FACTORS INFLUENCING YOUTH PARTICIPATION IN THE IMPLEMENTATION OF COMMUNITY DEVELOPMENT PROJECTS: A CASE OF KONOIN SUB-COUNTY, BOMET COUNTY, KENYA

BY

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DECLARATION

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

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DEDICATION

This research report is dedicated to my parents, Isaiah Mwei and Rebecca Mwei for being very supportive and so concerned about my academic work

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ABBREVIATIONS AND ACRONYMS

USAID: United States Agency for International Development

KYVEO: Kenya Youth Voice and Empowerment Organization

NGO: Non-Governmental Organizations

UN: United Nations

NYP: National Youth Policy

DFID: Department For International Development

CMM: Conflict Management and Mitigation

SPSS: Statistical Packages for Social Science

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ABSTRACT

This study is designed to identify the influence of Youth participation to their community development projects and how their active participation in decision-making process can contribute toward community development in Konoin sub-county. This study intends to establish how level of education among the youth influences their participation in community-based youth projects and to assess how individual factors influence youth participation in community-based youth projects in Konoin Sub-county. In addition, the study sought to determine how youth involvement in the monitoring of the projects influences their participation in community-based youth projects, and to determine how involvement in decision-making influences youth participation in community development youth projects in Konoin Sub-county. A review of literature was conducted to determine the existing knowledge gap concerning youth participation in community development projects. A descriptive research design was adopted in order to achieve the objectives of this study. Data was collected using structured questionnaire with a sample size of 278 being selected. Data cleaning, coding, and analysis was done using SPSS version 21. Analyzed data were presented using both descriptive and inferential analysis. and tables were adopted during the presentation of analyzed data. Findings revealed that youth who had attained different levels of education participated differently in the youth projects as indicated by majority 49(65.3%) of youth officials. Majority 89(52.2%) of youth members strongly agreed that the experiences in the education were useful in the participation of youth in community projects. The study further found out that education encouraged the youth to participate in community projects as indicated majority 42(56.0%) of youth officials. Findings further indicated that educated youth were better empowered for participation in the community base as indicated by majority 133(78.4%) of youth members. The study revealed that individual factors influenced youth participation in the implementation of community projects as indicated by majority 75.7% of youth members. Majority, 53.3% of youth officials, strongly agreed that other officials influenced them to participate in the community projects. It was further indicated that male youths participated in the implementation of community projects more than female. The study indicated that youths were involved in the monitoring and evaluation of the implementation of community development projects as indicated by majority of youth officials (82.7%). Findings further revealed that of officials (53.3%) disagreed that youth were involved in the appointment of the evaluation committee. Majority 64.0% of youth officials and majority 79.9% of members indicated that involvement of youth in decision making influenced youth participation in the implementation of community projects. Based on the findings, it was concluded that education had an influence on youth participation in implementation of community development projects. the study concluded that individual factors influenced youth participation in the implementation of community projects and youths were not aware of the importance of participating in the implementation of community development project. the study concluded that youth involvement in the monitoring of the youth projects influenced the youth in participating in the community development projects but they were not involved in the appointment of the evaluation committee. This study recommends that the government should develop strategies to curb the challenges faced by youths in trying to be part and parcel of the implementation of community development projects and also have their voices heard.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Community development is a process of transforming a community into a socially, politically, academically, and economically desired state with the primary purpose of improving the quality of life for the population. It is, therefore, a socio-economic process which seeks to bring about the equitable distribution of resources and income within a given community. This involves the integration of the rural population which in essence constitutes the vast majority of the population especially in developing countries into a national economy (Silverman, 2003).

Youth participation in community development implementation programs is a fundamental approach towards enabling communities to assist themselves and sustain efforts in development activities. Recently, young people are no longer seen as recipients of development programs but rather they have become significant stakeholders and relevant participants in the implementation and management of community development programs. Community development is a dynamic process which involves all segments of the local communities especially the youth population. Engaging the youth in community development implementation is a challenge and also rewarding, and it requires great patience and energy. For the achievement of the millennium development goals, it is important to engage the youth in the implementation of community development projects.

To better understand the role of youth participation in community development projects, there is a greater need to engage and train the extension agents, program developers, and policy planners in community development implementation. It is also important to understand the benefits and opportunities available through youth participation in community development projects. Therefore, extension programs play a critical role in engaging the youth involvement through interaction with the local communities especially with regards to the implementation of these programs. The young people can actively contribute to a variety of community development programs through extension activities and thus enhance their lives and the local community. It is imperative to involve the youth in community development programs so that they can become life-

long participants in development projects and hence empower the local communities while having a sense of ownership in development efforts.

In Mercy Corps' (2009) Nepal program, the youth designed community projects for which they raised money and subsequently built and helped maintain these community development projects. By including the youth in all phases of the development projects, Mercy Corps enabled youth to perceive as agents of change who are responsible for their future. The youth could play an active role in the development of community projects implementation whereby they would support the development and production of skills such as working with a group, confidence, and public relations and speaking to be able to communicate and interact with a range of relevant stakeholders. The process of participation, involvement, and empowerment is not about actions simply prescribed by others. Rather, it cultivates opportunities for young people to develop skills and competencies in a realm of mutual respect and understanding.

In Nigeria, Youths have been seen for their active involvement in community development programs, greater social propensity, faster reaction time, prowess, and innovation. Therefore, it becomes important to utilize their active features for progressive change in the community through active and meaningful participation in programs directed towards their development.

Masanyiwa and Kinyashi (2008) in a study in Tanzania observe that community members participate effectively when they perceive that interventions being undertaken by a project address their immediate needs as identified in community consultation processes**.** Further, Bhatnagar and Williams (1992) observe that people support and participate in projects that account for their needs. Beneficiary communities participate collectively to take initiative for their own socio-economic development which results in empowerment through asset and capacity building. People's participation can be based on the fact that people have the ability to carry out activities suited to their needs by becoming empowered to develop themselves in a collective effort to improve living conditions in the community which is dependent on the people determining their wants and needs and how to do it (Samah & Aref, 2009). The study findings therefore indicate that in the community driven development approach, development interest, project meets needs, previous development experience, to serve the community and development need contributes to participation by beneficiary community in development.

Previous research supports the premise that participation in community activities us associated with behavioral well-being among adolescents. Influences on youth becoming involved, such as increasing academic performance during high school, increasing the likelihood of college attendance (Eccles & Barber, 1999), greater school engagement (Lamborn, Brown, Mounts, & Steinberg, 1992), and reinforcing positive social values or setting an example (Youniss & Yates, 1997), have been found to affect involvement.

Other factors have been reported by the youth as influencing their need for and willingness to be a part of a greater good through involvement. These include: feelings of efficacy (Sherrod, Flanagan, & Youniss, 2002), the need to be valued and taken seriously by others in the community (Flanagan & Van Horn, 2001), increasing their own self-esteem, and having a responsibility toward society by performing a public duty (Independent Sector, 2001). Recognition by the community at large is part of feeling valued (Scales & Leffert, 1999).

Factors, such as parental involvement, can facilitate influences on youth involvement. Youth whose parents are actively involved in the community are more likely to become active themselves (Chan & Elder, 1999). Youth whose parents do not participate in civic activities may still become active in their communities: however, a supportive and reinforcing parental relationship may have a greater contribution to civic engagement than parental modeling (Fletcher & Van Horn, 2000). Perhaps as a result of an increased awareness of the advantages for adolescents, parents now play an important role in linking their children to the world around them (Parke & Ladd, 1992).

Youth must be fully involved in community development implementation especially in the local communities so that they can learn to function effectively and efficiently as responsible members of the community. Youth participation in community development implementation has been a major focus recently especially with the local leaders. Community development for the youth focuses mainly on building the capacity of the youth and empowers them to identify the benefits and opportunities of change within and without the community.

The youth constitutes clear assets to community development implementation programs when they are positively empowered to be efficient, active, and productive members of the community citizens. Youth involvement and support them in development processes is critical for several reasons: Firstly, young people have experience, knowledge, understanding, and ideas that are

unique to their situation, which enables them to offer fundamental knowledge and perspectives on development that cannot be offered by adults. Secondly, in many communities, youth make up the vast majority of the population; as a result, youth voices can be crucial expressions of entire community needs; and lastly, regardless of their current status, the youth are therefore the future custodians of their environments and leaders of their peers. A failure to promote youth development –and roles for youth in community development programs will affect countries across the world negatively whereas engaging youths in community development programs, such as taking active participation in the project planning and implementation encourage them to learn peaceful means of impacting their communities and the world.

According to the USAID (2005), the Youth need to participate and be at the forefront in determining their future. Therefore, youth involvement in community development implementation and community development projects will assist them to nurture and encourage emerging youth leaders to learn, lead, and also to identify areas that may be of interest for future endeavors. Moreover, youth involvement in community development implementation provides young people with the self-esteem, connection to age mates and communities. It also provides the youth with a positive self-identity, all of which reduce vulnerability to joining crime, violent movements, sects and other illegal activities that provide significant risk to the lives of the youth and that of the entire community. The most successful youth development programs recognize these factors and give youth an important role in designing and implementing community development programs with the guidance and support of adult mentors and local leaders.

Youths, therefore, needs proper harnessing so that they can maintain reliable status quo in their locality (Adesope, 2007). It is easier for them to speak with one voice when they are brought together, and this is the reason youth participation in the community development implementation has yielded significant progress.

According to the Kenya Youth Voice and Empowerment Organization (KYVEO) the youth today are various problems and challenges particular to them, and while they aspire to have full participation the life of society, their voices tend to be ignored by the relevant authorities. The youth holds the key to developing strong, healthy and caring communities in Kenya and in their professional endeavors which will be entrusted to lead all aspects of society.

The problems facing the Kenyan youth is not only the present society but also future generations. It is, therefore, crucial that youth be given a role and a voice in seeking to address these challenges because they understand the challenges the face in their day-to-day lives. It is imperative for youth leadership today and for Kenya's future, that we develop youth voices by providing everyone with a channel to express their opinions.

According to Urdal (2004), unemployment seems to be the biggest issue facing the youth in Kenya today. Su4rviving by the day without a constant source of income is a matter of concern for the Kenyan youth and the communities at larger. Most of the youth leave have migrated from rural areas to the urban centers with the hopes of getting employed but only end up doing casual work that pays less than Ksh. 400 per day if they are lucky. This, therefore, means that the Kenyan youth has become vulnerable in joining crimes and others recruited in political sects and gangs. The formally educated also have found themselves is such scenarios and thus, live is not easy for them either.

