

**FACTORS INFLUENCING YOUTH EMPOWERMENT IN COMMUNITY  
DEVELOPMENT IN KENYA: THE CASE OF YOUTH ENTERPRISE  
DEVELOPMENT FUND IN MARAGWA SUB-COUNTY, MURANG'A COUNTY,  
KENYA.**

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**A Research Project report Submitted in Partial Fulfillment of the Requirements for  
Award of Degree of Master of Arts in Project Planning and Management of the  
University Of Nairobi**

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## DECLARATION

This research project report is my original work and has not been presented in any other university or institution of higher learning for an award of a degree.

Signature

Date

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This research project report has been submitted with my approval as the University Supervisor.

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## **DEDICATION**

This work is dedicated to my father Mr. Peter Ndungu, mother Margaret Nyambura, wife Reginah and son Jayden, accept my deepest expression of love and appreciation for the encouragement, and support.

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## **ABBREVIATIONS AND ACRONYMS**

<b>C-YES</b>	Constituency youth enterprise scheme
<b>C-WES</b>	Constituency women enterprise scheme
<b>DF</b>	Devolved funds
<b>GEM</b>	Global employment monitoring
<b>NYP</b>	National youth policy
<b>PELF</b>	Poverty eradication fund
<b>PPOA</b>	Public procurement oversight authority
<b>US</b>	United States
<b>YEDF</b>	Youth enterprise development fund
<b>YEFs</b>	Youth Empowerment Funds

## ABSTRACT

Youth empowerment has been defined as that which encompasses attitudes, structures, and cultural means in which the youth obtain abilities, authorities, as well as the avenue to independently make and implement choices that influence their own lives and the lives of other people. Unemployed youth cannot live life with dignity and respect and in most cases their self-esteem is very low since they cannot feed for themselves. In response to these the government of Kenya started the YEDF (Youth Enterprise Development Fund) in 2006. The purpose of this study research is aimed to; establish how initiatives aimed at building capacity by YEDF influences youth empowerment in Maragwa Sub-County; to assess the influence of available capital provided by YEDF towards youth empowerment in Maragwa Sub-County and to evaluate the influence of Social structure on youth empowerment in Maragwa Sub-County. This research used a descriptive survey design. The study target comprised of youth groups from Maragwa Sub County. The research will utilize purposive sampling with a sample of 30%. Questionnaires were used gather the data of the study. Content validity was used by the researcher to examine whether the instruments answer the research questions and pilot study to improve validity as well as the reliability of the instruments. The study found that the youth are not yet empowered in Maragwa. The study found that the youth groups in Maragwa Sub-County are mainly made up of primary school drop outs; form four leavers and tertiary certificate holders. They do not have sufficient knowledge, awareness, the needed competency, entrepreneurship skills, income level of education, accessibility to funds, and amount of loan to grow their businesses. The study revealed that only a handful of the respondents had attended training on enterprise management and individual values, few owned a business and the monthly income from the business was low. The findings also indicated that few of respondents had attended any training tour organized by the YEDF (youth enterprise development fund) and the groups of youth have challenges in repaying loan, inflation and drought interference and marketing of products. They also do not feel respected and will rarely express themselves. The study concludes that the income generating activities youths engage in are service, trade, farming and others. The amount they earn cannot sustain their needs. The government should organize seminars and workshop on youth empowering to accommodate those that are out of school. By carrying out open, long term and networking structures and availing necessary financial support, institutions at all levels should purpose full participation of young people and CSOs in decision-making processes of the policies that affect young people. Youth participation in community development processes and effective democratic governance including economic empowerment and strengthened youth groups will enhance resilience in their communities and create empowered generation of young people.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Youth empowerment has been defined as that which encompasses attitudes, structures, and cultural process where the youth obtain abilities, authorities, as well as the avenue to independently make and implement choices that affect self as well as other people lives (Sazama and Young, 2006). The word empower has its origin in the mid – 17<sup>th</sup> Century mostly being used to imply investing with authority. Later in the subsequent years the meaning expanded to include enabling or permitting. Kabeer (1999) stressed that empowerment is not one off event but a step by step walk with an individual or a group to enhance the ability of especially those who don't have the wherewithal to make appropriate and relevant choices in life. She further emphasized that ability to make choices incorporate different dimension including resources, agency and achievement.

In understanding empowerment there is need to evaluate how a given society view the concepts of being powerful or being powerless. (Adrian, 1998). Some scholars define power while looking the wherewithal of a person or institutions to give forth purposed, unforeseen and foreseen results on the target. At a personal level, being powerless is viewed as the inability of one person action or failure of ones actions to have an influence on the life of another person or organization. As such the process of empowerment should be based within parameters that will increase opportunities and what is possible for the youth to significantly and positively impact their lives and the lives of the community within and beyond. (Mosedale, 2005).

Yunus, (2003) described Microfinance as a type of banking service where low income or unemployed people can access financial services .Youth Enterprise Development Fund is an example in Kenya that provides youth with fund in order to start business and become self-reliant. The evolution of micro finance originated in the late 1970s from Asia specifically among the low income people in Bangladesh with very successful results in bringing about personal empowerment. By positively influencing decision making power, microfinance services lead to empowerment at household level and the overall social economic status (Maoux, 1997). Microfinance had impacted as well as reached more than seventy nine million poor people globally by the end of 2000. Scholars and development

experts argue that microfinance initiatives has the power to bring a substantial contribution to sustainable livelihood.

A World Bank report (2005), indicates that as many youth in Kenya opts to get into business as one of the most viable venture, most lack the mental, social and financial capacity thereby limiting their capacity to invest. Kenya like other countries in developing world has recorded one of the highest rates of joblessness among the youth despite the bulging youth population. A situation that has been recognized by the government. As per the ILO (International Labor Organization) report (1972) on employment in Kenya, appreciate inability of the sectors that are informal otherwise called Juakali to generate sufficient jobs that will accommodate the labor market potential in the country both in the rural and urban centers. In effect lack for jobs for most of the young people is not sole determined by unavailability of job opportunity but also more so the inadequate skills among in the work force that requires further investment by the employer for the employee to effectively contribute towards the company goal. In this study, the researcher intends to review factors that influence youth empowerment laying more emphasis on capacity building, availability of capital and Social structure.

## **1.2 Statement of the Problem**

In developing countries, young people empowerment is one of very important issue. Youth are part and parcel of the community and their value in contribution towards making of decisions and participation economic activities remains paramount. Empowerment of youth is a situation where youth survive and live with self-esteem, respect, self-reliance and dignity. Unemployment is a risk factor for youth. Unemployed youth cannot live life with dignity and respect and in most cases their self-esteem is very low since they cannot fed for themselves. The CBS (Central Bureau of Statistics, 2003) report shows that most of people who lack jobs, significantly ninety two percent bear no professional skill or vocational training. In spite of the fact that they don't have sufficient skills to run business with success, youth that have opted to venture into self-employment encounter unprecedented challenges in accessing financial start-ups package (World Bank, 2005). This is because firms that could provide financial start-ups are run under stringent regulations that systematically push away young people who desire capital . Parents or guardians on the other hand have in most cases failed to pass over to the youth tangible property.

It is a result of such glaring financial deficiency which the young people have encountered as well as limited job opportunities that the government of Kenya started the YEDF in 2006. A key and relevant purpose of the Youth Enterprise Development Fund was to give loans to the young people so that they can be able to initiate or strengthen existing ventures so as to empower them. In this initiative, a youth group can get Ksh. 25 thousands to start its project. It's worth to note that, the loans are issued to young people within a group comprising of not less than 10 members. The money has over the years proved inadequate.as it cannot be used to initiate a good and performing to sustain repayment of the loan and give fairly sufficient proceeds to the group members for self-reliance (Muraga, 2013) .In addition, the youth are hardly trained in entrepreneurship and lack capacity and awareness. Personal background like the background of the individual youth, habits and attitude towards life also influence their empowerment efforts. Therefore, this study set out to establish factors that influence youth empowerment on community development by focusing on Youth Enterprise Development Fund (YEDF) in Maragwa Sub-County, Murang'a County, Kenya.

### **1.3 Objective of the Study**

The objective of this project research was to establish the factors influencing youth empowerment in community development in Kenya: the case of youth enterprise development fund in Maragwa sub-county, Murang'a County, Kenya.

### **1.4 Objectives of the Study**

The research aimed at addressing the objectives below:-

- i. How capacity building initiatives by YEDF influences youth empowerment in Maragwa Sub-County.
- ii. To establish the influence of availability of capital provided the YEDF towards youth empowerment in Maragwa Sub-County.
- iii. To evaluate the influence of Social structure on youth empowerment in Maragwa Sub-County

### **1.5 Research Questions**

The study research purposed address the research questions as follows:-

- i. To what extent does capacity building initiatives by YEDF influence youth empowerment in Maragwa Sub-County?
- ii. To what extent does availability of capital provided by the YEDF influence youth empowerment in Maragwa Sub-County?
- iii. To what extent does Social structure influence youth empowerment in Maragwa Sub-County?

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

The study will benefit YEDF Maragwa, YEDF parastatal, other stakeholders and policy makers as they set out programs and strategies for program implementation to benefit the youth. The study will also provide up to date information for future researchers in this area. The policy makers and regulators can utilize the results of the study as reference for making policy and guidelines on management of youth fund and understanding the relevance of YEDF in the midst of growing financials sources from NGOS, financial institutions, non-formal private entities and other government funds such as Uwezo fund. The findings of this study will be used by project managers in putting down workable strategies in youth empowerments. The findings will not only provide basis but also enrich existing knowledge and hence will be key for academicians and researchers who desire to conduct further research.

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

The research concentrated on factors that influence youth empowerment in community development. The specific area of study was Maragwa Sub County of Murang'a County. The study dealt with three aspects; capacity building, availability of capital and Social structure. Maragwa Sub County has a total of 23 functional youth groups. The study was delimited to the 23 youth groups within the sub county. The focus was on the group leaders, members and youth officers to help get crucial information about YEDF in the sub county. The study provided generalizable results.

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

The research used a sample of the population and the findings were not necessarily true to the whole of the sub county. The study used questionnaires and interview guides and some of the respondents might have withheld or gave incorrect information, the study assumed that the data collected from the sample was representative of the whole

population. These were mitigated by randomly sampling the population and guiding the respondents to complete the questionnaires.

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

In the study, it was assumed that the leaders and members are involved in the running of the groups and participation in decision making is equally applicable to all. The study assumed that the members were aware of the group's operations. The study also assumed that the respondents were available and cooperative in providing the information needed for the study.

### **1.10 Definitions of Relevant Terms**

The following are the key terminologies of the study.

**Availability of Capital:** This can be explained as the funds readily obtainable by the Youth to start up a business/enterprise

**Capacity Building:** This is a framework used by development experts that seeks to understand the obstacles that inhibit young people from reaching to their development aspirations while enhancing the abilities including skills, competencies, knowledge, networking, partnership and entrepreneurship culture that will provide an avenues for them to reach their set results.

**Social structure:** Conditions that have contributed to an individual youth personality such as the individual's religious beliefs and practices; marital status; education level; cultural practices; etc.

**Youth Empowerment:** Youth empowerment has been defined as that which encompasses attitudes, structures, and cultural process where the youth obtain abilities, authorities, as well as the avenue to independently make and implement choices that influence their own lives and the lives of other people. A situation where youths survive and live with self-esteem, respect, self-reliance and dignity.

### **1.11- Organization of the Study**

The research is categorized into five chapters. Chapter One contains the background of the research project, purpose of the study, statement of the problem, research questions, delimitations of the study, objectives, significance of the study and operational definition



of key terms. Chapter two reviews literature related to factors influencing youth empowerment and the YEDF organized into subtopics as well as theoretical and Conceptual framework. Chapter three outlines the methods that were used for the study and contains target population, data collection methods, research design, size and sampling procedure, data analysis and methods and research procedures. It also presents an operationalization of variables Table. Chapter four presents data analysis, presentation and interpretation.

