicated that education improves youths' qualities on projects implementation as indicated by majority 180 (70.6%) of youth members which implied that lack of sufficient education and training for youth was an impediment their participation in projects activities.

5. 3 Conclusion

Based on the findings, it was concluded that institutional and regulatory had an influence on the participation of youths in projects implementation .The youths are not aware of any government directive and policies that promotes youth participation in development. The government policies did not affect the youths significantly since youths lacked awareness of any directives and government policies that concerned them. When there is effective implementation of policies on youths participation, it will encourages and motivate youths to participate actively in county projects implementation. The county government should therefore implement the national policy on youth participation and in turn put in place its own policies that enhanced the participation of youths in development projects

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

On the influence of capacity building on youths participation in county development projects, the study concludes that awareness and training encourages and motivate youths to participate in implementation of county projects. Their skills and projects qualities can also be improved.

Educational level had an influence on youth participation in county development projects. Youth participated differently in the projects as they had different levels of education. It was further concluded that education encouraged the youth to participate in county projects. Differences in education levels hinders effective youth participation in implementation of projects which implied that the level of education was a determinant of how youth understand development issues and which also motivates them to get involved. The study further concluded that educated youth were better empowered for participation in the county development projects.

5.4 Recommendations

Based on the findings, the following recommendations were made:

- i. The government should develop strategies to curb the challenges faced by youths in trying to be part and parcel of the county development projects and also have their voices heard.
- ii. County development planners to design their projects in a manner that will necessitate more youth participation
- iii. Youth should be provided with training on projects implementation.
- iv. Project managers and communication stakeholders in development projects use youth friendly awareness strategies such as media, sports, and through youth peers
- v. While there are government policies for youth, the extent of implementation and influence on youth is limited. The study therefore recommends a further enforcement on policy implementation and projects sustainability by the government policies.

5.5 Suggestions for further research

The following are suggestions for further research

- i. Effects of youth empowerment programmes on youth participation in community based projects.

- ii.* Similar study to be done on other parts of the country to establish whether there other determinants of youth participation in development projects.

REFERENCES

- Brett A. G., Margaret M. Kroma&Tammo S (2007). Analysis of a Community participation in rural water supply project in three communities in Mali: Participation and sustainability. *Natural Resources Forum* 31 (2007) 142–150.
- Brett A. G., Margaret M. Kroma&Tammo S (2007). Analysis of a Community participation in rural water supply project in three communities in Mali: Participation and sustainability. *Natural Resources Forum* 31 (2007) 142–150.

- Dungumaro E. & Madulu, N. (2011). *Youth participation in integrated water resources management: the case of Tanzania*. Journal of Physics and Chemistry of the Earth (2003) 1009–1014.
- FSB Northern Ireland (2009). *Evaluating SME Experiences of Government Procurement in Northern Ireland* Lestas Consulting Available at:
<https://esourcingni.bravosolution.co.uk/web/login.shtml>
- Gildenhuys, J.S.H. 2002. *Public financial Management*. Pretoria: Van Schaik.
- Government of Kenya, First Medium Term Plan, 2008-2012, Kenyatta Vision 2030: A Globally Competitive and Prosperous Kenya, 2008.
- IEA Kenya. 2010. *Research paper, Series No. 24: Devolution in Kenya: Prospects, Challenges and the Future*. Ascent Limited, Nairobi.
- IEA Kenya (2010). *Youth Research Compendium*. Ascent Limited. Nairobi.
- Inter Trade Ireland (2009) *All-island public procurement: a competitiveness study* Newry: The Trade and Business Development Body
- Knipe, A, van der Walt, G, van Niekerk, D, Burger, D and Nell, K. 2010. Project management for Success. 6th impression. Sandton: Heinemann Publishers (Pty) Ltd.
- Ladzani, W. M., Van Vuuren, J. J., (2001). Entrepreneurship training for emerging SMEs in South Africa, “*Journal of Small Business Management*”, 40(2), pp. 154-161, 2002.
- McCommon, C., Warner, D. & Yohalem, D. (1990). Community management of rural water supply and sanitation services. WASH Technical Report Number 67.
- McGachie, C., & Smith, K. (2003). *Youth participation case studies*. Wellington: Ministry of Youth Affairs.