In Konoin sub-county, there are a few self-help, courtesy of Kazi Kwa vijana initiative which has enabled the youth to harness income through the participation in community development projects implementation. The community development empowerment deals with self-help groups. Most of these projects are managed by the sub-county levels of Konoin. The Konoin initiative project is a youth project promoting credible and accountable leadership among the citizens of Konoin Sub-County. Through the support and involvement of Amkeni Wakenya, the Youth Agenda has partnered with the Konoin sub-county Social Forum, a community-based organization that seeks to improve the youth in Konoin Sun-county through engagement in establishing accountable and responsive devolved government authorities. This has been achieved by empowering the young people to utilize adequate and relevant information as they exercise their right to be involved in the governance programs of the Sub-counties from the election of their leaders to their term in public offices. The project is expected to equip the youth in the sub-county with pertinent knowledge and understanding so as to enable them to monitor the performance of the county governments.

1.2 Statement of the problem

This research study is based on the fact that there have been several studies that have been conducted on community development project and community youth based programs. However, based on the scholarly articles and literature reviews, there are no studies on factors influencing youth participation in the implementation of community development projects in Konoin Sub-County thus necessitating this study so as to bridge the existing knowledge gap. This study depicts the strategic the factors influencing youth participation in the implementation of community development projects as the problem statement into which this study will focus on. The notion of youth participation in the implementation community development projects has been gaining momentum regarding the youth empowerment and development. The development scholars in the recent past have seriously advocated for the involvement of youth participation in the implementation of community development projects as they believe the objectives of any project cannot be fully achieved unless youth and other people in the community actively and meaningfully participate in it. Youth participation in community development projects may help bring effective social change rather than impose an external culture on society. Similarly, referring to the experience of community development programs, community participation by the youth in the management and design of a project greatly enhances the likelihood of project success due to improved and increased sustainability.

In spite of the government's effort to empower the youth through their participation in community-based projects, youth has not fully participated in such projects. For example, in Konoin Sub-county youth do not participate in meetings to discuss the projects they intend to participate in. In several meetings, it has been noted that vast majority of the participants meetings are elderly. The study sought to determine the factors that influence youth participation in community-based projects in Konoin Sub-county. Youths are the most affected group in regards to community development projects, therefore, failure to involve them can lead to poor policy making and poor decision making process in the community development activities.

1.3 Purpose of the Study

The study is purposed to investigate the factors that influence youth participation in the implementation of community development projects in Konoin Sub-county.

1.4 Objectives of the study

The following objectives guided this study.

1. To establish how level of education among the youth influence their participation in community-based youth projects in Konoin Sub-county
2. To assess how youth demography influence youth participation in community-based youth projects in Konoin Sub-county
3. To determine how youth involvement in the monitoring and evaluation of the projects influence their participation in community-based youth projects in Konoin Sub-county
4. To determine how youth involvement in decision-making influence youth participation in community development youth projects in Konoin Sub-county

1.5 Research Questions

The study sought to address the following questions

1. How does the level of education influence youth participation in community-based youth projects in Konoin Sub-county?
2. How do the youth demography influence youth participation in the implementation community development youth projects in Konoin Sub-county?
3. How does involvement in the monitoring of the projects influence the participation of young people in community-based youth projects in Konoin Sub-county?
4. How does involvement in decision-making influence youth participation in community-based youth projects in Konoin Sub-county?

1.6 Significance of the Study

The success of community-based youth projects is very critical in stimulating economic growth in marginal parts of the country and providing employment opportunities for the ever increasing population of unemployed youth. The findings of the study is expected to add to the existing body of knowledge especially in the field of youth participation in community development projects. The findings of the study are expected to bring out the factors that influence youth participation in community-based youth projects. This may help the community development practitioners in

designing their projects in a manner that necessitated more youth participation. Moreover, this study is expected to be of significance to the following.

The findings of this study is significant to the Ministry of Youth whereby they can be in a position to understand the importance of the youth in the participation of the implementation of community projects, the problems they face and challenges in trying to be part and parcel of the implementation of community projects. Besides, policy and law makers in government including the legislators can be in a position to make policies that conform to the requirements of the youth regarding their participation in the implementation of community development projects.

Non-Governmental Organizations (NGOs) are expected to understand the youth in Konoin Sub-County and thus, work together with mutual understanding and without conflict or clashing interests and hence improving the youth's and the community's economic condition.

The study of the factors influencing youth participation in the implementation of community development projects will add knowledge to students on the wide field of community development projects, and factors influencing youth participation. Moreover, the study will form relevant scholarly articles and literature review on factors influencing youth participation in the implementation of community development projects. The recommendations for this study will form a crucial basis for future researchers and Kenyan students.

1.7 Limitations of the Study

Some of the limitations of this study were securing appointments from those in authority or office due to their busy schedules. To curb this, the researcher identifed key decision makers and approach them so as to enable them conduct the study smoothly. Another limitation is due to inadequate resources which might have hindered the research study from yielding the expected results. This therefore means that the researcher should have prior planning and to be able to come up with a cost effective budget for the research study. Since the pick and drop method was used, the respondents delayed in filling the questionnaires and therefore caused time delays. The researcher gave appropriate time for the respondents to fill the questionnaires; the researcher also conducted follow up to ensure that the respondents were kept on toes.

1.8 Delimitations of the Study

The study was delimited to youth-based projects in Konoin Sub-county. The study is delimited to the 100 project officials and 900 members who are participating in the implementation of community development projects. This is based on the fact that they have firsthand information concerning the factors that influence youth participation in community-based youth projects in Konoin Sub-county.

1.9 Assumptions of the study

The study assumed that the respondents were available and that they provided reliable and valid information.

1.10 Definition of Significant Terms used in the study

The following are the significant terms used in the study

Decision-making: refers to opportunity for the youth to take part in formulation of decision for the project. Youth participation in decision making processes especially with regard to the implementation of community development projects.

Individual characteristics: refer to personal characteristics such as gender, age, occupation and marital status, this include, marital status, age of the youth and the level of motivation the youth have on participation in the implementation of community development projects.

The level of education: refers to the academic achievement of the youth and the level at which the youth have reached in terms of education. The indicators of
measure include, years of study, certificate award, and professional training.

Monitoring and evaluation: refer to youth participation in the appraisal of the projects Youth Participation it's an activity that's self-help aided by the local community themselves. This can be depicted in the way the youth take part in the survey of the projects, and assessment of these projects.

Youth Participation it's an activity that's self-help aided by the local community themselves, the government and other stakeholders offering only technical guidance and financial assistance.

Empowerment: An attitudinal process in which the youth is given the ability and authority in decision-making processes and in participating in the implementation of community development projects. This is indicated by the measure of the youth participation in the implementation of community development projects especially regarding leadership positions in the community

1.11 Organization of the study

This research project is organized in five chapters. The first chapter is the background of the study, problem statement, and purpose of the study, objectives of the study, research questions significance of the study, limitations and delimitations assumption of the study, definition of key terms and the organization of the study. Chapter two contains the literature review, the chapter focuses on the factors that influence participation of youth in the implementation of community development projects globally, African and local perspectives. The chapter also contains the conceptual framework that depicts the variables and the indicators of the subject matter. In chapter three, the study focuses on the research methodology applied in the study which includes the design of the study, the population that the study targeted, sample size the sample technique, research instruments and the validity, reliability of the instruments used in the study and finally the techniques used in analyzing the data. Chapter four focuses on data analysis, data presentation and the interpretation of data. In chapter five, the study focuses on the summary, findings and discussions, conclusions, recommendations, and suggestions for further studies to bridge the knowledge gap.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the available literature on the factors influencing youth participation in the implementation of community development projects from the global perspective, African perspective and the local perspective. The chapter also contains the conceptual framework based on the study.

2.2 Youth participation in the implementation of community development projects

There is a dynamic momentum on youth participation in the implementation of community development projects. Governments globally have increased support for youth ministries, youth programs, and currently there is greater recognition that the youth are the future of their communities' and countries' development. However, there is still a lot to be done to realize this potential.

The term youth participation refers to the youth taking part or having a share in the development projects in the community. According to Armitage (2010), participation is defined as a process where the community acts in response to the concerns of the public, raise their opinions on the decisions that affects them and thus take responsibility for the changes that affects them and the entire community. The youth participation according to Chappel, (2008) the youth participation could be as a result of the traditional sense powerlessness felt by the community especially the youth when it comes to participating in the decision making processes in the government decisions. There are various definitions for the youth therefore the definitions depend largely on the context and who is defining the term. A number of organizations have different definitions based on their contextual approach. The United Nations (UN) defines youth as a person who is between 15 and 24 years.

There is a dire need for Extension agents and policy planners to better understand the importance of youth participation in the implementation of community development projects. It is also important to recognize that a need exists to better realize the benefits and opportunities that can be achieved through youth involvement in the implementation of community development projects. Therefore, extension agents and programs play a crucial role in engaging youth through

interactions with the local community, particularly in the implementation of community development activities. This is because the youth can actively contribute to a variety of Extension activities that enhance local life. If youth are included in programs to meet their needs and empower their communities.

According to Curtain (2014), in South Africa, a youth is defined as a person who is between the age of 15 and 35 years. The National Youth Policy (NYP) of 2002 in Kenya defines youth as a person between the age of 15 and 30 years. According to the constitution of Kenya, the youth is defined as a person in the republic of Kenya who has attained the age of 18 years but not yet 35 years. This is the age bracket that is largely targeted by the Kenyan government in the implementation of development programs for the youth. Therefore, youth participation is an informed, voluntary and active involvement of the people who are between 18 and 35 years in the decision making processes and implementation of implementation of community development projects. The youth participation in implementation of community projects, social, political and economic affairs in the community puts the youth at the center of development and thus enables them to exercise their right to be part of the decision making processes on matters that affects them. The youth should therefore be part of the solution to global, national and local problems affecting the community and specifically the youth. The United Nations General Assembly sought to harness the youth initiatives, energy and imaginations through proclaiming an international year for the youth. The youth are seen as the first promoters of social reconciliation in the community; therefore, their role as agents of change and developments in their respective communities enhances their competence and participation in the implementation of community development projects. According to the World Youth Report (2003) the youth desire to be treated with respect and their voices heard.