Chapter Five offers a brief of the findings, researcher inputs on the findings in relation to existing literal materials, a conclusion, policy recommendations and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The chapter reviews related literature to factors influencing youth empowerment and the YEDF in community development. Theoretical literature mainly from text books, magazines, press releases, internet and journals as well as other materials are studied in tandem to the research purpose so as the gaps in knowledge can be identified. A Conceptual framework is used so that the link among the independent variables and dependent variable of the study can be brought to the fore.

#### 2.2 Youth Empowerment in Community Development

According to UNESCO (2015) 137 of 170 countries in the world youth registered a development index of 0.42 and literacy rates of 85.90%. In Africa context, the youth are estimated to make up to fifty percent of the overall populace of most countries (Chigunta, 2002). Okojie (2003) comments that the young people who are within 15-24 age bracket have almost hit fifty percent of the populace among most of the countries in Africa. According to the available statistics a mean of about 47.9 percent of the populace consist of people below the age of fifteen years and about twenty nine percent are young persons, between fifteen years and twenty years.

In most countries the number of people below the age of thirty five across the world is increasing and today they are the majority (World Bank 2007) Kenya included, in which we have approximately 35.39% of the population between fifteen to thirty four year olds totaling up to 13.66 million, (KNBS, 2009). This number of young people is estimated it will continually rise and make up the majority chunk of the total populace for the following 10-20 years, this condition that is called a youth bulge. Kenya youth today are living in difficult circumstances. The year's preceding the turn of the century witnessed a strained political and social economic situation that left many issues unaddressed which unfortunately are being disproportionately borne by the youth. By the start of the millennium (2000), the economy of Kenya's took a nose dive hitting the lowest level since transition to self-rule, in which 56% of the country populace were living below the poverty line. The situation was further exacerbated by the negatively growing economy at the rate of 0.2%. It is recorded that 27% of the Kenya's populace is below thirty years of

age. Among these, 57% are women who constitute approximately 60% of the possible work force within the country. Understandably, as a result of the rising levels of unemployment, a substantial number of the women have not been recruited into the job market.

As a constituent part of the Nations in Common Wealth, Kenya remains a signatory member Plan of Action on Youth Empowerment among the Common Wealth countries under which Kenya national youth policy (2006) is anchored. The policy visualizes a community where young people can access opportunities as much as other people to be able to fully realize their potential and to actively engage in social, political, economic, cultural and religious life with confidence. The strategic plan (2007-2012) availed a comprehensive outline in carrying out the eight areas of contained in the strategy that includes: Empowerment and Participation, Employment; Information Communication Technology; Training and Education; Crime and Drugs; Health; Leisure; Community; Recreation and Service Environment. The set out plan committed the Youth Development Department to generate young people friendly programs and policies. To ensure this is addressed under the proposed budget in 2013/14 financial year for Youth Empowerment and Development Services the ministerial overseeing youth issues was awarded USD 307.4 million to run the initiative. The World Bank report argues that in the year 2010 the country used approximately 17.21% out of the government fiscal budget as well as 6.67% of the total GDP to address the issues of education.

In spite of the aforementioned achieved milestones, a number of notable setbacks still exist hampering the full realization of the set out policies for the young people towards community development. Some of these challenges are: exponential increase of the youth populace that piles inevitable strain on the existing but limited resources; Low rate of growth by the economy; A system of education within the country which yields graduates that are not sufficiently prepared for integration into the workforce and that lack appropriate technical know-how; bureaucratic systems within the Government Ministries, lack of harmonized approaches and funding among the agencies and local organizations that address youth issues, the product of which is efforts duplication and double reporting thereby limiting progressive impact; insufficient funds to drive youth based programs; Un accommodative structures at all levels both within public and private arenas as well as the existing attitudes that are negative that fails to avail appropriate

platform among the youth to effectively engage in implementation and planning as well as in key decision making.

Among the many challenges that the young people have to face, the most prominent one is lack of employment – the limited opportunities available for the youth to earn and live a worthwhile life. Lack of this has driven many young people into anti-social behaviors including drug and alcohol abuse as well as criminal activities. This further leads to suicidal tendencies as a result of hopelessness. Key aspects of addressing creation of opportunities for employing young people (formal employment, informal employment, and self-employment) requires as such to be addressed as soon as need be applying the necessary required resources, commitment and focus as that which has been accorded to combating HIV/AIDS. Additionally. There is also a need to think of a “Marshal” plan that formed a platform for the re-settlement of the people who were landless immediately after independence. As such, investing towards building the capacity of Kenyan young people through creative strategies of addressing some needs in relation to skills training and employment of gain is viewed as critical towards national wide development agenda in realizing SD Goals in Kenya.

In as much there is a considerable strides that has been achieved to avail education, capacity building including training on entrepreneurial skills among the young people, as most Kenyan young persons don't have sufficient experience and skills to successfully be integrated within the labor market or initiate personal businesses. Like other East African nations, Kenya has a large population involved in subsistence farming as well as service and informal activities including the young people. The results of the 1999 Census showed that there were about 10.8 million people within the age of fifteen and sixty four in the available for and in employment. Of this population, 31% are involved in paid employment, in the informal sector there are 14%, on the farms 49% of them and finally 6% are not absorbed in the employment sector. A World Bank (2005) reports that, in as much as many young men and women in the country may opt to go into business venture, some are not adequately equipped and with limited access to financial resources. The unavailability of acceptable and gainful employment has driven many young people into drug abuse, violence and crime. More than 50% among the convicted criminals in the country are the youth aged between 16 and 25 years according to United Nations report

(2004). Additionally most of the most crimes done by young male and female are financially motivated.

Like in many nations, the levels of lack of employment among young people in Kenya still remain high. This does not only imply that they are economically limited in the ability to take care of themselves, but also additionally results to other factors that are risky such as hopelessness, alcoholism, and depression. The existences of limited employment absorption rate for the young people has been long noted in this country (Kenya). The ILO (International Labor Organization) in its 1972 report on employment in Kenya, noted that the informal sector had not generated sufficient number of jobs due to its limited capacity to do so. As per the Central Bureau of Statistics report in 2003, a substantial number of people who have not been absorbed in the employment sector 92 percent of them, had no vocational or professional skill training. Information and Communication Technology is notably one of the ventures in the country that is growing very fast with young people filling many of the positions. The spread of and access to technology has over time proved to be an appropriate and effective channel for development due to its power to channel information and provide for the young people to share possible ideas and views and as such generating substantial interest among players within the development sector and hence the common knowledge that the youth play a significant role in development despite the fact that they have not comprehensively taken advantage of it

In essence lack of employment is not only caused by to lack of jobs, but also as a result of people looking for jobs having insufficient skills require to give the needed impetus to the growing economy. As Farstad (2002) notes, quite a number of the entrepreneurs are gotten within that don't have higher educational background. In spite of the fact that some of the people that run enterprises don't have sufficient knowledge to manage successfully, youth that make opt to explore self-employment are exposed to challenges of accessing capital (World Bank, 2005). A number of financial institutions are not interested in availing loans to the young people as don't anything that can serve as collateral as required by the institutions. As some of the NGOs as well as a proportion of youth institutions avail loans among the young male and female driven in initiating own enterprises, the requirements for the provision of such loans are stringent. A number of NGOs provides that, the young people who are already in entrepreneurship, have at least

little savings and also to join a savings and credit scheme for groups in addition to other requirements (World Bank, 2005). This has proved to be the death bed for many youth groups.

Additionally, youth focused institutions are always reluctant to provide loans to the young people because of the challenge faced in following up of the people who have received the loans (World Bank, 2005). To respond to the challenges encountered by the young people including the increasing level of unemployment there remain opportunity to explore effective strategies by all concerned agencies.

### **2.2.1 Youth Empowerment**

According to Conger and Kanungo (1988), empowerment entails enhancing the drive towards self-efficacy within all the members through the identification and removal of aspects that fuel the sense of powerlessness at both informal techniques and formal organizational practices in providing efficacy information". The process of empowering is related with decentralization of power in order to ensure engagement, commitment, and strengthened employee contribution (Wilkinson, 1998). Both academicians and practitioner's perceive empowerment as a way of giving authority for people to be able to make decision while enhancing their own lives (Liden et al, 2000). Participative behavior in societies is said to be highly facilitated by empowerment (Conger & Kanungo, 1988) by appealing to people to fully attain their potential and promote adaptive performance. Paul frère (1973) argued that education cannot just be given out by omniscient teacher to an ignorant student; but in essence achieved by means of interactive engagement among equals. This philosophy promotes empowerment and participation.

Some scholars understand the process of empowerment as a process of change. Rappaport's (1987), opines that empowerment exist in three steps: at the level of the community, in which empowerment rotates around use of methodologies and resources to strengthen control in the community (Labonte, 1989); at the very least of group, in which the process of empowering entails the analysis that is shared, influence and experience of groups in respect to their own inputs (Presby, 1990) and at individual level, where the process of empowering is anchored on the increasingly getting in influence and control of life daily and participation in the society (Keiffer, 1984)

Psychological empowerment is mostly studied at a personal level and viewed as a gotten from the context and results in increased intrinsic task motivation and cognitive state (Thomas & Velthouse, 1990). Notable studies in the past have dwelt on social-structural issues while others have underpinned the factors that could be psychological or perceptual (Liden et al., 2000). According to Jackson, (2003) Empowerment is looked at by one camp as a practice that entail hierarchical downwards delegation of responsibility such that to accord employees more opportunities for decision-making authority in relation to carrying out primary tasks. On the other hand another group looks at empowerment as a state of psych anchored on self-determination, thoughts of competence, impact and meaningfulness (Spreitzer, 1995). In addition structural empowerment looks at staff thoughts on the actual conditions of work, as opposed on interpretation of psychological information (Kanter, 1977).

Structural empowerment and Psychological empowerment may look same, however there exist a distinction. According to Laschinger & Wilk, (2004), psychological empowerment is an individual staff' psychological interpretation of work environment whereas empowerment that is structural is defined as a thought process of empowerment conditioned in a given workplace. Laschinger (2004), demonstrates that psych empowerment process portends a response of an employee to structured empowerment situation that offers a real degree of measure in the context of the employee's.

### **2.2.2 Youth Enterprise Development Fund**

YEDF has been operating since its inception in the year 2006. This initiative was officially put in place on first of February the year 2007 and established as a state corporation in the month of May 11<sup>th</sup> 2007. The fund has six components in accordance with its mandate; the credit component, commercial infrastructure component, linkage schemes component, marketing and market access component, labor export schemes component and the capacity building component (YEDF guide, 2009).

The funds are disbursed in three ways according to YEDF (2011): The Youth Enterprises Scheme at the Constituency otherwise abbreviated as C- YES which is given to youth groups of at more than ten members. A given group is able to get up to a maximum of Ksh.50, 000 under the C-YES Rausha loan. In a case where group members may reason together to enhance their group project, the team is allowed to get a loan under C-YES

Inua loan that ranges from Ksh.100, 000 to Ksh.400, 000. C-YES Special loan, notably bears friendly repayment conditions pegged on the type of the enterprise business. In essence the loan under this package bears more grace periods and as well as spaced repayment intervals.

If a given sets a purpose of empowering the members at their individual level with personal enterprises, they can access a loan through the second way which is Easy Youth Enterprise Scheme (E-YES). A given group will act as the borrowing channel which in essence also serves as an inspiration together with offering collateral for the loans. People graduate upwards after starting with loans of Ksh.25, 000 and thereafter financial intermediaries can help them be able to access loans. After a group has repaid the C-YES Rausha loan or C-YES Inua loan, a maximum of four members of the group can access the E-YES Smart loan. Young people who already poses and runs their enterprises can access E-YES Swift loan. To access this the individual youth can apply for any of the loans under the C-YES scheme.