- Mercy Corps (2009) *Lessons from Practice: A Post-Impact Investigation of Mercy Corps' Youth Education for Life Skills (YES) and YES to Soccer Programs in Liberia.*
- Mugenda, O.M. & Mugenda, A.G. (2003). *Research Methods: Quantitative and qualitative approaches.* Nairobi. Africa center for technology studies Press
- Narayan, D. (2005) *Participatory evaluation: tools for managing change in water and sanitation.* World Bank Technical Paper Number 207. Washington, DC: The World Bank.
- Nikkhah H. A. & Redzuan M (2009). *Participation as a Medium of Empowerment in Community Development.* European Journal of Social Sciences – Volume 11, Number 1 (2009).
- Nzau-Muteta, G, Nzeyimana, J and N'guessan. 2005. *Community development support project in the Kayes and Koulikoro Regions (PADEC).* Mali: Department of Social Development Central and West Region.
- Orodho A. (2005). *Techniques of writing research proposals and reports in educational social sciences.* KanezjaHp enterprises, Maseno.
- Pandey, B and Okazaki, K. 2005. *Community Based Disaster Management: Empowering communities to cope with disaster risks.* Japan. United Nations Centre for Regional Development.
- Paul, B. (2009) *Community participation in development projects.* World Bank Discussion Paper No. 6. Washington DC: World Bank.
- Political Decentralization in Africa: Experiences of Uganda, Rwanda and South
<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan028411.pdf>
 (Pg.7-8)
- PPOA (2007). *Assessment of the Procurement System in Kenya.* Nairobi: Rambøll Management
- Public Procurement and Disposal (Preferences and Reservations) Regulations, 2013.

Public Procurement and Disposal Act, 2005.

Republic of Kenya. 2010. *Constitution of Kenya 2010*. Government printers, Nairobi.

Republic of Kenya. 2010. *County Governments Act 2012*. Government printers. Nairobi

Rono P. K. & Aboud A.A (2003). The role of popular participation and community work ethic in rural development: the case of Nandi District, Kenya. *Journal Of Social Development In Africa* Vol 18 (2).

Ruta, E., (2011). Developing Capacities and Opportunities for Youths Engagement in the Agricultural Value Chain and Transformation. Case study draft report. South Africa, 2 pp

Shrimpton, R. (2009), "Community participation, growth monitoring, and malnutrition in the third world," *Human Ecology Forum*, Vol. 17. Stone, L. (2011), "Cultural cross-roads of community participation in development: a case from Nepal", *Human Organisation*, Vol.48. No.3.

The World Bank. 2002. Upgrading of low income settlements: Country Assessment Report Tanzania.

Tshitangoni, M, Okorie, A and Francis, J. 2010. Performance of poverty alleviation projects in South Africa: The case of Vhembe District in Limpopo Province. Centre for Rural Development and Poverty Alleviation. University of Venda.

Wangai, N (2014). Uptake of Government Tenders by Youth – owned Small and Micro Enterprise in Nairobi City County, Kenya

Yacoob, M. & Walker, J. (2011) Community management in water supply and sanitation project: costs and implications. *Journal of Water SRT-Agua*, 40(1):30-34.

Youth Affairs Council of Victoria (2004). *Taking young people seriously: young people on boards and committees*. Melbourne: Office for Youth.

Yuerlia, Febriamansyah R., & Saptomo A., (2004). *Peoples' Participation in Rural Water Supply and Sanitation Project: A case study in JorongKampungBaru, West Sumatra, Indonesia*.

APPENDIX I: LETTER OF TRANSMITAL

LANGAT JULIUS KIPKORIR,
MOTIRET SECONDARY SCHOOL
P.O BOX 396,
SOTIK.

PHONE NO: 0724734999

3rd May, 2016

THE SUB-COUNTY YOUTH OFFICER,
SOTIK SUB-COUNTY,
PO BOX
SOTIK.

Dear sir,

RE: REQUEST FOR RESEARCH DATA COLLECTION

I am a student undertaking Master of Arts in Project Planning and Management at University of Nairobi. As part of my assessment, I am required to submit a research project. Consequently, I have written a proposal entitled, “ Perceived Factors influencing Participation of Youths in development projects in Sotik Sub- County, Kenya .”

Therefore , I have designed a questionnaire that will enable me collect the data .Youths Leaders and Youth Group Members are respondents for the study. I am therefore, seeking your authority to collect the data from these groups .The information obtained will be used for academic purpose only . In addition the findings from the study shall be made available to you upon request.

Your assistance and cooperation will be highly appreciated.