According to Shrimpton (2009), community development project have been depicted as an integral component of economic development and a fundamental element in the effort to uplift countries out of poverty so as to meet the millennium development projects. These projects have become a driving force for the community's economic growth, creation of employment, and poverty eradication in developing countries. Community development projects are a means through which accelerated economic growth and rapid industrialization can be realized.

According to Mulwa (2007), youth participation in the implementation of community development projects brings forth a proactive process in which the youth influence the development and management of community development projects through monitoring and evaluation rather than merely receiving a share of project benefits. The scholar further notes that community participation of the youth creates an enabling environment for sustainability by allowing them, as a group to select the level of services for which they receive and willing to pay for, to guide key investment and management decisions, and also to make decisions and commit resources in support of the implementation community development projects.

Shane and Baron (2007) summarized indicators of youth participation in the implementation of community development projects and management as involvement in decision-making, contribution to the community, responsibility, representation, authority and well informed decisions that bring forth economic advancement to the community through entrepreneurship. It is therefore important for all factors 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 participate willingly in the development and operation of the community development projects and not to be forced to participate. The youth who are responsible for the implementation of community development projects should depict the diversity within the community so that others should not feel that they have been marginalized. The youth need to take responsibility for the implementation of community development projects through realizing that their economic growth largely depend on their investment in terms of time, and financial capital. The youth also should have the authority to make decisions when it comes to the implementation of community development projects. On the other hand, the youth should be able to make relevant decisions in order to determine the outcome of their decisions.

According to Nikkhah and Redzuan (2009), it is impossible to realize community development without the youth participation and involvement in particular projects. The scholars further emphasize on participation of youth in the implementation of community development projects as a means as to economic growth. Participation as a means to an end ensures that the youth are directly involved in the implementation of community project and they can take responsibility and control of decision that they make. Furthermore, youth participation as an approach to

development enhances the well-being and consequently provides access to a sustainable development. The level of youth involvement and participation in community development projects is still low in most developing countries including Kenya. Beierle (2000) argues that youth participation in the implementation of community development projects is based on local youth consent taking part in public decision making processes.

According to Chess and Purcell (2009), they observed that lessons from successful community projects in Western Canada suggest that a sustainable community development must be demand driven. The implementing of community development projects programs provide an enabling environment, and that youth be legally empowered to assume control, ownership and responsibility for the completed projects. They further noted that participation in which the youth get directly involved in community projects ensures that they can take control of their decisions that has direct influence in their lives. They concluded that youth involvement in the implementation of community development activities would lead to youth empowerment. If the community's economy is to be uplifted, all agents of change ought to guide the youth in the community towards involvement and full participation in the implementation of community development projects which are meant to improve well being of the youth. There is dire need to emphasize on equal participation between youth and older people in decision-making process, implementation, operation and evaluation of community projects. With regard to the decision-making process, the older people participate actively and attend meetings more regularly than the youth (Chess & Purcell, 2009). However, Youth use the facilities derived from these projects more often than older people on the other hand, the youth lack of general knowledge and this makes the youth unable to do maintenance community development tasks. This therefore means that the sustainability of community project is threatened because youth are not participating actively in the implementation of community development projects. Therefore, it is important to involve both the youth and the older people in the community effectively in the implementation phases for these projects to be sustainable. In the results of a study in Mali, Brett, Margaret and Tammo (2007) indicated that while implementation of community development projects is a positive step in responding to the needs of the youth, the operation process and consultative participatory approaches extension will not necessarily provide sustainable community development.

2.3. Youth participation in community development

In general, youth spend a substantial amount of time in extra-curricular activities in school and the community, including participation in the implementation of community development projects, school and local sports teams, and school-based clubs. All of these, and the interaction with individuals within them, directly influenced youth involvement in their participation in community development projects.

Previous studies support the fact that participation in the implementation of community development projects is related with the behavioral well-being among the youth. Influences on youth participating, such as increasing academic level, increasing the likelihood of college attendance greater community engagement and reinforcing positive social values or setting an example have been found to affect the youth participation in the implementation of community development activities and projects.

On the other hand, there are other factors that have been reported by studies as influencing the youth's need for participation and willingness to be a part of a greater good through participation in the implementation con community development projects. These include: feelings of efficacy, the need to be valued and taken seriously by other members in the community, increasing their own self-esteem, and having a responsibility toward society and the sense of ownership and identity. Recognition by the community at large is part of feeling valued and provides great motivation for the youth to participate in community development activities.

Moreover, other factors such as parental involvement can influence the youth greatly on involvement in the implementation of community development projects. Youth, whose parents are actively involved in the community projects are more likely to be active themselves when it comes to participation in the implementation of community development projects. Youth whose parents do not participate in community development activities may on the contrary still become active in their communities; however, a supportive parental engagement may play a vital role in the youth contribution to participation and involvement in the community development projects. Perhaps as a result of an increased awareness of the advantages for youth, parents play a significant role in linking youth to the world around them. In this study, youth participation is modified to mean the youth taking part in implementation of community based development projects.

2.4 Level of education and participation in the implementation of community development projects

According to Department For International Development (2014), Education systems is critical in preparing the youth to adequately to participate in the implementation of community development projects and decision-making processes in their communities. Education enables the youth to develop the necessary analytical skills that help them to be critical thinkers and problem-solvers through participating in community development projects. Youth who have a high educational level, according to DFID, have been depicted to be more involved in participatory activities relating to community development.

Nikkhah & Redzuan (2009) argued that education enables youth to have desirable qualities that promotes them to participate in the implementation of community development projects. They further reiterated that educated you have strong interest towards development and therefore are more involved in the implementation of community development projects. Educated youth are more concerned with economic empowerment that their uneducated counterparts who are depicted to have a strong apathy towards community development. The development of a community currently depends largely on youth participation. This therefore means that to enhance community development, youth should be empowered in terms of their academic achievements.

According to Sir Arthur Lewis Memorial Conference (2008), the accessibility and attainment of high quality education serves as a catalyst of attaining further opportunities for the development of social mobility and relations. Education level therefore enables the youth to enhance a prosperous socio-economic development in the community. Moreover, high education level enhances personal development. Educated youth focuses more on development of the community and social cohesion, thus are more concerned with participation in the implementation of community development projects especially with regard to decision-making processes, monitoring and evaluation of projects in the community.

2.5 Individual factors and participation in the implementation of community development projects

USAID CMM 2005 depicts that individual factors is also one of the hindrance to youth participating in the implementation of community development projects. It ascertains that men who are married are more proactive when it comes to participation community development

projects because of the sense of responsibility unlike their single counterparts. On the contrary, married women have the responsibility of taking care of their families and therefore are less likely to participate in the implementation of community development projects. The gender factor also plays a critical role in the youth participation in the implementation of community development projects.

The overall difference between males and female youth, in participation in the implementation of community development projects according to Vroom, (1990) depicts that women face more barriers when it comes to participation in the implementation of community development projects as opposed to their male counterparts. The research found out that males are more concerned with participation in the implementation of community development projects than female. In Kenya, where there are diverse cultural practices, especially with regard to the girl child, women are perceived to be the subordinates of their male counterparts and hence should not take part in the implementation of community development projects. He father reiterated that age also is an important factor that limits youth participation in the implementation of community development projects. The transition into adult roles in the contemporary society becomes an inhibiting factor as marriage plays a significant role. In the Kenyan contemporary society, leadership is perceived as a role belonging to the married individuals and hence positions in the community is given to the married, leaving the unmarried youth outside these position and this greatly affects their participation in the implementation of community development projects.

2.6 Social factors and participation in the implementation of community development projects

According to Maccoby (2010), youth who experience the security of adoring family and attachments to their parents are in a position to reach out to relate well with others and thus are more likely to participate in the implementation of community development projects. According to attachment theory, youth who enjoy close attachment with family uses this relationship as a supporting platform. Therefore, they will be more likely to relate to others well and hence get involved in participating in the implementation of community development. Through proper interactions with family, an individual will be in a position to relate well with others and hence capable of participating in community development projects. Culture also plays a critical role in influencing youth participation in the implementation of community development projects. In

Kenya, some communities still do not give equity to women. Some cultures prohibit women in participating in decision-making, though, through affirmative action, this is slowly fading away. This, therefore, means that young women are less likely to participate in the implementation of community development projects.

Wanting to belong, compounded by peer pressure can make beneficiary community members to participate in development. As Botes and Rensburg (2000) argue, a critical factor influencing the motivation to participate is often the composition of a community. Moreover wanting to belong, based on existence of traditional forms of community cooperation, makes individuals to collectively give priority to the goals of the larger group they belong to which often results in actions of individuals leading to service to the community or society (Bamberger, 1988; Ardichvili, Maurer, Li, Wentling, & Stuedemann, 2006). Similarly, participation of community members in any organization is dependent on the opportunity that the organization provides for inclusion (Goodman et al., 1998). Further, community acceptance of one another by offering each member the safety of knowing that they are accepted for who they are can be a militating factor in community participation as a way of wanting to belong (Reid, 2000). Working on the old adage of unity is strength, participation is a means of exerting influence or bargaining power which motivates communities to work collectively in development processes because it serves to enhance social cohesion and it makes communities recognise the value of working in partnership with each other (Khwaja, 2004; Burns et al., 2004).

2.7 Decision-making and participation in the implementation of community development projects

Rajani (2010) recognizes that the active engagement of youth is to a successful implementation of community development projects. He further affirms that full and effective participation of youth in the community and decision-making process is an important factor to realizing a sustainable development in the community. The indicators of youth participation can be evaluated their participation in decision-making process, Youth's attendance to development meetings in the community, their industriousness and their participation in the evaluation and monitoring of development projects in the community.

According to Stasser and Stewart (1992), open source community programs have become increasingly popular with a number of projects depicting a positively noticeable trend especially

with regard to youth participation in the decision-making processes. The presence of institutions, both governmental and non-governmental organizations have played a crucial role in encouraging the youth to participate indecision making processes; this is evident even in Kenya where youth have been given an opportunity to have a say in leadership roles. This has encouraged the youth to participate in community projects.