The third mode is through financial intermediaries. YEDF has joined hands with other development and financial institutions which share the agenda of youth economic empowerment. Such entails the SACCOs, Banks, NGOs and Microfinance institutions. The youth can obtain a maximum of one Million loan from the aforementioned institutions. The provisions of the institutions are however different as the loans borrowed through their system attract an interest not exceeding 8%.

One of the benefits of the YEDF loan is that no interest is charged on any of its loans. The group or a member repays the principle amount as granted. YEDF loan attract no securities. However, C-yes Inua loans attracts very friendly securities that include enterprise assets purchased by YEDF loan proceeds, stocks and household assets. The fund also comes with free entrepreneurship training and has convenient appraisal, repayment and terms. With the benefits that come with the loan, one would term it as one of the preferred source of finance for the young people.



### **2.3 Capacity Building and Youth Empowerment in Community Development**

Capacity building has been defined the a way by which individual, groups, and organizations raise the ability to; address challenges, define and attain set objectives; accomplish key functions and comprehend and address their developmental desires in a broader context as well as in a sustainable manner (UNDP, 1997). According to Langran (2002) alternatively capacity building has been defined as the abilities of a unit group (YEDF) to enhance another group ability to develop (youth groups) by means of organizational support, skill training and education

Generally for the success of Businesses and projects training is a key item, (David, 2005). The higher levels of unemployment according to the Government of Kenya records are defined under the great number of people in the country who have little or no skills. The lack of expertise in various professions of the Kenyan youth according to Ashraf (2008), have has been contributed by lack of post education skills and knowledge of about 92% of the youth which has highly contributed to their low participation. Although there are 155,000 youth enrolled in vocational training institutions, formal technical and entrepreneurial, many don't get the necessary competencies required successfully run micro-enterprise, nor find employment in the formal sector (USAID 2009). Notably there is a good number of young people engaged in apprenticeship experiences and often associated with the development of micro-enterprise. However there remain limited sharing among organizations with little quality control of non-formal education.

Many young people around the globe are brought up to seek the established system of education, however upon graduation there is always a mismatch between what has been learnt and what is required at work and therefore, the youth find it difficult to adapt to the work environment after graduation. This is because in most cases the skills that are required for growth under the modern economy that include the soft skills may not necessarily be within the running curriculum resulting to skills mismatch between those the young people actually possess and the competencies youth need to succeed in the workplace. The key approach to overcoming this challenge this key challenge for today's young people, is by providing training for life skills. As many nations move to more service-oriented economy, the skills mismatch has continued to grow with especially with globalization. Companies that employ encounter challenges irrespective of their levels of

qualification in education, many new recruits don't have organizational and prioritization skills such as time-management; flexibility and adaptability and communication and client-relations skills. Increasingly under the emerging markets new entrants employees although overqualified technically, don't have the spirit of working with a team and making collaboration with colleagues, interpersonal skills and problem-solving between team members (International Youth Foundation report 2008).

Jobs are not created by training alone. To ensure effectiveness, there should be careful attempt to target the skills that are in demand at the place of work as well addressing the dynamics of the occupation requirements (Ongori 2011). In essence the primary reason as to why quite a number of training programs fails is because they look at social objectives disregarding the necessary economic context and thereby yield less than acceptable results. As such the issue of youth unemployment has become a perennial political appeal of mounting campaigns. The reason that underpins young people training programs suggests that some segments of the population are disadvantaged due to lack the necessary skills required to get decent jobs and thereby raise themselves out of poverty. Skill training as such provides the anchor to a better future for these populations (Ahmed and Din 2009). This discussions lean on supporting the relevance of training assistance targeting. Despite this, in order to be effective, training objectives must be generated with as care for the clientele. Most importantly, skills trained on have to be those that are easily absorbed in employment as training on its sake cannot results to jobs (Bates and Davis, 2010). Middleton (1993) notes that it's a needless waste of scarce resources to have over-expanded and highly subsidized training models which is not accompanied by increased opportunities for employment or enhanced wages that ultimately does not improve welfare.

Notably there are few educationists who have proposed training as the anchor of bringing together the society as well as the provision of "soft skills." In some instances, training could be connected with "the need to address dysfunctions or 'pathologies' in society" (Favennec-Héry, 1996). Young people who are either unemployed or underemployed are most likely to bear a remote notion of what work actually entails as well as low self-esteem (Soffer and Zymelman, 1993; Jacinto, 1996). The likelihood of them becoming petty offenders or serious criminal is also high. The ultimate results of training that is of

non-cognitive benefits - such as discipline, learning to deal with authority and punctuality are critical in any society.

Training in essence raises productivity, through which growth increases, a situation that ultimately raises the level of employment. Strong impact on productivity and the resultant benefits of raised production, growth and creation of employment has been the most robust argument in favor of youth training programs. Although such an approach may be more tedious and may take much longer to showcase the outcome, it's the most predictable. The YEDF provides a platform of capacity building to assist the youth to building awareness, generate the resources, raising the level of quality of society's lives and motivating to participation in project. Connection to the empowering process is oftenly quoted as key rationale for reasons of building capacity of the society. The process of empowering can be deliberated upon on at the point of personal of empowering (skills, hope, change in knowledge, awareness and consciousness, beliefs in abilities to affect change and action) including opportunities, processes that result in increased resources and change in a greater social structures (Verity, 2007).

The networking among the YEDF and micro-finances and financial institutions, many youth groups were involved professionally in developing of enterprise plans and projects that showed increase in profit margins which is an indicator of raise in knowledge levels and skills. The results on overall income level and the general income of individual youth group members that are able to involve in other profit making projects amongst the projects funded YEDF has been propelled by young people groups training on the partners numbers that is efficient. Ultimately this led to the increase in opportunities and resources and as such contributing to youth empowerment.

#### **2.4 Availability of Capital and Youth Empowerment in Community Development**

The most important aspect which credit and savings in growth of economy has over the years been evidenced by the development of microfinance. Schumpeter (1959) provides the earliest works in financial sector economic growth that propounds the notion of interrelationship between output determination and financial structure, he argued that someone become a debtor first before becoming an entrepreneur and that economic growth can be more importantly be promoted by financial services. The youth have to

face the problem of access to capital when they chose to go into self-employment (World Bank, 2005).

Unavailability of collateral has become the biggest barrier for the youth to access loans from most financial institutions. While youth organizations and a number of NGOs avail loans among the youth who are willing to initiate their own enterprises, the conditions laid down to access such credit is quite strict. Some Non-Governmental Organizations insist that the young people who are already in entrepreneurship, bear among other requirements savings and need to join a group credit and savings scheme (World Bank, 2005). In addition, youth organizations are often reluctant to give loans to the youth because they find it difficult to keep track of the loan recipients. Dynamic incentive refers to commitment towards larger credit when the existing loan has been serviced under the context of joint liability lending literature.

Repayment of client's current loan is motivated by dynamic incentives with the hope of finishing in order to qualify for a bigger one. According to Schriener (2003) such dynamic incentives supposedly makes microfinance for the youth groups to work in a more or less same way as the credit card in countries that are developed; whereby customers repay as they desire to be able to get much more loans in the coming days. However some critics alternatively opine that dynamic incentives provides more drive for groups to get stuck in a spiraling of debt as it try to obtain new credit to offset the past credit in an in order to be able to get larger loans. Entrepreneurs that are unsuccessful more so are likely to keep seeking more loans to repay those that are already owed, up to the ultimate real encounter with overboard debt. Livelihood assets as well as other basic of household capital assets depletion can be as a product of excessive debt and this can end up leaving the household exposed and vulnerable. In addressing the needs of the have not's especially those without collateral for financial services, the already discussed joint responsibility lending can play a significant role. The principle of peer pressure and peer monitoring and is also another important aspect of joint liability lending.

To cultivate the culture of ensuring that all credit obligations are settled timely the people in a given group pressurize and monitor each other. In general members within a group bear an obligation moral authority to assist in the settling of loans in a situation where a member is not in a position to settle due to indecisive investment undertakings or some other reason. According to Yunus, (2003) compelled savings play a significant role

especially in decreasing risks for the microfinance institution. Members of the youth group who have borrowed are compelled by the microfinance institution to save every month a given amount of money. A condition is set where neither the youth group nor the individual member can get the set savings at will, but it can be utilized as a collateral for loans future for future and can only be given back when the individual borrower is cleared by the members of the group and is dropping out of the group. It becomes easier as the person that has borrowed accesses much more loans in subsequent times as more of the forced savings accumulate. As such the group continues to support the borrower (Vogt 1997). Most importantly it's worthy to note that compelled saving doesn't only affirm on loans taken by a member of the group but can also be stopped if any other individual (s) of the group fails on their loan repayment.

The Government of Kenya established the YEDF in the year 2006 with the vision of economically empowering Kenyan youth and realizing a sustainable growing fund and the mission was increasing the economic growth opportunities and Kenyan Youth participation in nation building (Arun, 2009). The YEDF In the 2008/2009 budget plan apportioned 500 million for supporting young people groups in the country. The money issued to the groups of youth produced a high impact on the individual income levels and general profit levels among the Youths.

In the 2015/2016 financial year the Government set aside 0.3 billion to the YEDF, which meant that many of the young people in medium, micro and small enterprises or those still ongoing entrepreneurial projects will be at an appropriate place succeed financially. In Rarison (2009) opinion the lowest amount issued was Kenya shillings fifty thousand with an 8percent rate of interest annually which authorized subsequent increase in funding. Youth groups engaged in most of the projects in Maragwa Sub County have however showed that the funds issued were not sufficient and as such not able to initiate competitive strategic plans for the enterprise.

The amount given was influenced by the capability of the youth groups or partnerships or individual youth. In general and according to Bhat (2002), the profits and the individual youth income is affected by the level of funding. It was indicated by the former Ministry of Youth Affairs and Sports in the Government of Kenya that the low rate of loan repayment and lack of skills, expertise and knowledge have compelled YEDF to set aside

low funding to youth groups which don't indicate high propensity of potential long term sustainability of the enterprise. Youth groups consisting of over ten people, and are few, a minimum of Kenya shillings twenty five thousands is extended .The loans given to the youths are given to start their project. This money extended can't be able initiate a venture that is profitable to generate sufficient to repay the loan and get income and help the young people self-reliant and as such may not necessarily contribute to youth empowerment.

## **2.5 Social structure and Youth Empowerment in Community Development**

Social structures are social arrangements that are enduring which influence selves and others that are relative stable and recurrent patterns of conduct in a social setting (Plummer, 2010).This entail environmentally defined situations which affect the activity assessment people make, influence the actual level of perception of empowerment and as such, influence behavior (Thomas, 1990).By analyzing the structures of the society we can then move towards an understanding of individual action. All structures that are socially set are viewed as complex, patterns of action that are interweaving. They are social facts in existence only when people individually define them as items with a different existence (Max Weber 1904). Structural functionalist view the society structured as a framework of norm which in essence defines the obligations and expectations that individual action and as such form ones relations socially. During infancy and child hood, including later in life, individual gets socialized on the social operational framework of the community they are in. The individuals are socially educated on the expectation from others on them as well as from those that they indeed relate with as socially acceptable member within the community. Structural functionalist assumes the availability of an agreement over the basic principles and a wide social consensus that will regulates social life. This entails all socialized individuals of the community is subservient to broad common ideas, beliefs and values (James, 2011). The people that hold positions socially are supposed as an expectation by others to portray a certain behavior. What is expected explain roles socially attached to the given positions. A role then defines standards of inappropriate and appropriate behavior, clarifying what is normal or expected in given situation. This offers the feedback to people on the impact of their actions and concerning standards relevant to the behavior in future. The socially structure can be categorized into informal and formal background of the objective and environment background of the

surrounding are set to affect thoughts of empowering process (Sigler, 1997). The environmental background like education, peer influence and beliefs could be a strong effect on recognitions of empowering process.