Thanks in advance,

LANGAT JULIUS KIPKORIR

APPENDIX II: MORGAN'S TABLE

Population size	Sample size	Population size	Sample size
10	10	300	169
20	19	400	196
30	28	1500	306
40	35	2000	322
50	44	3000	341
60	52	4000	351
70	59	5000	357
80	66	6000	361
90	73	7000	364
100	80	10000	370
150	108	20000	377
200	132	50000	381
250	162	100000	384

Source; R.V Krejcie and D Morgan (1990)

APPENDIX III: RESPONDENTS' QUESTIONNAIRES

I am a student doing a Master of Arts degree in Project Planning and Management at University of Nairobi . Currently, I am doing research on “Factors influencing disaster preparedness in public secondary schools in Sotik Sub-county, Bomet county.”

You have been identified as a respondent in this research. The information you provide is expected to enhance proper disaster preparedness in secondary schools.

The information you give will be treated as confidential. Kindly provide the information which is well known to you. Your support and cooperation is very important and will be highly appreciated .

Thank you.

SECTION A

DEMOGRAPHIC CHARACTERISTICS

Please answer the following questions by putting a tick (☒) in the appropriate spaces.

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

ii) Gender: Male ☐ Female ☐

iii) What position do you hold in the Youth Group?

a) Official ☐ b) Member ☐

iv) Highest professional qualification :

a) Primary ☐ b) Secondary ☐ c) College ☐ d) University ☐

v) . For how long have you been in this youth group?

a) 1-5 years ☐ b) 6-10 years ☐ c) Over 10 years ☐

SECTION B.

Please consider the given statement and indicate your opinion by ticking (√) in the appropriate column:

KEY: SA-Strongly Agree, A-Agree,N-Neutral, D-Disagree, SD-Strongly Disagree.

1. Institutional and Regulatory Framework

SN	STATEMENT	OPINION				
		SA	A	N	D	SD
	In County development projects ;					
i.	The County Government is implementing national government policy on youth participation on projects.					
ii.	The County Government have framework policy on youth participation on County development projects					
iii	You face discriminations when organizations/ County Government are creating awareness/advocacy of youth projects in this area?					
iv	Do the government policies influence youth participation in development projects?					
v	The government agencies are effective in implementing youth policies concerning participation in development projects					

2: Decision Making.

SN	STATEMENT	OPINION				
		SA	A	N	D	SD
	In County development Projects ;					
i	Youths are involved in decision making					
ii	Youths are invited, recognized and actively participate in Public barazas to discuss development projects implementation					
iii	Youths have Forums where they discuss County development projects implementation.					
iv	Youths ideas and suggestions are integrated in the County Development Integrated Plan.					
v	Youth plays a greater role in shaping the decisions that affect the community projects					
vi	Involving youth in decision making process results in better quality decisions of the projects					
vii	Youths are involved in recognition of County projects needs					

Is there any other in which youths can be involved in County development projects decision making? Yes /No

If yes, please specify

.....

.....

.....

.....

.....

.....

3. Capacity Building on County development Projects.

SN	STATEMENT	OPINION				
		SA	A	N	D	SD
	In County development projects;					
i	You are aware on the government directive/policy that promotes youth participation in development?					
ii.	You have been trained on project implementation					
iii.	County government have organized seminars and workshops on youth participation on development project					
iv.	You are aware of opportunities available to youth to participate in project implementation.					
v	There is effectiveness of awareness channels in promoting youth participation in development projects					
vi	There is good relationship with other youth in terms of information sharing					
vii	You have bench mark with youths from other counties on their participation in development projects					
viii	There is a clear channel of communicating challenges that you face to government agencies in your area					

Is there any other training you have undergone? Yes / No.

If yes state and indicate the extent of training.

.....

4. Level of Education

SN	STATEMENT	OPINION				
	In Youths participation on projects,	SA	A	N	D	SD
i.	Educated youth are better empowered for participation in the development projects					
ii	Differences in education levels hinders effective youth participation of the community based youth projects					
iii	Educated youth appreciate community development projects better than the less educated					
iv	Experiences in the education are useful in the participation of development projects					
v	Education encourages the youth to participate in development projects					
vi	Youth project qualities can be improved through education					

SECTION C: Youths participation in implementation of County development Project

S/N	STATEMENT	OPINION				
		SA	A	N	D	SD
i	Youths involvement in decision making results in better implementation of County development projects					
ii	You attend County development projects meetings					
iii	You are involved in monitoring of county development projects.					