2.8 Theoretical Framework

There are several theories that have been brought forward to explain the human behavior in social, economic and cultural processes. This study adopted the Arnstein's theory of community participation that stems from the explicit recognition that there are diverse levels of participations from manipulation of the community members, consultation into real participation, which is the levels of participation and the control of the community members. Arnstein's theory depicted a ladder of participation in the community (Choguill, 1996). He stated that a number of factors, which comprises of power centers, processes issues, capacity, leadership, and attitudes of the participants influence participation in the community. He argued that there is a shift towards understanding youth participation in terms of the empowerment of the youth and the communities (Arnstein, 1969). This is derived from the growing prominence of the idea of a community member as the consumer where there are choices among alternatives, which are seen as a means through which power can be accessed. Under this theory, people are expected to be responsible for them and should, therefore, engage comprehensively in the decision-making processes particularly regarding the implementation of community development projects. This theory suits this study, as there are a number of factors that influenced youth participation in the implementation of community development projects, which are related to the factors stipulated by Arnstein's theory of community participation.

The social systems theory was also adopted for this study. This theory was used to analyze the existing situation of the youth in the community and the various sub-systems such as family, peer group, school and other social institutions. The resulting scenario on self or personality of the individual youth which affects their participation and involvement in the implementation of community development was analyzed using the system theory. System is defined as a complex of elements or components that are related directly in a specific network such that each component is related to at least some others in a more or less constant way within a period of time.

A social system therefore is a special order of system in that it is composed of persons or groups of persons who interact and influence each other's behavior. Within these order families, organizations, communities, societies and cultures are included. The social system model therefore can be validly applied to all forms of the association of human. It is, however, vital to specify that this study was based on social system theory, which look into the way the youth's individual social life is organized and transformed. It questions the usual assumptions that sharpen individual lives and depicts issues as the division of power, identity, rationality and human experiences as pre-modern, modern or post-modern aspects. It acts as a field of important inquiry which is interdisciplinary, and addresses the various social and human factors. Social system theory offers a diverse selection of subjects that seeks depict the complexities of social human behavior.

Miller and Page (2007) argued against traditional social theory for doing little more than chanting old theoretical subjects and irrelevant to the dynamic changes taking place in society hence unable to help the society to understand where the society is headed. Sociological theory therefore must have a purpose and role in the functionality of the society. He is in favor of social theory that is interested not just in knowledge but also in a search for knowledge for the improvement of the society. He argues that both corporate and individual actors in the society have roles and purposes in the society. Furthermore, within a corporate structure such as an organization may pursue purposes of their own interest thus giving rise to conflict of interest. This conflict helps to understand the sources of revolution in the society against corporate entities. The relationship here involves the way in which people perceive authority from the corporate structure and obtain legitimacy in those engaged in the revolution. According to Miller and Page, the key social change is the rise of corporate players to complement the human actors. Both may be considered as actors because they posses control over resources and activities and their capability to take actions to achieve their interests.

There have always been corporate participants in the society, but old ones, like the family are steadily being replaced by new, purposively constructed corporate actors. The existence of these new corporate actors brings forth the issue of how to ensure their social adequacy. Therefore, social system theory emphasizes the socialization process and a close relation between the individual and society because it affects involvement of individual in the participation of group activities. This invariably affect the implementation of community development projects of the

youth Organizations' productivity, involvement and their worthiness within the social system in the society. The interaction between the corporate actors, human actors and their host communities in Konoin Sub-County would suggest if the level of youth involvement in their community development activities is high, medium or low. This depicts the youth productivity and maturity within their communities.

This was based on the consideration of the results of youth participation in the implementation of community development projects that were operated using development categories which are agricultural development, political development, social development, economic development, and education development programs. Against this background, this study is designed to determine factors influencing the participation of youth in the implementation of community development projects in Konoin Sub-County.

2.9 Conceptual framework

The conventional framework below represents the interrelationships of variables on the factors that influence youth participation in the implementation of community development projects. It shows that youth participation in the implementation of community development is affected by various factors which include the individual factors of the youth such as, marital status, age, and their motivation towards participating in community development projects. In regard to education level as a variable, there are indicators that were used to measure and evaluate the level of education among the participants, these indicators are ; years of study, highest certificate award and professional training. The youth involvement in evaluation and monitoring of community development projects may it be survey, formative and summative evaluation. The youth participation in the implementation of community development projects is also influenced by youth participation in the decision making processes in the community. These are the variables that are independent and if they are manipulated, they directly influenced the youth participation in the implementation of community development projects. The moderating variable in the conceptual framework is the dominance of adults in community development projects through management of these projects. The other extraneous variable is the projects that are unfriendly to the youth thus influencing youth participations.

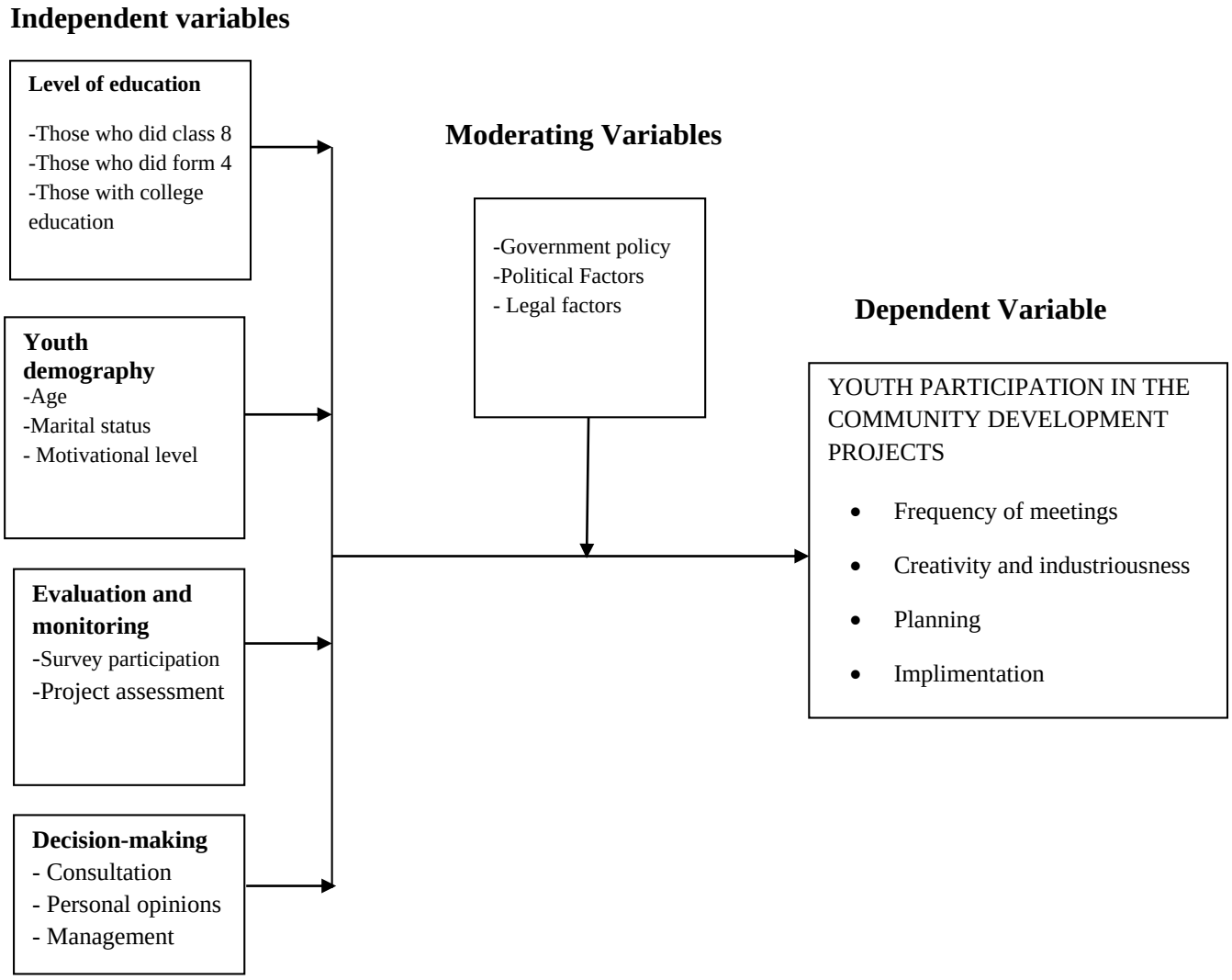

Fig 2.1: Conceptual Framework

2.10 Summary of gap in the Literature Review

According to the reviewed literature, not much has been done in Kenya in determining factors that influence youth participation in community development projects. Although there are a number of factors found in the literature review to have influenced the participation of youth in other countries, those factors may not necessarily apply to Kenya due to regional variation. It was also noted that if the community's economy is to be uplifted, all agents of change ought to guide the youth in the community towards involvement and full participation in the implementation of community development projects which are meant to improve wellbeing of the youth. There is dire need to emphasize on equal participation between youth and older people in decision-making process, implementation, operation and evaluation of community projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of methodology considered in the study and it explains the intended design used, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments methods of data collection and data analysis methods.

3.2 Research Design

The study employed a descriptive research design. Descriptive research sought to obtain information that describes existing phenomena by asking the youth about their perceptions, attitudes, behavior or values. Descriptive research suits this study because the population in question was large and it was difficult to observe the characteristics of each youth's participation in the implementation of community development projects. This design also helped in collecting original data on youth participation in community projects.

3.3 Target population

A population consists of a group that share common characteristics from which the youth or units of analysis was selected out of the population for the study. Such a sample consists of a small portion of the total group that makes up the study. The study targeted all the community youth projects in Konoin Sub-County. There were approximately 20 community youth based projects comprising of 5 officials each. The target population therefore comprised of all 100 project officials and 900 members involved in the projects which make a total of 1000 individuals.

3.4 Sample Size and Sampling Procedure

3.4.1. Sample size

A sample is a small number that was chosen to represent the whole population in this study. According to Krejcie & Morgan (1970) sample size table, a sample of 278 was selected from a population of 1000 subjects. A total of 80 project officials and 198 members were selected.

3.4.2. Sampling procedure

The youth members and the officials were sampled using simple random sampling. To conduct a simple random sample, the researcher first prepared a comprehensive list all youth and group officials in Konoin Sub-County. From this list, the sample was drawn so that each member had an equal chance of being selected to participate in the study.