Education is central to the socialization process and a relevant agent of socialization that where personal and moral development as well as cognitive development takes place. It is a determinant and creates a platform for interventions for youth empowerment especially through the YEDF. Walzer (1994) argues that there is sufficient evidence that indicates that the more individuals have been exposed to the educational system, the more they are driven to incline towards liberal moral attitudes. In a more important way, educating converts a child into a member of the community through the process of socialization them to a set of the same norms and values within the community.

Talcott Parsons (1959) and Mile Durkheim (1925) opined that educations plays a key role in secondary socialization by performing functions that the family cannot perform as primary socialization. The key function of education is that it subordinates the individual to the groups and the youth are informed about their roles upon one another and to the wider collectivity. However other scholars opine that education shouldn't so much generate a way of same members of a community as perpetuate particular cultures within it and social divisions reinforced (James and John 2011).

The family role and community is very important role in education of youth. The influence of guardians or parents over their children is very high especially when they are young. This influence continually reduces as the children grow older. However people are not socialized only by parents in the course of their lives. As she or he grows up the child is exposed to a myriad of agents by whom they may be socially influenced as well. However but parents appear to be most influential (Myers 1996).The education system According to Schwitzgebel, (2006) belief can be defined as a state of mind whereby an individual think something to be the case, without or with existing empirical evidence to show that thing is the case with facts of certainty, a mental representation towards the likelihood of something being true .A belief system is often viewed as an interrelated set of supportive beliefs. System of beliefs in any given society or community are categorized as political, philosophical, ideological, religious or all of these combined. Research has demonstrated that such belief systems serve multiple functions, including

helping the believer to filter incoming social information and guiding the believers' thoughts, feelings, attitudes and behaviors toward themselves, others, and groups (Hong, Levy, & Chiu, 2001; Wegener & Petty, 1998). Sometimes belief systems such as the Protestant work ethic not only represent a description of the world, as in hard work leads to success, but also can represent a prescription for how people should behave, or how the world should be, as in hard work should lead to success. As a prescription, belief systems have also been referred to as ideologies or approaches (Rosenthal & Levy, 2010). Both individual and environmental actors affect one's endorsement of belief systems, including the relatively proximal family environment (parents, siblings), the local community (school, peers, friends), and the relatively distal cultural environment (mass media). Belief systems are often discussed as primarily serving people's epistemic needs to explain and understand their social world (Heider, 1958; Wegener & Petty, 1998). However, there is increasing recognition that belief systems also serve psychological needs, such as providing a sense of control and bolstering self-esteem, as well as social needs, such as forming and maintaining relationships with family and friends (Hong et al., 2006). Belief systems are culturally and situational bound, and therefore children and adults are more likely to use them the more they are communicated by socializing agents such as the mass media, parents, and teachers (Hong et al., 1999). Belief systems are culturally and situational bound, and therefore children and adults are more likely to use them the more they are communicated by socializing agents such as the mass media, parents, and teachers (Hong et al., 1999).

Belief systems create a lens through which choices are made and therefore acceptability or otherwise for YEDF initiatives by the youth. Youth are likely to take rational decisions on YEDF in relation to perceived benefits.

Influence by peer is regarded as a situation where youth make a choice to undertake what they will not do, due to the need or drive towards feeling accepted and held in high esteem by fellow colleagues. It is not just about or often about carrying out an action over one's desire. Influence or peer pressure could be positive. For instance, for one to exhibit more assertiveness, attempt fresh initiatives, or probably be more innovative. However this can be negative too because some young people could opt to attempt actions that they would not in normal circumstance be drawn in, for example drug and alcohol abuse, which is prevalent in Maragwa Sub-County or participate in behavior that is antisocial.



Adapting effectively on influence by peers is more so concerned about getting the right balance against being oneself and satisfying the whims within ones group (Guzman, 2007).

Influence of peers is not an easy process where the young people become inactive participants of influence from the others. In essence peers that become friends are likely to have several commonalities. Peers with same drives, share same academic standing, and love performing more or less the same things gels towards one another. Young people inevitably encounter circumstances where they are compelled to make a choice against given behaviors, whether to yield to peer pressure, as well as other challenging choices. Maragwa is one of the area where alcohol abuse has been prevalent among youth. Under the available literature regarding use of illegal substance, 'pressure of peer group' is regarded as a major influencing factor in alcohol, cigarette smoking and other drug use. According to Kandel, (1980) irrespective of whether this is assessed by looking at through an independent measure of use/approval or perception of norms by the peer group, the relationship is overt and quite consistent .Therefore it remains critically important that the youth are empowered with appropriate skills to develop abilities to be able to evaluate situation and make the right decision. This entails assisting young people to develop necessary skills for 'costs vs. benefits' analysis – that involve looking at both the positive and negative position when arriving at the point of decision making. For instance, if compelled to get involved in drug abuse, an individual should have capacity to perceive appropriately the desired outcomes. According to B. Casey (1990), youth are able to quickly and accurate evaluate and make decisions individually and as well as in circumstance where they have apple time to think. Notably however, when confronted with a situation where they have to make a choice in a group, their decisions are likely to be highly influenced by their peers as well as other factors.

The more likely an individual is socially immersed within a given social group, the less likely that someone will contradict the group's social norms (Stark, 1994). Individuals are different in the way they take any action within their own drive to transform the environment which they dwell in (Chan, 2006). Personality that is proactive is perceived to be an individual characteristic which expounds whether one is likely to behave and influence positively by getting involved in a range of acts ranging from own

undertakings, taking own initiatives and feedback seeking towards self-empowerment (Bateman & Crant, 1993)

According to Ashford and Grant (2008) proactive behavior is “action that is anticipatory for individuals take that affect their environments and/or themselves”, this is conversely in line other studies by scholars (Parker et.al, 2006). The definition by Ashford and Grant was made to differentiate more general motivated behavior from proactive behavior within the notion that behavior that is proactive entails actions under taken prior and the aspired impact that differentiates this from passive and reactive behavior. In explaining this framework on behavior that is proactive as a process, Ashford and Grant (2008) expands that behavior that is proactive could be in essence, both extra-role and in-role and can be determined by peer influence. The attempts in providing the meaning of a behavior that proactive is reliant on if the young people plans for, anticipates, and tries to create a probable outcome in future which can have an impact on the environment or self towards empowerment (Parker et al., 2006). Hence in reference to YEDEF, a less peer influence youth can be empowered more easily than more peer influenced youths.

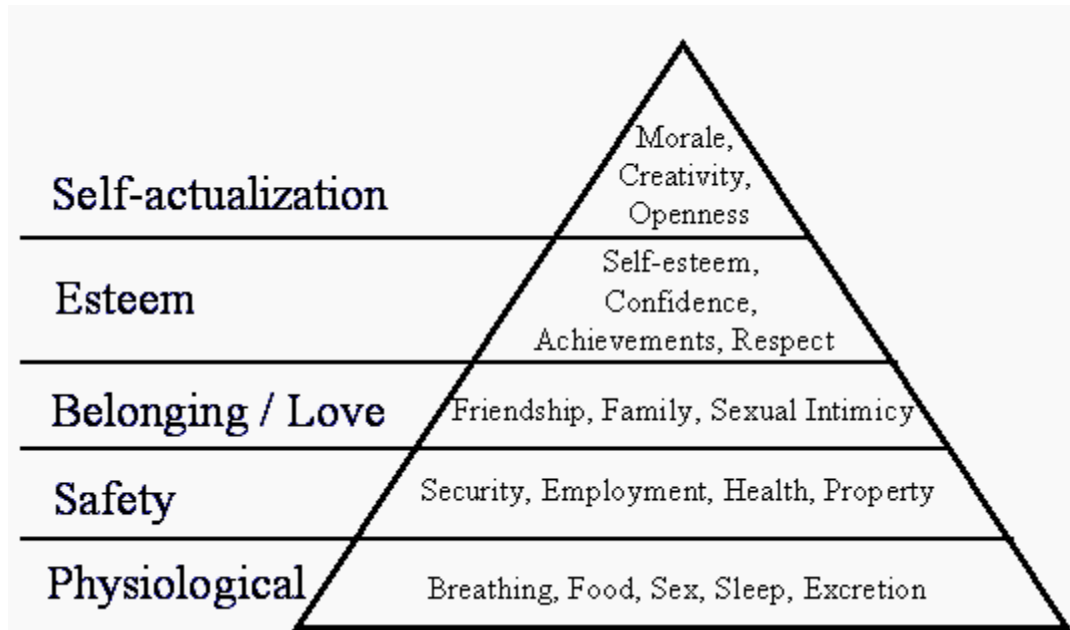
## **2.6 Theoretical Framework**

A theoretical framework can be thought of as an aggregation of interrelated ideas based on theories. It accounts for or explains phenomena. That is, a theoretical framework tries to define the reason as to why phenomena is the way is anchored theories. The researcher will adopt Abraham Maslow’s Basic Needs theory and Rational Choice theory because it attempts to confirm that needs drives and determinants of people choices could be a contributory factor to young people empowerment.

### **Abraham Maslow’s Basic Needs Theory**

Abraham Maslow’s Basic Needs theory was propounded by Abraham Maslow in 1943. The platform of theory of Maslow's is that people become driven by deficits of needs, and that low level needs have to be fulfilled so that needs that are high up in the ladders can be fulfilled. Maslow, point of view is that there exist some needs that are general (love, physiological, esteem and safety) that have to be satisfied before an individual can act unselfishly. Such needs are called deficiency needs. As an individual is driven to satisfy these needs, they proceed towards, and ultimately self-actualization. The

fulfillment of such healthy needs, while holding against the gratification of the needs most often than not might push people to engage in behavior that is anti-social (Cherry, 2015).



**Figure 1: Hierarchy of needs according to Maslow's (1954)**

As portrayed in hierarchical Fig 1, when a desire is fulfilled it does not hold any longer an individual drive as the subsequent higher need takes its place. Maslow holds that physiological Needs entails eating, shelter, remuneration which are perceived by youth as sufficiently enough to procure relevant requirements for life. Safety Needs entails secure environment to dwell in, serenity, and acceptable levels of security. Entrepreneur requirements security that comes from good interaction with group members, their customers and the YEDF officers. Social wants results into a sense of appreciation and a feeling of belonging as one closely relates with others. This is addressed by harnessing team dynamics.

Esteem needs looks at the attained, projects and provide an environment to make individuals to feel more accepted and valued. On the other self-actualization provides a challenge and an appropriate foundation which enables creativity, innovation and progress as per the set long-term goals. Inadvertently however, all individuals are not motivated by the same needs – in a given time people in diverse societal structure may be driven by diverse factors. As such it is paramount to comprehend the needs of each given

group of young people among diverse communities so that they can manage to attain their unique needs and drive them to commit to others.

According to Von-Pische and Adam (1992) debt is a negative methodology to assist people in poverty to facilitate conditions for the economy whether they are farms that are small or entrepreneurs in micro levels. On the other hand, Morduch (1999) opines that microfinance has positively impacted on reduction of poor conditions however he adds in essence the greatest circumstances, micro finance credit programming assist finance own-employment initiatives which quite often provides supplementary resources or income for people seeking to borrow rather than drive key adjustment in patterns of employment. According to Morduch (1999) YEDF as a microfinance may not necessarily generates new opportunity for others and progress could be constrained in areas with more intermittent patterns of income and population densities that are low. Cochran (1986) argues that a person comprehends own needs in the best way as opposed to any other and the end product have the authority to define and action upon them. As Bayang (2009) puts it, at the moment of disbursing loans, those that are poor are concentrated on pressing challenges of the economy including basic subsistence, MFI fund and so on. At whatever stage of growth the business is, if the entrepreneur has unmet needs, the funds go to the unmet needs first.