3.5 Research instruments

The study used primary data sources for the purpose of collecting data. Structured questionnaires were used; the questionnaire were organized into four sections. First, it had the cover letter from the university; second question had the purpose of the study, third, the instructions to guide the respondent in filling the questionnaire, Section four contained questions meant to determine the general information of the respondent and the fifth section had have open-end questions for the study. The use of questionnaires was preferred because the ease with which it collects information and ease of analysis as they are standardized. Moreover, questionnaires are convenient in saving time and cost, besides, the pick and drop method that was applied to provide humble time for the respondent to attend to the questions without undue pressure. The questionnaires were administered to the targeted sample and it provided a disclaimer for utmost confidentiality of the respondent's views thus enhancing their honesty in answering the questions.

3.5.1 Pilot testing of instruments

In order to ascertain if the research instrument were functional, the questionnaire was first tried out on a few respondents who did not participate in the actual data collection stage. This is to ensure that every respondent sampled did not only understand the questionnaire, but also all respondents understand the questionnaire the same way. Moreover, this helped in testing the respondent's comfort in answering the questionnaire.

3.5.2 Validity of research Instrument

According to Mugenda and Mugenda (2003), validity of the research instrument is the accuracy, correctness, and meaningfulness of inferences, which is depicted by the desired results of the study. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. The researcher looked into the content and construct validity of the research instrument. The researcher also assessed the content and construct validity of the research

instruments. Content validity depicted whether the questions and statements fully represented every element of the research questions and objectives of the study. Construct validity on the other hand ensured that the questions and statements in the questionnaire were correctly and stated clearly. In order to determine if the research instrument measured what was intended to be measured; validation strategies were borrowed from relevant authorities including consultations with the research supervisors who have the expertise in the area of research. Their inputs were incorporated in the instruments before the actual data collection.

3.7 Reliability of Instrument

Reliability is the degree of consistency of the research instrument which measures whatever it is intended to measure or how it yields consistent results over a number of repeated trials. The reliability of questionnaires was established through the test-retest procedure. Questionnaires were be first tested in five randomly selected community development projects not in the study sample. The test re-test technique was used to estimate the reliability of the instruments. This involved administering the same test twice to the same group of respondents who have been identified for this purpose.

A period of two weeks were allowed before the tools were retested. Sampled responses from the test and the retest were analyzed using means, frequencies and percentages that produced scores which enabled the determination of the consistency of the processes and if the process yielded consistent results. The relationship between the first and the second test yielded a highly positive correlation of 0.89.

3.8 Data collection procedure

An introductory letter was obtained from the University of Nairobi, and a research permit from NACOSTI. A consent letter was presented to the participants to seek their consent before administering the questionnaires. The researcher then administered the questionnaires within a period of two weeks. Completed questionnaires were collected, and the collected data processed using SPSS software.

3.9 Data analysis methods

After collection of data, analysis of this data was conducted in order to address the research questions. Coding was done for the structured items through which categorization of data by transforming into symbols that were tabulated and counted. Quantitative and qualitative methods of data analysis were in descriptive statistics like frequencies, mean, and percentages were applied to summarize quantitative data while the qualitative data were also be arranged. Quantitative data from the structured questionnaire were then be coded and analyzed using descriptive statistics.

Table 3.1: Operationalization of Variables

Objective	Type of Variable	Indicators	Measure	Scale of measurements	Research approach	Tool for analysis
To determine factors influencing youth participation	Youth Participation in community development (Dependent variable)	- Decision making - Frequency of meetings - Participation in evaluation of development projects	Youth participation	Ordinal	Deductive approach	Questionnaire
To establish how education level influence participation of youth in implementation of community development projects in Konoin Sub-County	Education level (Independent variable)	Education Levels • Highest level of education • Education level	Level of education	Ordinal	Deductive approach	Questionnaire
To determine how individual factors influence youth participation in the implementation of community development projects	Individual factor (Independent variable)	• Age • Marital status	How the youth in different stages participate in the implementation of community development projects	Ordinal Nominal	Deductive approach	Questionnaire
To determine how the youth are involved in monitoring the implementation of community development projects in Konoin Sub-County	Youth involvement monitoring the implementation of community development projects (Independent variable)	• Survey participation • Project assessment	Frequency of youth participation	Nominal Ordinal	Deductive approach	Questionnaire
To determine how the youth involvement in decision making influences their participation in the implementation of community development projects in Konoin Sub-County	Youth involvement in decision making (Independent variable)	• Consultations • Personal opinions	Youth involvement in all levels	Nominal ordinal	Deductive approach	Questionnaire

3.10 Ethical consideration

Prior to the beginning of the study, the researcher sought permission from the relevant authorities. A letter of introduction was provided by the University, which explained to the respondents the purpose of the study before engaging them. Moreover, the respondents were assured that the information they provided will only be used for the purpose of the study and all the information they provided will be treated with utmost confidentiality. All identifiable data were removed, and anonymity and confidentiality maintained. The research findings were presented objectively and honestly.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This study investigated the factors influencing youth participation of youth in the implementation of community development projects in Konoin Sub-County. The study specifically established the influence of level of education, individual factors, youth involvement in the monitoring of the projects and involvement and participation in decision making processes and how these influence youth participation in the implementation of community development projects in Konoin Sub-County. This chapter also discusses findings in relation with the views that had been advanced earlier in the study.

4.2 Response rate

Out of the 80 officials and 198 youth members sampled in the study, 75 officials and 170 youth members responded and returned the questionnaires this was 88.13% 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 age, gender, level of education, marital status and the number of years they had served as officials in the group. Data revealed that majority 48(65.0%) of officials were male while 26(35.0%) of officials were female. youth officials

Table 4.1: Distribution of officials according to age

Age	Frequency	%
Below 25 years	14	18.1
Between 31-35 years	21	28.0
Between 36-40 years	2	2.8
Between 41-45 years	21	34.0
Above 50 years	13	17.1
Total	**75**	**100.0**

Table 4.1 shows that 14 (18.1%) of youth officials were below 25 years, 21 (28.0%) of officials were aged between 31 and 35 years, 25 (34.0%) of officials were aged between 41 and 45 years

while 13 (17.1%) of youth officials were above 50 years old. This indicates that the youth officials were relative old and hence could understand the factors influencing youth participation in community based youth projects. The researcher sought to establish the marital status of the respondents. Table 4.2 presents the data.

Table 4.2: Marital Status

Marital status	F	%
Single	22	29.0
Married	45	61.5
Divorced	8	9.5
Total	**75**	**100.0**

Majority 45(61.5%) of officials were married, 22(29.0%) of officials were single while 8(9.5%) of youth officials were divorced. Asked to indicate their highest education level, they responded as presented in Table 4.3

Table 4.3: Level of Education

Highest level of education	**Frequency**	**%**
Secondary level	84	49.5
College level	73	43.0
University level	13	7.5
Total	**170**	**100**

Data shows that 84(49.5%) of youth members had secondary education, 73(43.0%) of youth had college level education while 13(7.5%) of youth members had university education level. This indicates that the youth members had acquired basic education. Table 4.7 presents duration of the youth members in the group.

Table 4.7 Duration of youth in groups

Years	Frequency	%
Less than 5 years	90	53.0
Between 5-10 years	55	32.1
Over 10 years	25	14.9
Total	**170**	**100.0**

Table 4.7 shows that majority 90(53.0%) of youth members had been in the group for below 5 years, 55(32.1%) of youth members for duration of between 5 and 10 years while 25(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.

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

The purpose of this study was to determine the factors influencing youth participation in the implementation of community development projects. Specifically, the study sought to determine how level of education influenced youth participation in the implementation of community development projects. Data is presented in the following section: table 4.8

When the officials were asked whether the youth who had attained different levels of education participated differently in the youth projects, the data revealed that Majority 49(65.3%) of youth officials indicated that the youth who had attained different levels of education participated differently in the youth projects. This implies that the level of education had an influence on youth participation in implementation of community development projects. Data on the same item among the youth indicated that majority 121(71.3%) of youth members indicated that the youth who had attained different levels of education participated differently in the youth projects while 49(28.7%) of youth members indicated that youth who had attained different levels of education never participated differently in the youth projects Table 4.8 presents youth officials' responses on whether highly educated youth play a major role in youth participation of community based youth projects.

Table 4.8 Youth officials' responses on whether youth education level influence youth participation.

Responses	Frequency	%
Strongly agree	7	9,3
Agree	54	72.0
Disagree	14	18.7
Total	**75**	**100.0**

Majority 61(81.3%) of youth officials either strongly agreed or agreed that highly educated youth played a major role in youth participation of community based youth projects while 14(18.7%) of youth officials disagreed that highly educated youth played a major role in youth participation of community based youth projects Table 4.9 tabulates youth members response whether the current education system in Kenya was playing a major role in youth participation of community based youth projects.

Table 4.9: Youth members' responses on the role of education on participation in youth projects

Responses	Frequency	%
Strongly agree	58	34.0
Agree	62	36.5
Disagree	25	14.75
Strongly disagree	25	14.75
Total	**170**	**100.0**

Data shows that 58(34.0%) of youth members strongly agreed that the education system in Kenya was playing a major role in youth participation of community based youth projects, 62(36.5%) of youth members agreed while 25(14.75%) of youth members strongly disagreed that the education system in Kenya was playing a major role in youth participation of community based youth projects. This agrees with Nelson (1960) who indicated that educational levels are highly significant in the extent, intensity and pattern of participation. Table 4.10 tabulates youth members' responses on the same item.

Table 4.10: Whether the experiences in education influence participation in community projects

Responses	F	%
Strongly agree	42	56.0
Agree	13	17.3
Undecided	6	8.0
Disagree	8	10.7
Strongly disagree	6	8.0
Total	**75**	**100.0**

Majority 42(56.0%) of youth officials strongly agreed that education encourages the youth to participate in community based youth projects, 13(17.3%) of officials agreed, 6(8.0%) of officials were undecided with the statement while the same number of officials strongly disagreed that education encourages the youth to participate in community based youth projects. This implies that in essence the higher educational level was attained, the more favourable the attitude towards participating in community development projects. When the youth members were asked to respond to the same item, they responded as Table 4.12.