If thus empowerment is given to the people, they are more well placed in the knowledge that that they have improved self-esteem (as they see themselves as being participation in governance); relevant self-efficiency (as they will have believe on self-abilities), and they are well guided and sufficiently-adjusted with possibilities fulfillment high life as there is change positively in their orientation of value systems that can result in a behavior that is more pro-social. This in essence provides a practical highlight of Hierarchy of needs Maslow's of theory.

## **Rational Choice Theory**

Rational choice theory, which has also been called as rational action theory or choice theory was proposed by Gary Baker (1976). It's a framework for providing comprehension and formally structuring economic and social behavior. The primary base of rational action theory is that a combination of behavior that is social, informed by the individual behavior, every one of which is making decisions individually. The theory as such looks on what defines the choices of the individual. Gary Becker has indicated that an economic approach can bring a united premise for comprehending people behavior including social interactions.

Rational action theory then portends which a person has preferred choice between presenting choice options that permit stating preferred options. The desired choices are thought to be full (an individual will often say that of two available options one considers preferably or that which is neither is preferable to the other) and transitively being put (when an option say A is opted for as opposed to option B and option B is of more preference as opposed to option C, therefore the choice will be made on A over C). The agent of ration is thought to consider probabilities of events, present information, and potential benefits and costs in arriving at a given choices, and to take consistent actions towards self-determination.

The concept of using rationality in rational choice theory is not as used in common speak and often use of the word philosophically. Commonly, "rational" behavior in essence is defined as "predictable", "sensible", clear-headed or manner "in a thoughtful." rational action theory applies a narrow rationality definition. In the preliminary view, behavior can only be rational if it is reflective (evaluative), consistent (across time and different choice situations) and goal-focused. This provide differentiation with behavior which is impulsive, random, adopted by (un-evaluative) imitation, conditioned,

Rational choice theorists don't suggest that the theory provides a description of choice *process*, but rather provides an understanding of a possible pattern of choices and outcome. It is assumed that quite often the rational choice dictum is that a person self-interest preferences, as such an individual could be called a homo economicus. A person can take an action like *she or he is* balancing benefits against costs to arrive at a product that raises the a person advantage. Crusaders of this theories, more so those related with the economics school in Chicago, don't argue that theories premises are a true

explanation of what is real, only that they enables crafting of understandable hypotheses. As a social science approach, the foundation of rational choice theory is that the amalgamation of actions within a given society portrays an equal sum of the choices made by a single person. As such each individual choice is dictated by own conditionality and constraints (or choice set) presented.

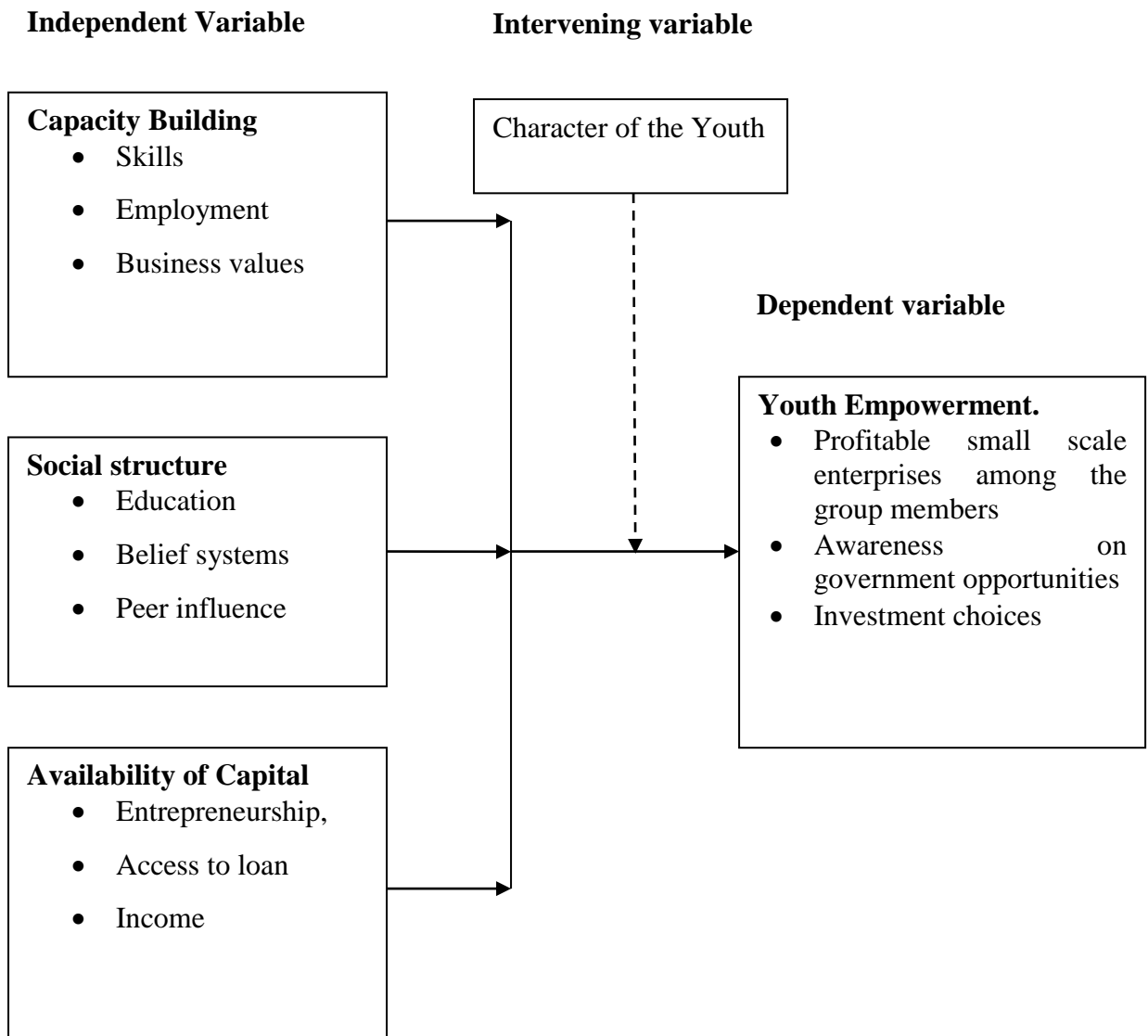
At personal level, rational choice theory premise that people make choice of an act(or outcome) most preferable to them. In a situation where an act (or results) could be assessed in regard to benefits and costs, a rational person selects the action (or results) that offers the greatest net benefit, i.e., the optimal positive results less cost. The approach of rational choice permits what individuals prefer to be is shown by as a functions of utility that is really valued. Therefore, making of financial decision therefore gravitates into a challenge in raising the utility function under the dictates of available resources (e.g. a budget). A situation that may present an opportunity. Rational choice theory offers an approach that defines practical projection with a more or less sparse model - just an agent's objectives and constraints description.

The theory has played a significant in analyzing individual and family choices on historical economic issues like savings and consumption as well as choices regarding business decisions , groups entry and exit, and education, investment etc. with different levels of success. Theory rational choice have elicited criticism as well as praises. Critics like Donald, Green, Ian (1994) opines that the practical results of theory of rational choice have been to a given extent. They say that most of the available literal materials, in the science politics, is proposed with statistical methodology that is weak . In spite of the aforementioned negativity of the approach, its tractability and flexibility (and the fact that there is no alternatives that are equally powerful) leads to them still being widely used.

## **2.7 Conceptual Framework**

This in definition is referred to as a network or a "plane" of linked concepts. It's an analytical framework that contains many variations and contexts for use in making conceptual distinctions and organizing ideas. The conceptual frameworks that have been strengthened will ultimately get into something that is real and through a process that is simple to apply and remember. Conceptual frameworks in deed are singularly appropriately useful to organize empirical research devices. Conceptual frameworks

formulates abstract representations, linked to the research project's goal which directly influence the collection and analysis of data.



**Figure 2: Conceptual framework**

Figure 2 Relationships between the independent, and dependent variables explained diagrammatic.

## **2.8 Research Gap**

A lot of studies such as by Rappaport's (1987) have previously focused on community and individual empowerment. Other have looked at youth involvement and empowerment like Sazama and Young (2006) as well as Journals like 'empowerment examination: direction guiding young people professionals development (December 1998). Little interest has been given to youth empowerment in relation to YEDF except for Muraga (2013) who looked at influence of YEDF on growth of youth groups. This study therefore looks more on the YEDF influence on youth empowerment.

## **2.9 Chapter summary**

This chapter has reviewed literature related to factors influencing youth empowerment and the YEDF. The chapter has defined youth empowerment and given insight on youth empowerment with special reference to the YEDF presenting statistics from various sources. The Youth Enterprise Development Fund (YEDF) has been deeply reviewed giving emphasis on the role since its inception in 2006. An insight has also been given on the key variables including Capacity building, Availability of Capital and Social structure.

The chapter has also looked at the theoretical framework reviewing two youth empowerment related theories; specifically Abraham Maslow basic needs theory and rational choice theory, propounded by Gary Baker. The chapter has also looked at Conceptual frameworks which is appropriate and key to organize devices in empirical research. The chapter finally identified gaps to define the direction that research will focus on.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter outlines methods that were utilized for the research and uses the structure as follows: target population, design in the research, methodology for data collection, size and procedure for sampling, research procedures and analysis of the data as well as the methods used. It also presents an operationalization of variables Table.

#### **3.2 Research Design**

The research used descriptive survey design. Orodho (2003) defines research design as the outline, scheme or plan which is of use in generating responses to research problems. Khan (1993) recommended descriptive survey design because of its abilities to yield information drawn from statistic concerning issues that draws the attention of policy makers and researchers. Churchill (1991) opines that, descriptive survey design is relevant within a situation in which the research is seeking to give description of the background of given units, offer estimation of a number of individuals that hold a given background and draw predictions. The research design was selected as the researcher obtained information as per the set objectives in the identified area. The research did not manipulate any of the variable.

#### **3.3 Target Population**

Target population can be expressed as all the specimen practical or imagined group of objects, persons or events which the person doing the research plans or intends to use for generalization of the results of the study (Gall and Borg, 1989). Mugenda and Mugenda (2003) opines that the targeted populace should contain some background that can be observed that the person doing the research plans intends to do study generalization. This research targets groups of 318 individuals from twenty-three (23) youth groups from Maragwa Sub County, two youth officers in the sub county level and one youth officer at the county level.

#### **3.4 Sample Size and Sampling Procedure**

Sample is defined as a representative part of a population as defined by Gay (2007). Therefore by looking at the sample, someone is therefore able to realize the populace even when one does not do research on the whole unit of populace. The research

utilized purposive sampling. Khan (1993) advised as such, that there cannot be an unchanged proportion of a given specimen that defines the size of an appropriate sample. As such, the ideal sample should be large enough to serve as a sufficient sample of a given population with which the researcher intended for generalization and little sufficiently to be identified efficiently in terms of availability of the subject, cost in the monetary sense and time and complexity of the analysis of the data. Kothari (2001) opines that is a sample is well chosen 10% of a given specimen will accord suitable reliability, and so 20% will even be better. The study therefore employed a sample size of 30% of each specific group and also gave considerations to gender as shown in Table 3.1.

**Table 3.1: Sampling Frame**

No.	Group	Target Population	Sample size
1.	Wairuri young river	12	3.6
2.	Loc-ridge welfare self help group	18	5.4
3.	Kanganga south kwa vijan youth group	12	3.6
4.	Gathigi enterprise youth group	16	4.8
5.	Kenol youth empowerment	15	4.5
6.	Zabka self help group	26	7.8
7.	River bed self help group	8	2.4
8.	Irebu disability self help group	15	4.5
9.	Kenol well self help group	8	2.4
10.	Makuyu Inuka	12	3.6
11.	Pols vision self help group	10	3
12.	Maragwa muslim	12	3.6
13.	Marigiti youth group	16	4.8
14.	Nginda boda youth group	15	4.5
15.	Kiambamba environmental youth	15	4.5
16.	Nginda gwithegea youth group	21	6.3
17.	Kahuho youth group	13	3.9
18.	Afrolistic youth group	7	2.1
19.	Chemichemi youth group	7	2.1
20.	Gathungururu youth group	16	4.8
21.	Peak youth group	12	3.6
22.	Shalom social welfare youth group	16	4.8
23.	Pillars of hope group	16	4.8
Grand Total		318	95.4

As Table 3.2 shows, the study utilized a sample size of 95 respondents out of 318 populations.

### **3.5 Data collection instruments**

The study used two research instruments to collect information to enable him to come up with answers for the research questions. These instruments included interview guides and questionnaires. The research instruments were administered to the youth while the youth officers were interviewed using the guides.

#### **3.5.1 Individual Respondent Questionnaires**

The researcher used both open and closed ended type of questions. Schindler, (2011) opined that, the research instruments design outlines the issue that the study wishes to address and the key objectives. The tools facilitated the researcher to effectively get a big proportion of respondents with ability to write and read independent without assistance. Closed ended queries were utilized with a purpose of acquiring key information by offering possible alternatives to the respondents from which the people responding can choose the answers that best describes the situation. The open ended questionnaires helped the people responding to get an opportunity to think over and above the researcher's scope and as such enabling the researcher to obtain more relevant information.

The questionnaire consisted of five sections. Section A included the respondents demographic characteristics. This is general information of the respondents. Section B consisted of items that sought to gather informations about youth empowerment, Section C - Influence of capacity building initiatives by YEDF on youth empowerment in community development, Section D - Influence of availability of capital provided by the YEDF on youth empowerment in community development and Section E Influence of Social structure on youth empowerment in community development

#### **3.5.2 KII (Key Informant Interview) Guide**

Researcher conducted intensive data collection with the youth officers in Maragwa sub county, Muranga County. This interview guide allow flexible approach wherefore the researcher would make clarifications, explain on the instrument or make changes on the instruments where necessary so that there was full understanding by the respondents on the focus of the research. The interview guide included some information on the background of the respondents, duration of working with the department in the sub county, influence of youth empowerment and possible interventions

### **3.6 Pilot Testing of the Research Instrument**

In piloting the instruments in survey research, scholars such as Michael (1995) opined that a range ten to thirteen people while Hill (1998) gave a range of ten to thirty people. On the other hand, ten percent of the project sample was given by Treece and Treece (1982). As such, the researcher conducted a pilot test of the instruments targeting three groups and youth officers among eleven respondents in the neighboring including nine youth group members and two youth officers in the neighboring Kiharu sub county for testing the validity and reliability of the data collection tools.

### **3.7 Instruments Validity**

Validity shows if set tools give measurements of those things they are set to measure (Gall 1989). The study utilized what is called content validity to assess if the set tools will address the questions by the researcher. Consultations and discussions with the supervisor were held to ascertain content validity.

### **3.8 Instruments Reliability**

Mugenda and Mugenda (1999) defines reliability as the extent of measure within a study tool gives the same outcome after several or repeated trials. A given instrument is regarded as reliable if it can give accurate results of a variable and obtain same measure in the same environmental conditions over a given time. Before the actual data collection, a piloting was conducted in four youth groups in Kiharu Sub County which is a neighboring sub county. The purpose of piloting was to improve reliability and validity of the instruments. The pilot study also helped the researcher to familiarize with data collection process.

### **3.9 Data Collection Procedure**

The researcher requested and was issued a research permit from the university introducing him to national commission for Science, Technology and Innovation (NACOSTI). The County YEDF coordinator was also notified. The sub county youth officers as well the youth groups were also notified before the instruments were administered. As a result of resource constraints questionnaire were used since it's a low cost method. Jwan (2010) contends that even when the universe is large, the people responding got sufficient moments to give well thought out answers. In addition people identified as responders that are conveniently are done so. As appropriate, big sample

could be used in a bid to make the drawn results more dependable and reliable. The researcher then administered the questionnaires to the selected members.

### **3.10 Data Analysis**

The research ensure that before the completed questionnaire was processed, the responses were reviewed to ensure that it was complete, consistent and accurate. Coding of the data was then done to facilitate the researcher categorize the data into several groups. The data under this study was both qualitative and quantitative. The data collected was analyzed by use descriptive statistics. Analysis of the data was done using SPSS version 11.0. To facilitate simplicity in comprehending and analysis with the use of percentages and frequencies presentation of the data was done through tables as well as graphs. Descriptive statistics entails the utilization of measures of dispersion and central tendency (standard deviation and mean respectively) as well as absolute and relative (percentage) frequencies.

ANOVA was utilized to measure statistically the relevance predicting how the variables influence youth empowerment in Maragwa Sub County. The test of significance entails utilisation of squared moment correlation coefficient, the R square, as a measure of significance. The coefficient is a standard measure of an assumed linear relationship between variables. A coefficient of value between (+ve) 0.5 and (-ve) or higher shows strong relationship and by extension a significant variable in influencing the trend of the dependent variable.

Further regression analysis was applied to establish the relationship between the dependent and independent variables. The relationship among the variables is depicted in the following equation on youth empowerment in community development

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon, \text{ where,}$$

Y = Youth empowerment in community development,

$\beta_0$  = constant (coefficient of intercept),

$X_1$  = availability of capital.

$X_2$  = Capacity building

$X_3$  = Social structure

$\epsilon$  = error term;  $\beta_1 \dots \beta_3$  regression coefficient of the three variables.

The findings were presented using Tables, frequencies and percentages. Tables were used to give brief on the responses for additional analysis and help in comparison. Qualitative

data was evaluated anchored on the content of the respondents. Respondent's answers with the same themes were put together into palatable groups.

### **3.11 Ethical Considerations**

The respondents were asked to respond to the questionnaires voluntarily or give consent to participate in the study through a formal introduction letter. The purpose of the research was also explained. The respondents were provided with an option of whether to provide their identities or not in the questionnaires to ensure confidentiality and assurance was given to the respondents that the responses provided were used only for the objective of the study. The need for approval from the university and NACOSTI was key for the study.

### **3.12 Operationalization of variables**

This refers to the way in which the rules are strictly followed in defining variables into measurable factors. It provides clearer understanding of hazy concepts, allowing them to be measured empirically and quantitatively (Babbie, 2008).this section analysis the operational definition of variables on factors influencing youth empowerment in community development in Kenya: the case of youth enterprise development fund in Maragwa sub-county. The variables are given in table 3.2

**Table 3.2: Operational Definition of Variables**

Research Objectives	Variables	Indicators	Measurement	Level of scale	Data Collection Method	Type of Analysis	Level of Analysis
To determine factors that influence youth empowerment	Dependent  Youth Empowerment	Profitable small scale enterprises among the group members  Awareness on government opportunities  Investment choices  Ability to meet the basic needs.	Enterprises  Profit margin  Government opportunities known	Nominal  Interval	Interview  Questionnaire	Qualitative  Quantitative	Descriptive
To determine the extent to which capacity building initiatives by YEDF influence youth empowerment in Maragwa subcounty	Independent  Capacity Building	Skills  Employment  Business values	No. of trainings/exposure tours attended organized by YEDF  Effective management of resources/businesses	Nominal	Interview  Questionnaire	Qualitative  Quantitative	Descriptive
To assess the influence of available capital provided the YEDF towards youth empowerment in Maragwa Sub County.	Independent  Availability of Capital	Entrepreneurship,  Amount of loan,  Income	Duration taken to be given the applied amount  Amount a group has been lend  Loan repayment status	Nominal  Interval	Interview  Questionnaire	Qualitative  Quantitative	Descriptive
To evaluate the influence of Social structure on youth empowerment in Maragwa Sub County	Independent  Social structure	Education  Beliefs  Peer	Attained level of education.  Individual Value system  Family support  Level of Peer influence	Nominal	Interview  Questionnaire	Qualitative  Quantitative	Descriptive

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

The chapter presents analysis of data, presentation and interpretation following the research objectives. Data was gotten through the use of questionnaires as the key research instrument. Group of youth were purposively sampled for research. The researcher also gave considerations to gender. Inferential and descriptive statistics were utilized to analyze the data. In the descriptive statistics, relative frequency tables were used and results interpreted and in inferential statistic multiple regression analysis was used.

#### 4.2 Questionnaire Return Rate

The study was conducted among 95 respondents who were served with a questionnaire; out of 95 targeted respondents 85 respondents positively answered the questionnaires which make a response rate of 89.5%.

#### 4.3 Demographic Information

Background information was collected on the gender of respondents, marital status, and age of the respondents and the respondents' highest level of education. This was to provide the necessary information for the purposes of generalization.

##### 4.3.1 Gender of the Respondents

The research established gender category of the respondents. This was to determine the influence of gender on youth empowerment. The summary of the results are in Table 4.1

**Table 4.1: Gender of the Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	38	44.7
Female	47	55.3
<b>Total</b>	<b>85</b>	<b>100.0</b>

As the results shows in table 4.1, as much as there were almost equal representation of gender among the respondents, the indication is that more female (55.3%) participate more in groups activity than men (44.7%). This confirmed that female gravitate towards group as compared to men in investments and opportunities for self-growth.



### 4.3.2 Marital status of the Respondents

The research sought to establish the marital status of the respondents. The results are as per the table 4.2

**Table 4.2: Respondents marital status**

<b>Marital status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	27	31.8
Married	33	38.8
Widowed	12	14.1
Divorced	9	10.6
Separated	4	4.7
<b>Total</b>	<b>85</b>	<b>100.0</b>

From the findings, as shown in table 4.2, many of the people that responded as shown 38.8 percent were married, 31.8 percent were single, 14.1 percent were widowed, 10.6 percent were divorced, and 4.7 percent were separated. This is an indication that majority of the group members who are or had settled in marriage were taking advantage of the YEDF in a social economic sense. As such the fund should lay more emphasis on this categories.

### 4.3.3 Age distribution for the Respondents

The Kenyan legal framework defines a youth as person between 18 and 35 years. It is this category that is to benefit from YEDF. As such the research sought to confirm the age category within which youth were interested on the initiatives as well as whether the respondents were legal recipients of YEDF.

**Table 4.3: Distribution of age for the Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Below 18years	5	5.9
18-23 years	19	22.4
24-29 years	35	41.2
30-35 years	26	30.6
<b>Total</b>	<b>85</b>	<b>100.0</b>

The results in table 4.3 shows that 41.2% (35) of the respondents were aged 24 to 29 years, 30.6% (26) were aged 30 to 35 years, 22.4% (19) were aged 18 to 23 years and 5.9% (5) indicated were below 18 years. This is an indication that YEDF target group was well within the definition of Kenya laws and that most youth conscious of benefits were in the age of 24 to 29 years.

#### 4.3.4 Education level for the Respondents

The researcher sought to establish the education of the respondents. This was necessary in informing the study on which level of education youth were interested in groupings for social economic benefit. The result below shows the distribution of respondents by academic qualifications.

**Table 4.4: Highest Educational Level**

<b>Education level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Primary	7	8.2
Secondary	26	30.6
Tertiary	38	44.7
University	14	16.5
<b>Total</b>	<b>85</b>	<b>100.0</b>

From the findings as indicated by table 4.4, majority of the respondents 44.7% (38) had tertiary college certificates, 30.6% (26) of the respondents had secondary school certificates, 16.7% (14) indicated they were university graduates, whereas 8.2% (7) of the respondents were primary school leavers, this is an indication that majority of the respondents had gone passed the o- levels and therefore had little challenge in understanding the concepts and operations of YEDF during the training.