Table 4.12 Youth members' views whether education encourages youth participation in community projects

Responses	F	%
Strongly agree	89	52.2
Agree	81	47.8
Total	**170**	**100.0**

Data shows that majority 89(52.2%) of youth members strongly agreed that education encourages the youth to participate in community based youth projects while 81(47.8%) of members agreed with the statement. To establish whether the youth who had low education were not willing to participate in the community based youth projects, the youth officials were asked to respond to the same. Table 4.13 shows their responses.

Table 4.13 Youth officials' responses whether the youth who had low education were not willing to participate

Responses	F	%
Agree	61	81.3
Disagree	8	10.7
Strongly disagree	6	8.0

Majority 61(81.3%) of youth officials agreed that the youth who had low education were not willing to participate in the community based youth projects while 6(8.0%) of youth officials strongly disagreed that youth who had low education were not willing to participate in the community based youth projects. Table 4.14 tabulates responses on whether differences in education levels hinders effective youth participation in implementation of the community based youth projects.

Table 4.14: Responses on whether differences in education levels hinders youth participation

Respondents	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Youth officials	42	56.0	19	25.3	6	8.0	8	10.7
Youth members	10763.1		5129.9		3	1.9	9	5.2

Table 4.14 shows that majority 42(56.0%) of officials and majority 169(63.1%) of youth members strongly agreed that the differences in education levels hinders effective youth participation in implementation of the community based youth projects while 8(10.7%) of youth officials and 9(5.2%) of youth members 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. The researcher also sought to establish whether better educated youth participate actively than those not very well educated. The data is presented in Table 4.15

Table 4.15 Responses on whether better educated youth participate than those not very well-educated

Respondents	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Youth officials	26	34.7	21	28.0	21	28.0	7	9.3
Youth members	107	63.1	25	14.6	22	12.7	169.7	

Findings indicates that 26(34.7%) of youth officials and majority 107(63.1%) of youth members strongly agreed that better educated youth participated actively than those not very well educated. The data further indicates that 21(28.0%) of youth officials and 22(12.7%) of youth members disagreed that better educated youth participated actively than those not very well educated. The researcher further sought to establish whether the educated youth were better empowered for participation in the community based youth projects. Table 4.16 tabulates the findings.

Table 4.16 Educated youth are better empowered for participation in the community projects

Respondents	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Youth officials	33	44.0	21	28.0	21	28.0	0	0.00
Youth members	133	78.4	25	14.6	9	5.2	3	1.9

Data shows that majority 133(78.4%) of youth members strongly agreed that educated youth were better empowered for participation in the community based youth projects, 33(44.0%) of youth officials strongly agreed with the statement. The study further indicates that a significant number 3(1.9%) of youth members strongly disagreed that educated youth are better empowered for participation in the community based youth projects. This agrees with Carter, (2000) who indicated that insufficient sufficient education and training for youth was an impediment of participation in community based activities. Asked to indicate whether educated youth appreciated community development projects better than the less educated, they responded as Table 4.17

4.5 Influence of individual factors on the youth participation in the implementation of community development projects

To establish the influence of individual factors on the youth participation in community based youth projects. The youth official and members were posed with items that sought the same. Data is presented in the following section: Table 4.18 tabulates youth members responses on individual factors influencing youth participation in the implementation of community based youth projects.

Table 4.17 Youth members responses on individual factors influencing youth participation.

Response	F	%
Yes	**129**	**75.7**
No	**41**	**24.3**
Total	**170**	**100.0**

Individual factors influenced youth participation in the implementation of community based youth projects as indicated by majority 129(75.7%) of youth members while 41(24.3%) of youth members indicated that individual factors does not influence youth participation in the implementation of community based youth projects. To establish whether other officials influenced the officials to participate in the community based youth projects, the officials were asked to indicate the same. Table 4.19 tabulates the findings.

Table 4.18 Youth officials' responses on officials influence on their participation influence youth participation

Responses	F	%
Strongly agree	40	53.3
Agree	14	18.7
Disagree	14	18.7
Strongly disagree	7	9.3
Total	**75**	**100.0**

Majority 40(53.3%) of youth officials strongly agreed that other officials influenced them to participate in the community based youth projects, 14(18.7%) of officials agreed, the same number of officials disagreed with the statement while 7(9.3%) of youth officials strongly disagreed that other officials influenced them to participate in the community based youth projects. Asked

whether the youths were aware of the participation of community based youth projects, majority 42(56.0%) of officials indicated that they were not aware of the participation of implementation of community development projects. To establish whether age of the youth influenced their participation in the implementation of community based youth projects, the respondents were asked to indicate the same. Table 4.20 tabulates the findings.

Table 4.19 Influence of age of their participation in community development projects

Respondents	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Youth officials	27	36.0	34	45.3	7	9.3	7	9.3
Youth members	76	44.8	68	39.9	26	15.3	0	0.00

Findings indicate that 27 (36.0%) of officials and 76 (44.8%) of members strongly agreed that age influenced youth participation in the implementation of community based youth projects while a significant number 7(9.3%) of officials strongly disagreed with the statement. This implies that age had an impact on how one approaches his environments and activities. Young people were very aggressive, impatient, and ready to take risks and this may influence on their participation in the implementation of community based youth projects To establish whether marital status of the youth influenced their participation in community based youth projects, the officials and youth members were asked to indicate the same. Data is presented in Table 4.21

Table 4.20 Whether marital status of the youth influence their participation in the community projects

Respondents	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Youth officials	48	64.0	25	33.3	2	2.7	0	0.00
Youth members	68	39.9	61	35.8	29	16.4	13	7.8

Majority 48(64.0%) of youth officials and 68(39.9%) of members strongly agreed that marital status of the youth influenced their participation in community based youth projects, 25(33.3%) of officials and 61(35.8%) of members agreed while 13(7.8%) of youth members strongly disagreed

that marital status of the youth influenced their participation in community based youth projects. This shows that female and male members had different level of participation in the community based youth projects. The researcher further sought to establish whether male youths participated in the community based youth projects more than female. Table 4.22 tabulates the findings.

Table 4.21 Whether male youths participated in the community projects more than female

Respondents	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Youth officials	34	45.3	14	18.7	14	18.7	13	17.3
Youth members	89	52.2	55	32.1	13	7.8	13	7.8

Majority 89(52.2%) of youth members and 34(45.3%) of youth officials strongly agreed that male youths participated in the community based youth projects more than female, 14(18.7%) of officials and 86(32.1%) of members agreed with the statement while 13(17.3%) of officials and 21(7.8%) of youth members strongly disagreed that male youths participated in the community based youth projects more than female. This was because women gave more emphasis to family ties and relationships than implementation of community development projects. Table 4.23 tabulates responses on whether married young ladies participated in community activities.

Table 4.22 Response on motivation for participation in community activities

Respondents	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Youth officials	33	44.0	28	37.3	7	9.3	7	9.3
Youth members	55	32.1	41	24.3	39	22.8	36	20.9

Data shows that 33(44.0%) of official and 55(32.1%) of members strongly agreed that motivated youth participated on community activities while 7(9.3%) of youth officials strongly disagreed with the statement. This implies that there was a need for achievement which was the desire to accomplish a task or goal which then gives them satisfaction. Satisfaction is encouragement that

leads to youth members to display significant improvements as it forms a great deal of self-perception.

Table 4.23 Youth Members responses on the influence of individual factors on the youth participation

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Family influence	54	31.7	51	30.2	40	23.5	25	14.6
Friends influence	86	50.7	68	39.6	13	7.8	3	1.9
Unaware of CDP	55	32.1	51	30.2	39	23.1	25	14.6

Findings indicates that 85(31.7%) of youth members strongly agreed that their parents and family influenced them to participate in the community projects while 18(30.2%) of youth members agreed with the statement. Majority 136(50.7%) of youth members strongly agreed that their friends influenced them to participate in the community projects while 86(32.1%) of members strongly agreed that they were aware of the implementation of implementation of community development projects. This implies that individual factors and personal characteristics had an influence in youth participation in the community projects.

4.6 Influence of youth involvement in the monitoring of the projects of implementation of community development projects

To establish the influence of youth involvement in the monitoring of the projects of implementation of community development projects, the researcher posed items to the youth officials and members. Data is presented in the following sections: The youth officials were asked whether youths were involved in the monitoring and evaluation of the youth projects. Data showed that majority 62(82.7%) of youth officials indicated that youths were involved in the monitoring and evaluation of the youth projects while 13(17.3%) of officials indicated that youths were not involved in the monitoring and evaluation of the youth projects. This mobilizes them to have projects own initiative. When the youth members were asked whether youth involvement in the monitoring of the youth projects influenced the community based youth projects, majority 140(52.2%) of youth members indicated that their involvement in the monitoring of the youth projects influenced the community based youth projects. This implies that youth involvement help

the community to establish their decision-making processes, develop and implement plans and get access to resources.

Table 4.24 Youth officials' responses on the influence of youth involvement in the monitoring of projects

Statement	Strongly agree F	%	Agree F	%	Disagree F	%	Strongly disagree F	%
Youth involvement in mobilization process	13	17.3	27	36.0	35	46.7	0	0.00
Youth involved in choosing committee members	2	2.7	33	44.0	40	53.3	0	0.00
Youth are involved in the evaluation committee to understand plans of the projects	0	0.00	7	9.3	33	44.0	35	46.7
Youth members recommendations are sought in decision making of the community projects	0	0.00	36	48.0	33	44.0	6	8.0
Youth form a considerable number from the community during the monitoring of the community projects	7	9.3	14	18.7	26	34.7	28	37.3

Data shows that 35(46.7%) of youth officials disagreed that youth members were involved in the mobilization process, majority 40(53.3%) of officials disagreed that youth were involved in the appointment of the evaluation committee. Data further shows that 33(40.0%) of officials disagreed that youth were involved in the evaluation committee to understand plans of the projects and their recommendations were sought in decision making of the community projects while 28(37.3%) of

officials strongly disagreed that the youths formed a considerable number from the community during the monitoring of the community projects. This implies that youth members lacked connection to established formal or informal community activities and applicants for community advisory committee membership was not sought through a range of strategies, including seeking recommendations of individuals from youth bodies.

Findings shows that majority 92(54.1%) of youth members disagreed that they participated in monitoring of the implementation of community development projects, majority 130(76.4%) of members disagreed that mobilization process of the community include youth members. Data further shows that 117(68.7%) of members strongly disagreed that they were involved in the appointment of the evaluation committee. Majority 103(60.8%) of youth members disagreed that they were involved in the evaluation committee to understand plans of the projects, majority 129(75.7%) of members strongly disagreed that their recommendations were sought in decision making of the community projects while 76(44.8%) of members strongly disagreed that the youth formed a considerable number from the community during the monitoring of the community projects. This indicates that in the evaluation committee, the community did not include a considerable number of youth from the community who should represent the community during the evaluation.

4.7 Influence of youth involvement in decision making on the youth participation in the implementation of implementation of community development projects

The study further sought to establish the influence of youth involvement in decision making on the youth participation in the implementation of implementation of community development projects. When the respondents were asked whether involvement of youth in decision making influenced youth participation in community based youth projects, they responded as Table 4.28

Table 4.25 Respondents' responses on involvement of youth in decision making

Respondents	Yes		No	
	F	%	F	%
Youth officials	48	64.0	27	36.0
Youth Members	136	79.9	34	20.1

Majority 48(64.0%) of youth officials and majority 136(79.9%) of members indicated that involvement of youth in decision making influenced youth participation in community based youth projects. This shows that decision making plays a major role in youths management of their own affairs. Ownership and control of implementation of community development projects have a profound impact on participation in development projects.

Table 4.26 Youth officials' responses on the influence of youth involvement in decision making on the youth participation

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Youths are involved in recognition of implementation of community development projects needs	12	16.0	21	28.0	21	28.0	21	28.0
Involving youth in decision making process results in better quality decisions of the projects	44	58.7	13	17.3	12	16.0	6	8.0
decisions of the projects	41	54.7	20	26.7	8	10.7	6	8.0
Youth are too emotional to be involved in the decision making of the community projects	41	54.7	19	25.3	15	20.0	0	0.00

Findings indicates that 21(28.0%) of youth officials agreed that youths were involved in recognition of implementation of community development projects needs, the same number of

officials strongly disagreed with the statement. Majority 44(58.7%) of officials strongly agreed that involving youth in decision making process results in better quality decisions of the projects while majority 41(54.7%) of officials strongly agreed that youth provides technical experts during the projects decision making process and that youths were too emotionally to be involved in the decision making of the community projects.

This indicated that involvement of youth in decision making about implementation of community development projects was an important factor in the success of the projects When the youth members were asked to indicate the same, 51(29.9%) of youth members strongly disagreed that they were involved in recognition of community based youth projects needs, 78(45.9%) of members strongly disagreed that they played a greater role in shaping the decisions that affect the community based youth projects. Majority 90(53.0%) of members agreed that involving youth in decision making process results in better quality decisions of the projects, 75(44.0%) of members agreed that youth provided technical experts during the projects decision making process. The study further shows that 77(45.1%) of youth members disagreed that youth increased conflicts in the decisions concerning the community based youth projects while 51(29.9%) of youth members strongly disagreed that youth were too emotionally to be involved in the decision making of the community projects. People criticize the youth participation process, asserting that it increases rather than decreases conflict between agencies and the public, increases rather than decreases the costs of making and implementing policy decisions, and is unduly time consuming. This implies that youth were not involved in recognition of a need and integration with the community about the community projects.

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 factors influencing youth participation in community based youth projects in Konoin Sub-County. Four research objectives guided the study. Research objective one sought to establish the influence of level of education among the youth on their participation in community based youth projects , research objective two sought to assess how individual factors influenced youth participation in community based youth projects , research objective three sought to explore how youth involvement in the monitoring of the projects influenced their participation in community based youth projects while research objective four sought to determine how involvement in decision making influenced youth participation in community based youth projects in Konoin Sub-County. The study adopted a descriptive survey design. The sample comprised of 80 officials and 198 youth members. Data was collected by use of questionnaires and was analyzed by use of qualitative and quantitative technique.

5.2.1 Influence of level of education on the youth participation in implementation of community development projects

Findings revealed that youth who had attained different levels of education participated differently in the youth projects as indicated by majority 49(65.3%) of youth officials which implied that the level of education had an influence on youth participation in the implementation of community development projects. Majority 89(52.2%) of youth members strongly agreed that the experiences in the education were useful in the participation of youth in community projects. The study further found out that education encouraged the youth to participate in community projects as indicated majority 42(56.0%) of youth officials which implied that in essence the higher the educational level attained the more favorable the attitude towards participating in the implementation of community development projects. Majority 89(52.2%) of youth members strongly agreed that education encourages the youth to participate in community projects. Majority 61(81.3%) of youth officials agreed that the youth who had low education were not willing to participate in the implementation of community development projects. Majority 42(56.0%) of officials and majority

107(63.1%) of youth members strongly agreed that the differences in education levels hinders effective youth participation in implementation of the community projects which implied that the level of education was an influencing factor on how youth understood development issues and which also motivated them to get involved. Findings further indicated that educated youth were better empowered for participation in the community base as indicated by majority 133(78.4%) of youth members which implied that lack of sufficient education and training for youth was an impediment their participation in community based activities. The above findings showed that youth who were better educated participated actively than those not very well educated. In this study, data was collected with the aid of structured questionnaire administered to the respondents. Education was an important factor on youth's involvement in community development endeavors. In addition, education was linked to attitude towards participation. Youth participated more in the rural development programme of government

5.2.2 Influence of individual factors on the youth participation in implementation of community development projects.

The study revealed that individual factors influenced youth participation in the implementation of community projects as indicated by majority 75.7% of youth members. Majority,53.3% of youth officials, strongly agreed that other officials influenced them to participate in the community projects. It was further revealed that youths were not aware of the participation of youth in the implementation of community project as indicated by majority 42(56.0%) of officials. The study further revealed that age had an impact on how one approaches his environments and activities. Young people were very aggressive, impatient, and ready to take risks and this may influence on their participation in the implementation of community projects. Majority 64.0% of youth officials strongly agreed that marital status of the youth influenced their participation in community based youth projects. It was further indicated that male youths participated in the implementation of community projects more than female as indicated by majority 52.2% of youth members. This was because women gave more emphasis to family ties and relationships than implementation of community development projects. Majority 52.0% of youth officials and majority 82.5% of members strongly disagreed that young married women participated in community activities as married women had primary responsibility for children, home and older dependent family members. Majority, 50.7% of youth members, strongly agreed that their friends influenced them to participate in the community projects which implied that individual factors and personal

characteristics had an influence in youth participation in the implementation of community development projects. The findings depicted that age has an impact and perceived levels of participation is acquired overtime and consequently age has a direct influence on the involvement of youth in the implementation of community development activities. This is because of the assumption that that many aged thirty or less may not have acquired sufficient organizational experience while those aged 45 years or more may no longer possess the required experience in running and managing the implementation of community development projects.

5.2.3 Influence of youth involvement in the monitoring of the projects of implementation of community development projects

The study indicated that youths were involved in the monitoring and evaluation of the implementation of community development projects as indicated by majority of youth officials (82.7%) which mobilized them to have projects own initiative. Majority of youth members indicated that their involvement in the monitoring of the community projects influence the youth in participating in the implementation of community projects ((52.2%)). Findings further revealed that of officials (53.3%) disagreed that youth were involved in the appointment of the evaluation committee. This implied that youth members lacked connection to established formal or informal community activities and applicants for community advisory committee membership was not sought through a range of strategies, including seeking recommendations of individuals from youth bodies. Majority 145(54.1%) of youth members disagreed that they participated in monitoring of the implementation of community development projects, majority 201(76.4%) of members disagreed that mobilization process of the community include youth members. Majority of youth members (60.8%) disagreed that they were involved in the evaluation committee to understand plans of the projects. The majority of members (75.7%) strongly disagreed that their recommendations were sought in decision making of the community projects which indicated that in the evaluation committee, the community did not allow to present a considerable number of youth from the community who should represent the community during the evaluation. This is reiterated by Mulwa (2007) who found that true community-based approach requires a different programming flow, one that begins not only with assessment, but with mobilization of social groups and communities, which is then followed by a community-based assessment. Mulwa (2007) also states that board providing services to communities need to develop specific strategies

for engaging and involving the youth, consumers, careers and community members from across their region, particularly from rural communities.

5.2.4 Influence of youth involvement in decision making on the youth participation in the implementation of community development projects

Majority 64.0% of youth officials and majority 79.9% of members indicated that involvement of youth in decision making influenced youth participation in the implementation of community projects. Findings further indicated that involving youth in decision making process results in better quality decisions of the projects as indicated by majority 58.7% of officials. Youth provided technical experts during the projects decision making process and that youths were too emotionally to be involved in the decision making of the community projects as indicated by majority 54.7% of officials. It was also found that involving youth in decision making process results in better quality decisions of the projects as indicated by majority 53.0% of youth members. Youth members disagreed that youth increased conflicts in the decisions concerning the implementation of community projects which implied that youth were not involved in recognition of a need and integration with the community about the community projects.

5.3 Conclusion

Based on the findings, it was concluded that education had an influence on youth participation in implementation of community development projects. Youth participated differently in the community projects as they had different levels of education. It was further concluded that education encouraged the youth to participate in the implementation of community development projects. Youths who had low education were not willing to participate in the implementation of community development projects. It was concluded that project qualities can be improved through increasing the level of education. Differences in education levels inhibit effective youth participation in implementation of the community development projects. This depicted that the level of education was a key determinant on how the youth understood the importance of participating in the implementation of community development projects. Education also motivates the youth to get involved in the implementation of community development projects. The study further concluded that educated youth were better empowered for participation in the implementation of community projects. On the influence of individual factors on the youth participation in the implementation of community projects, the study concluded that individual factors influenced youth participation in the implementation of community projects and youths

were not aware of the importance of participating in the implementation of community development project. The study further concluded that age had an impact on how one approaches his environments and activities. Young people were very aggressive, impatient, and ready to take risks and this may influence on their participation in the implementation of community development projects. It was further concluded that marital status of the youth influenced their participation in community development projects because women gave more emphasis to family ties and relationships than participating in the implementation of community development projects. It was concluded that married women had primary responsibility for children, home and older dependent family members and hence married young ladies did not participate fully in community activities.