**Table 4.5: Opinion on whether the Respondent is Empowered**

<b>Opinion On Empowerment</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	17	20
No	68	80
<b>Total</b>	<b>85</b>	<b>100</b>

The result in the table 4.16 shows the interviewees response on whether they think they are empowered. The study found that majority of the respondents as shown by 80% had felt they were not while 20% thought they were. This shows that there is a need to review the curriculum and approach in the YEDF implementation.

#### **4.4 Influence of capacity building by YEDF on youth empowerment in community development**

The first study objective was to establish the Influence of capacity building initiatives by YEDF on youth empowerment in community development. To arrive at this objective the researcher required the respondents to rate the indicators; skill, employment and business values

##### **4.4.1 Skills of the respondents on Enterprise Management**

**Table 4.6: Skills on Enterprise Management**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	17	20
No	68	80
<b>Total</b>	<b>85</b>	<b>100</b>

Table 4.6 indicates that most of the people that responded as shown by 80% had never attended while 20% had attended. This could also indicate that the priorities for the respondents' youth were different, probably interested more in getting the loans than attending the trainings. This could also indicate that there were weaknesses in the YEDF mobilization strategies towards youth empowerment. As such there is a need to re-evaluate the strategies and incorporate more youth friendly ones.

##### **4.4.2 Respondent Employment**

**Table 4.7: Respondent Employment**

<b>Type</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Self-employed	28	32.9
Unemployed	13	15.3
Others	44	51.8
<b>Total</b>	<b>85</b>	<b>100</b>

From the finding on the residents type of employment, the study found that most of the respondents as shown by 32.9% were self-employed, 15.3% were unemployed 51.8% of the respondent were on other sectors. This indicates that YEDF had not substantially grown self-employment as expected among the youth. This was a negative indicator of empowerment on community development.

**Table 4.8: Type of employment for the Respondents**

<b>Type</b>	<b>Frequency</b>	<b>Percent</b>
NGO	6	7.1
CBO	8	9.4
Private sector	17	20.0
Public service	13	15.3
Self-employed	28	32.9
Unemployed	13	15.3
<b>Total</b>	<b>85</b>	<b>100</b>

From the finding as shown by table 4.8 on the residents type of employer, the study found that most of the respondents as shown by 32.9% were self-employed, 20% indicated that they were in private sector, those who indicated that they were unemployed and were in public service were shown by 15.3% in each case, 9.4% of the respondent indicated that they were in CBO and 7.1% indicted they were in NGOs. This results indicate that there are some positive results of YEDF as a higher number of youth were self-employed with small scale businesses evidently indicating empowerment on community.

#### **4.4.3 Training on Business Values**

**Table 4.9: Training on Business Values**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	15	17.6
No	70	82.4
<b>Total</b>	<b>85</b>	<b>100.0</b>

On individual values such as honest, moral, ethics as Table 4.9 shows, the study found that majority of the respondents as shown by 82.4% had never attended while 17.6% had

attended. This means that the respondents business value system were being influenced more by other factors such as social cultural upbringing rather the YEDF applied values .

#### **4.5 Influence of availability of capital provided by the YEDF on youth empowerment in community development**

The second study objective was to establish the Influence of available capital provided by the YEDF on youth empowerment in community development. To achieve this objective the researcher required the respondents to rate the indicators; Entrepreneurship, Amount of loan, and business income Levels in youth empowerment.

##### **4.5.1 Enterprise Activity the Respondents Engage In**

Table 4.10 Enterprise Activity the Respondents Engage in

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Service	39	45.9
Trade ( such as retail shop, cereals, mtumba)	26	30.6
Farming (such as fruit farm, vegetation, chicken rearing)	12	14.1
Others	8	9.4
<b>Total</b>	<b>85</b>	<b>100</b>

As shown in table 4.10 the study found that majority of the respondents, 45.9 percent indicated service that includes motorbike service, saloon, 30.6% indicated areas of trade including retail shop, cereals, mtumba, 14.1% showed farming including vegetation, chicken rearing, fruit farm and lastly 9.4% indicated others. This indicates that despite the fact that Maragwa Sub County is productive in agriculture, majority of the youth are not interested in agriculture. The service industry seemed to attract more youth may due to the flexibility. As such there is need to be more focused on areas of interest while implementing youth empowerment programmes.

#### 4.5.2 Group Members Income from Enterprises

**Table 4.11: Amount of Profit the Group Earns**

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 2,500	3	3.5
2,501 – 5,000	6	7.1
5,001 – 7,500	11	12.9
7,501 – 10,000	28	32.9
10,000 and more	37	43.5
<b>Total</b>	<b>85</b>	<b>100.0</b>

Table 4.11 show that majority of the respondents as shown by 43.5% indicated 10000 and more, 32.9% indicated 7,501 to 10,000, 12.9% indicated 5,001 to 7,500, 7% indicated 2,501 to 5,000, 3.5% indicated Less than 2,500. This indicate that the majority of the groups were engaging in fairly profitable enterprises.

#### 4.5.3 Amount of Loan Being offered to the Groups

**Table 4.12: Loan Being Offered**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	78	91.8
No	7	8.2
<b>Total</b>	<b>85</b>	<b>100.0</b>

The result in the table 4.12 shows that most of the respondents as shown by 91.8% agreed that the loan wasn't enough, while 8.2 % said it was enough. This shows that there is a need to increase the amount loaned of to each group or individuals in the groups.

**Table 4.13: Repayment of Loan by the Group as Required**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	2	2.4
No	83	97.6
<b>Total</b>	<b>85</b>	<b>100.0</b>

In addition as shown in table 4.13, 97.6% agreed that the loan repayment period wasn't enough, while 2.4 % said it was sufficient. This indicate that there is a need to not only increase the amount of loan extended but also review the repayment period for youth empowerment programmes.

#### **4.6 Influence of Social structure on youth empowerment in community development.**

To achieve this objective the researcher required the respondents to rate the indicators; education, belief and peer influence in youth empowerment.

##### **4.6.1 Level of Education by the Group Members**

**Table 4.14: Education by the Group Members**

<b>Education level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Primary	7	8.2
Secondary	26	30.6
Tertiary (mid-level colleges)	38	44.7
University	14	16.5
<b>Total</b>	<b>85</b>	<b>100.0</b>

From the findings as shown in table 4.14, most of the people that responded as shown by 44.7% (38) had tertiary college certificates, 30.6% (26) of the respondents had secondary school certificates, 16.7% (14) indicated they were university graduates, whereas 8.2% (7) of the respondents were primary school leavers, this is an indication that majority of the respondents had a better understanding of the concepts and operations of YEDF on training towards youth empowerment as well as rationalizing the importance YEDF on community development.

##### **4.6.2 Influence of Members Beliefs System on Empowerment**

**Table 4.15: Influence of members beliefs system on empowerment**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	46	54.1
No	39	45.9
<b>Total</b>	<b>85</b>	<b>100</b>

From the finding as shown in table 4.15, the study established that majority of the respondent as shown above, 54.1% indicated that their belief influenced the social

structure while 45.9% of the respondent were on the contrary. This indicates a very dynamic generation in which training or approaches by YEDF on empowerment should not be solely be based on local belief system premises but require more national look. The results shows that Maragwa Sub County to be growing towards urbanization where society traditions influence is reducing.

#### 4.6.3 Peer Influence on Empowerment

**Table 4.16: Influence of Peer on Decisions**

<b>Influence</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Sometimes	26	30.6
Most of the times	14	16.5
None of the times	45	52.9
Total	85	100

From the findings as shown in 4.16 on the number of time the peers influence respondent’s decision, the study established that majority of the respondents as shown, 52.9% indicted none of the times, 30.6% indicated sometimes and 16.5% indicated most of the times. The results shows that majority of the youth are able to make independent decisions and hold onto them. This is a significant sign indicating empowerment.

#### 4.7 Regression Analysis

**Table 4.17: Summary of the Model**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.788 <sup>a</sup>	.621	.604	.06210

Adjusted R squared is coefficient of determination that informs us that the variation in the dependent variable as a result of changes in the independent variable. From the findings, the value of R squared was 0.621 an indication that there was variation of 62.1% on youth empowerment due to changes in capacity building, Social structure and availability of capital at 95% confidence interval. This shows that 62.1% changes on youth empowerment could be accounted for by changes in capacity building, Social structure and availability of capital. R is the correlation coefficient that indicates that there is a



relationship among the variables under the study. From the findings, the study found that there was a strong positive relationship between the study variables as shown by 0.788.

**Table 4.18: Analysis of Variance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Residual	2.844	3	0.711	4.903	.001 <sup>b</sup>
	Regression	10.875	81	0.145		
	Total	13.719	84			

Deriving from the analysis of variance statistics, the resultant data, that is the total specimen variables, portrayed a significance level of 0.01 that indicated that the data is ideal in drawing a conclusion on the research target parameter as the value of significance (p-value) is not more than 5%. The results arrived at was more than the critical value (4.903>2.493) which is an indication that capacity building, Social structure and availability of capital significantly affect youth empowerment. The significance value was not more than 0.05, which is an indication that the model was statistically significant.

**Table 4.19: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	1.445	0.453		3.190	.002
	Capacity Building	0.421	0.145	.297	2.903	.003
	Social structure	0.486	0.159	.131	3.057	.004
	Availability Of Capital	0.532	0.197	.014	2.701	.005

From the data in the above Table the established regression equation was

$$Y = 1.445 + 0.421 X_1 + 0.486 X_2 + 0.532 X_3$$

From the above regression equation, it was revealed that holding capacity building, Social structure and availability of capital to a constant zero, youth empowerment would be at 1.445. The results on Table above reveal that capacity building had a significant

coefficient (B= 0.421, p value=0.003). This implies that capacity building had positive significant effect youth empowerment. The finding of the study on Table above reveal that Social structure had a significant coefficient (B= 0.486, p value=0.004). This implies that Social structure had positive significant effect on youth empowerment. The findings revealed that availability of capital had a significant coefficient (B= 0.532, p value=0.005). This implies that availability of capital had positive significant effect on youth empowerment.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of key findings of the study, discussion of the findings against literature, conclusion of the whole study, recommendations and suggestions for further research.

#### **5.2 Summary of Findings**

The following is the brief of the study findings as per the variables and their influence on youth empowerment in community development.

##### **5.2.1 Influence of capacity building initiatives by YEDF on youth empowerment in community development**

The study established that an empowered person is one who is knowledgeable, aware and competent. In addition social ethics, income levels, level of education and entrepreneurship skills were also identified to determine empowerment. The study established that by not making the training more accessible, one limited empowerment among the youth. As established by the study only small number of youth who had attended training on enterprise management and individual values

##### **5.2.2 Influence of available capital provided by the YEDF on youth empowerment in community development**

From the study, it was evident that availability of capital has an influence in youth empowerment in community development. It was established that only a few respondents who owned an enterprise with majority of the respondents having an average monthly income of Ksh 6,000. This indicates that business earning is very low and therefore not profitable. It is also an indication that most of the earnings were spent rather than ploughed back into the investment and therefore the need to increase profitability. It was established that majority of the business of the business were owned by the groups. It was established that majority of the business were owned by the groups.

### **5.2.3 Influence of Social structure on Youth Empowerment in Community Development**

According to the study on the influence of Social structure on youth empowerment in community development, it was found that all respondent were Christians. It was also evident that respondent's religion was influencing their value system. The study further revealed that respondent were from nuclear family structure, single parents, extended family structure and adopted family structure. According to the study peer influence affected respondents decision sometimes positively

### **5.3 Discussion of the Findings**

This section deals with looks at the study key findings and subjection of the discussion to literature from the other studies as per the variables.

#### **5.3.1 Influence of Capacity Building by YEDF on Youth Empowerment in Community Development**

The study found that capacity building had positive effect on youth empowerment with a significant coefficient ( $B= 0.421$ ,  $p \text{ value}=0.003$ ). These is in line with Langran (2002) who anchored the definition of capacity building on the ability of an individual group (YEDF) to develop the abilities of another individual group (youth groups) using different ways including organizational support ,education and skill training. However, the study found that only a few respondents had attended any training tour organized by the youth enterprise development fund.