On the influence of youth involvement in the monitoring of the projects of implementation of community development projects, the study concluded that youth involvement in the monitoring of the youth projects influenced the youth in participating in the community development projects but they were not involved in the appointment of the evaluation committee. The study therefore concluded that youth members lacked connection to established formal or informal community activities and applicants for community advisory committee membership was not sought through a range of strategies. Youth members were not involved in monitoring of the implementation of community development projects, mobilization process, evaluation committee to understand plans of the projects and their recommendations were not sought in decision making of the community projects. On the influence of youth involvement in decision making on the youth participation in the implementation of implementation of community development projects, the study concluded that involvement of youth in decision making influenced youth participation in the implementation of community development projects. The study lastly 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.

5.4 Recommendations

According to the findings, the following recommendations were made:

1. The government should develop strategies to curb the challenges faced by youths in trying to be part and parcel of the implementation of community development projects and also have their voices heard.

2. There is dire need for the Community development practitioners to design their projects in a manner that will necessitate more youth participation.
3. The Youth should be provided with entrepreneurship training as the more business assistance a young entrepreneur obtains the better his or her awareness on community participation in the project.

5.5 Suggestions for further research

The following are suggestions for further research:

1. Influence of government policy on youth engagement in implementation of community development projects
2. Effects of youth empowerment programs on youth participation in implementation of community development projects.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

University of Nairobi

Department of Extra Mural Studies

P.O. BOX 30197

NAIROBI

Dear Respondent,

RE: RESEARCH PROJECT

I am a student of the University of Nairobi pursuing a Master of Arts Degree in Project Planning and Management. I am conducting an academic research on factors influencing youth participation in the implementation of community development projects in Konoin Sub-County. I will appreciate if you could answer the following questions as comprehensively and as truthful as possible. Please use the space provided

.

Yours faithfully,

Olive Jerop Mwei

APPENDIX II: QUESTIONNAIRE FOR THE PROJECT OFFICIALS

The purpose of this questionnaire is to obtain information on the factors influencing youth participation in the implementation of community development projects. You are therefore requested to participate in the study by filling in this questionnaire. The information you will provide will be used solely for the purpose of the study and will be treated with utmost confidentiality. Therefore, fill free to respond to all the questions contained in this questionnaire as to the best of your knowledge.

Section one: Demographic information

1. What is your gender

Male [ ] Female [ ]

2. What is your age bracket?

Below 25 years [ ] 26- 30 years [ ]

31- 35 Years [ ] 36- 40 years [ ]

41- 45 Years [ ] 46- 50 Years [ ]

51 years and above [ ]

3. Marital status

Single [ ] Married [ ] Divorced [ ] Separated [ ]

4. Highest level of Education attained

Secondary level [ ] College Level [ ] University Level [ ]

Post graduate [ ]

5. How many years have your served as an official in the group?

Below 5 years [ ] 5- 10 years [ ] Over 11 years [ ]

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

6. Do the youth who have attained different level of education participate differently in the youth groups?

Yes [ ] No [ ]

Explain your

answer_____

7. The statements below relate to Influence of level of education on the youth participation in the implementation of community development projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.Please tick the option that best suits your opinion on the statement given.

Level of education	**5**	**4**	**3**	**2**	**1**
Highly educated youth play a major role in youth participation of community development projects					
Experiences in the education are useful in the participation of community development projects					
Education encourages the youth to participate in community development projects					
Youth who have low education are not willing to participate in the community development youth projects					
Differences in education levels hinders effective youth participation in implementation of the community development projects					
Better educated youth participate actively than those not very well educated					
Educated youth are better empowered for participation in the community development projects					
Educated youth appreciate community development projects better than the less educated					

Section C: Influence of individual factors on the youth participation in the implementation of community development projects

8. The statements below relate to influence of several factors on the youth participation in the implementation of community projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.Please circle the option that best suits your opinion on the statement given.

Individual factors	5	4	3	2	1
Other officials influence me to participate in the implementation of community development projects					
Youths are not aware of the Participation in the implementation of community development projects					
Age of the youth influence their participation in the implementation of community development projects					
Marital status of the youth influence their participation in the implementation of community development projects. Male youths participate in the implementation of community development projects more than female.					
Married young ladies do not participate in community activities					
Motivated youth participate in community activities					

Section D: Influence of youth involvement in the monitoring of the projects of community based projects

9. Are youth involved in the monitoring and evaluation of the implementation of community development projects?

Yes [ ] No [ ]

10. The statements below relate to influence of participation in monitoring the community projects. supplied also are five options that correspond to these statements: Strongly agree (SA),=5 Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1

Involvement in monitoring	5	4	3	2	1
Youth participate in monitoring the implementation of community development projects					
Youth members are involved in the mobilizations process					
Youth are involved in the appointment of the evaluation committee.					
Youth are involved in the evaluation committee to understand plans of the projects					
Youth members recommendations are sought in decision making of the community projects					
Youth form a considerable number from the community during the monitoring of the community projects					

Section E: Influence of involvement in decision making on the youth participation in the implementation of community based projects

11. Does involvement of youth in decision-making processes influence youth participation in the implementation of community development projects?

    Yes [ ] No [ ]

The statements below relate to the influence of then involvement in decision-making in the implementation of community development projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.Please circle the option that best suits your opinion on the statement given.

Involvement in decision making	**5**	**4**		**3**	**2**	**1**
Youth plays a greater role in shaping the decisions that affect the community development projects						
Involving youth in decision making process results in better quality decisions of the projects						
Youth provide technical experts during the projects decision making process						
Youth increases conflicts in the decisions concerning the community based projects						
Youth are too emotionally to be involved in the decision making of the community projects						

APPENDIX III: QUESTIONNAIRE FOR THE YOUTH MEMBERS

This questionnaire is designed to gather information on the factors that influence participation of youth in community based youth projects in Konoin Sub-County, Kenya. You are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information you provide will only be used for the purpose of this study. Please respond to all items

Section A: Demographic information

Please tick [√] or answer as appropriate

1. What is your gender?

   Male [ ] Female [ ]

2. What is your age bracket?

   Below 25 years [ ] 26- 30 years [ ]

   31- 35 Years [ ] 36- 40 years [ ]

   41- 45 Years [ ] 46- 50 Years [ ]

   51 ears and above [ ]

3. Marital status

   Single [ ] Married [ ] Divorced [ ] Separated [ ]

4. Highest level of Education attained

   Secondary level [ ] College Level [ ] University Level [ ]

   Post graduate [ ]

5. How many years have your served as an official in the group?

   Below 5 years [ ] 5- 10 years [ ] Over 11 years [ ]

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

6. Does the level of education influence youth participation in community based youth projects

   Yes [ ] No [ ]

7. The statements below relate to Influence of level of education on the youth participation in the implementation of community development projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3,

Disagree(D)=2, and Strongly Disagree(SD)=1.Please circle the option that best suits your opinion on the statement given.

Level of education	5	4	3	2	1
The current education system in Kenya is playing a major role in youth participation in the implementation of community development projects					
Experiences in the education are useful in the youth participation in the implementation of community development projects					
Education encourages the youth to participate in the implementation of community development projects					
Youth project qualities can be improved through education					
Differences in education levels hinders effective youth participation in the implementation of community Development projects					
Better educated youth participate actively than those not very well educated					
Educated youth are better empowered for participation in the community based youth projects					
Educated youth appreciate community development projects better than the less educated					

Section C: Influence of individual factors on the youth participation in the implementation of community development projects

8. Do the individual factors influence youth participation in the implementation of community development projects?

   Yes [ ] No [ ]

9. The statements below relate to influence of individual factors on the youth participation of community based youth projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.Please circle the option that best suits your opinion on the statement given

Individual factors	**5**	**4**	**3**	**2**	**1**
My Parents and family influence me to participate in the implementation of community development projects					
My friends influence me to participate in the implementation of community development projects					

I am not aware of the implementation of community development projects					
Age of the youth influence their participation in the implementation of community based projects					
My Marital status influence my participation in the implementation of community development projects					
Male youths participate in the implementation of community development projects more than female.					
Married youth ladies do not participate on community activities					
Motivated youth participate on community activities					

Section D:Influence of youth involvement in the monitoring of the projects of community based youth projects

10. Does youth involvement in the monitoring of the youth projects influence the community based youth projects?

    Yes [ ] No [ ]

11. The statements below relate to influence of involvement in monitoring of the youth projects in the implementation of community based projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please circle the option that best suits your opinion on the statement given.

Involvement in monitoring	**5**	**4**	**3**	**2**	**1**
I participate in monitoring the implementation of community development projects					
Mobilization process of the community include youth members					
I am involved in the appointment of the evaluation committee I am involved in the evaluation committee to understand plans of the projects					
My recommendations are sought in decision making of the community projects					
Youth form a considerable number from the community during the monitoring of the community projects					

Section E: Influence of involvement in decision making on the youth participation in the implementation of community development projects

12. Does involvement of youth in decision-making influence youth participation in the implementation community development projects?

    Yes [ ] No [ ]

13. The statements below relate to influence of involvement in decision making in the youth projects in community based projects. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4,Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

    Please circle the option that best suits your opinion on the statement given.

Involvement in decision making	**5**	**4**	**3**	**2**	**1**
I am involved in recognition of community development projects needs					
I plays a greater role in shaping the decisions that affect the implementation of community development projects					
Involving youth in decision making process results in better quality decisions of the projects					
Youth provide technical experts during the projects decision making process					
Youth increases conflicts in the decisions concerning the community development projects					
Youth are too emotionally to be involved in the decision making of the community projects					

APPENDIX IV: AUTHORIZATION LETTER FROM THE UNIVERSITY

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
KISII & ENVIRON

Our ref: UoN/Cees/Scde/Dems/Ksi/17/46 vol. 1 **Date 08/04/2016**

Dear Sir/Madam

RE:DATA COLLECTION.

Olive Jerop Mwei Reg No.L50/769333/2014 is a student at the University of Nairobi, College of Education and External Studies, Department of Extra-Mural Studies, pursuing a course leading to the award of a **Masters of Arts in Project Planning and Management.** For the course to be complete, He is required to carry out a Research Study. Therefore, the purpose of this letter is to kindly request you to accord him necessary assistance in getting information that will enable him carry out the Research work. His area of study is titled **"Factors Influencing participation of Youth in Implementation of Community Development Projects, a case of Konoin Sub County.**

Kisii Extra Mural Centre
Resident Lecturer
07 APR 2016
P. O. Box 2461
Kisii
University of Nairobi

Dr.Moses M. Otieno,
Resident Lecturer,
Kisii Extra-Mural Centre.