The study confirmed that the groups kept records. The study established that the problems faced by the youth groups were repaying loan, inflation and drought interference and marketing of products. The research confirmed that many of the respondents do not feel respected and they rarely express themselves. This is not in line with David, (2005) who stated that training is a paramount aspect in ensuring success of businesses and projects, Capacity building is referred to as a way that people, institutions, and groups raise their abilities to carry out key roles, address challenges, explain and arrive at their set objectives as well as understand and handle their development desire in a wider manner and in a sustainable manner. Therefore there is an increasing need to device better and appropriate strategies that will ensure all the youth are involved in the trainings. This will increase the knowledge and power of the youth as advocated by Conger and Kanungo

(1988), who defined empowerment is a way of strengthening feelings of self-efficiency among members of an institution by the identification of situations that precipitate lack of power and removing both informal techniques and formal organizational practices of that inhibit provision of efficacy information.

### **5.3.2 Influence of Availability of Capital Provided by the YEDF on Youth Empowerment in Community Development**

The findings revealed that availability of capital had a significant coefficient (B= 0.532, p value=0.005). This implies that availability of capital had positive significant effect on youth empowerment. On the resident's type of employer, the study found that respondents were either self-employed, in private sector, unemployed, in public service, in CBO and NGOs. The study established that the income generating activities the respondents engage in trade that include mtumba-second hand clothes, cereals, retail shop), service that includes motorbike services, saloon, farming for example chicken rearing , fruit farm) and others. The research also confirmed that many of the people who responded have 3 to 4 dependents. Majority of the youth groups earns profits of more than 10,000 on monthly basis. The respondents recommended that in order to improve Youth Enterprise fund program the government should Increase the grace period before repaying the loan, create more awareness, Increase the amount loaned to each group. They also felt like the loan being given is not enough. The youth groups also showed that they are having difficulty repaying the loans. These is in line with World Bank report, (2005) which stated that people who are young may opt to go into self-employment encounter challenges of getting capital as more institutions that offer finances are not willing to issue credit to the young people as they don't have collateral.

### **5.3.3 Influence of Social structure on Youth Empowerment in Community Development**

The study found that Social structure had positive effect on youth empowerment with significant coefficient (B= 0.486, p value=0.004).The study also found that all respondent were Christians. The study also found that respondent's religion was influencing their value system .As such it seems that the relevance of YEDF was to a certain extent programmed under Christianity prism and therefore the need to re-evaluate the groups approach. This is in line with Howard and Chadwick, (1985) who established that there is a relation among family and church affiliation and activity. The study further revealed

that respondent were from nuclear family structure, single parents, extended family structure and adopted family structure. The study also found that peer influenced respondent's decision sometimes. This echoes Spreitzer (1995) who argued that the purpose of the family unit is critical in the developmental socialization of young people. What the study found resonated with what was found out by Thomas and Velthouse (1990) who found that the social structure events impacts tasks evaluation of the people, and as such influence the state of the way empowering perceived and as such, influence behavior.

#### **5.4 Conclusion of the Study**

The study concludes that the youth groups in Maragwa Sub-County do not have sufficient knowledge, awareness, the needed competency, entrepreneurship skills, income level of education, accessibility to funds, and amount of loan to grow their businesses.

The study revealed that only a handful of the respondents had attended training on enterprise management and individual values, few owned a business and the monthly income from the business is low. The study concludes that the youth groups in Maragwa Sub-County are not sufficiently empowered.

The study also concludes that few of respondents had attended any training tour organized by the youth enterprise development fund. The youth groups have challenges in repaying loan, inflation, and marketing of products. They YEDF has not sufficiently raised the youth to a level where they feel more respected including ability to freely express themselves.

The study concludes that the income generating activities youths engage in are service, trade, farming and others and the amount they earn cannot sustain their needs. AS such in order to improve Youth Enterprise fund program, the government should increase the grace period before repaying the loan as well as create more awareness .There is also a need to increase the amount loaned to each group as they also felt like the loan being given is not enough . The youth groups also showed that they are having difficulty repaying the loans.

### **5.5 Recommendations of the Study**

From the research findings, the researcher recommended the following:

Governments could include organize empowerment seminars and workshops this will assist in empowering youth with business skills especially those who are out of school.

Learning institutions need to enlist informal learning approaches to facilitate critical thinking and build the ability of the youth across all backgrounds to nurture attitudes and values for active participation in the society

Streamline structures at local, regional and national levels to ensure sufficient engagement and participation of young people in decision-making processes

Strengthen frameworks that enable youth participation in effective and democratic governance, economic empowerment and engagement in building resilience

### **5.6 Area for Further Research**

Considering the limitations and delimitations of the research, the researcher suggests the following for further study;

1. Study on challenges facing; implementation of YEDF project in Maragwa Sub-County, Murang'a County, Kenya
2. Evaluation of young family break ups in Maragwa Sub county
3. This research was conducted in only one Sub county, future research should be done in other Sub counties and other Counties to further validate generalization

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## APPENDICES

### Appendix I: Letter of Introduction

George Ndungu  
P.O. Box 21644 – 00400  
Nairobi

Date.....

Dear respondent,

I am a student at University of Nairobi pursuing a master's degree in Project Planning and Management. This questionnaire is part of my research project and your kind response to the questionnaire is crucial to the successful completion of the research project. The information given will be treated confidentially and will not be used for other purposes except for academic. Please respond as honestly as possible.

Participation in this exercise is voluntary. You are however encouraged to answer all questions. Please note that there is no right or wrong answer to the following questions and your honest opinion will be highly appreciated.

Do not write your name anywhere on this questionnaire.

Yours faithfully

George Ndung'u

## Appendix II:

### Research Questionnaire for Individuals

#### Instructions.

Tick in the box [ ] provided where appropriate. Where you are requested to quote figures, please give figures as applies to the last 12 months (i.e. from January 2015 to December 2015)

#### SECTION A: DEMOGRAPHIC INFORMATION

1. Gender
  - a. Male [ ]
  - b. Female [ ]
2. Marital Status
  - a. Single [ ]
  - b. Married [ ]
  - c. Widowed [ ]
  - d. Divorced [ ]
  - e. Separated [ ]
3. Age in Years
  - a. Below 18 [ ]
  - b. 18-23 [ ]
  - c. 24-29 [ ]
  - d. 30-35 [ ]
  - e. 36 and above [ ]
4. Education Level
  - a. None [ ]
  - b. Primary [ ]
  - c. Secondary [ ]
  - d. Tertiary [ ]
  - e. University [ ]

#### SECTION B: SPECIFIC INFORMATION ON YOUTH EMPOWERMENT

- 5 Do you know what empowerment is? Explain \_\_\_\_\_
- 6 To what extent does the following define a person who is empowered (circle as applies)  
Very much (1), Somehow (2), Not at all (3)

		1	2	3
a)	Awareness			
b)	Skills			
c)	Knowledge			

7 Have you ever attended any training on individual values (such as on honest, moral, ethics)? Yes  No

8 If Yes to the above question, how many times \_\_\_\_\_ and which organization(s) offered the course \_\_\_\_\_

9 Do you have a business (  Yes  No )

10 Tick the amount you usually get per month as an individual (30 days)?

- a) Not more than 1,500
- b) Between Ksh1,500 – Ksh3,000
- c) Between Ksh3,001 – Ksh4,500
- d) Between Ksh4,501 – Ksh6,000
- e) Between Ksh6,001 and more

11 If yes to 7 who owns the business (tick as applies)

- a) Individual
- b) Group members
- c) Family
- d) Partnership with a group member
- e) Partnership with non-member

12 Tick the amount of money that you usually spend per month (30 days) for subsistence especially food (for you and/ your dependents?)

- a) Not more than 2,000
- b) Between Ksh2,001 – Ksh3,000
- c) Between Ksh3,001 – Ksh4,000
- d) Between Ksh4,001 – Ksh5,000
- e) Between Ksh5,001 and more

13 How much do you normally spend each month (30 days) for the education of you and/ your dependents?

- a) Not more than 2,000
- b) Between Ksh2,001 – Ksh3,000
- c) Between Ksh3,001 – Ksh4,000

- d) Between Ksh4,001 – Ksh5,000 [ ]
  - e) Between Ksh5,001 and more [ ]
- 14 Tick the approximate amount of money that you get, as a person, from your engaging in the group’s activities per week (7 days)?
- a) Not more than Ksh100 [ ]
  - b) Between Ksh101 – Ksh300 [ ]
  - c) Between Ksh301 – Ksh500 [ ]
  - d) Between Ksh501 – Ksh700 [ ]
  - e) Between Ksh701 and more [ ]
- 15 As an individual do you feel empowered? Yes [ ] No [ ]
- 16 If Yes to the above question, explain \_\_\_\_\_

**SECTION C: CAPACITY BUILDING AND YOUTH EMPOWERMENT**

- 17 Have you attended any training/exposure tour organized by the Youth Enterprise Development Fund (YEDF)? Yes [ ] No [ ]
- 18 If yes to the above question, list down the number of trainings and the name/type of training attended. No. \_\_\_ Name/Type \_\_\_\_\_
- 19 Please respond whether as a person you have used the knowledge and skills acquired in the training or exposure tours? Yes [ ] No [ ]
- 20 If you answered on the affirmative please comment on your answer\_\_\_\_\_
- 21 Tick where appropriate the challenges you are facing?
- a) Loan repayment [ ]
  - b) Fluctuations
  - c) Drought [ ]
  - d) Challenge in Marketing [ ]
  - e) Others [ ] Specify \_\_\_\_\_
- 22 Rate the following statement to the extent to which you agree or disagree in relation to respect?

Strongly agree (1), Agree (2), Undecided (3), Disagree (4), Strongly Disagree (5)

		1	2	3	4	5
a)	I always feel respected					
b)	I usually feel respected					
c)	I seldom feel respected					
d)	I never feel respected					

23 Rate the following statement to the extent to which you agree or disagree in relation to self-expression

Strongly agree (1), Agree (2), Undecided (3), Disagree (4), Strongly Disagree (5)

		1	2	3	4	5
a)	I always express my opinions in public					
b)	I usually express my opinions in public					
c)	I seldom express my opinions in public					
d)	I never express my opinions in public					

24 State your type of employer.

- a) NGO [ ]
- b) CBO [ ]
- c) Private sector [ ]
- d) Public service [ ]
- e) Self-employed [ ]
- f) Unemployed [ ]

#### SECTION D: AVAILABILITY OF CAPITAL AND YOUTH EMPOWERMENT

25 Have you ever accessed loans Yes [ ] No [ ]

26 What income generating activity do you engage in?

- a) Service (such as saloon, motorbike services) [ ]
- b) Retail( such as shop, cereals, mtumba) [ ]
- c) Agriculture (such as vegetables, fruits, chicken rearing) [ ]
- d) Others[Specify] \_\_\_\_\_

27 Tick the estimates profit that your group gets per month (Ksh)?

- a) Below 2,500 [ ]
- b) 2,501 – 5,000 [ ]
- c) 5,001 – 7,500 [ ]
- d) 7,501 – 10,000 [ ]
- e) 10,000 and more [ ]

28 Give suggestions on the steps that can be taken to improve the YEDF program to ensure that the youth are empowered?

- a) Raise the amount give to the groups [ ]
- b) Raise knowledge on the fund [ ]
- c) Lengthen the grace period before commencing repayment of the loan [ ]
- d) Others Specify \_\_\_\_\_

29 What loan amount has your group taken? Ksh\_\_\_\_\_

- 30 State the number of days taken after application to get the loan to the groups?  
\_\_\_\_\_ days.
- 31 Is the loan offered enough? Yes [ ] No [ ]
- 32 If you responded on the negative, suggest the amount you feel would be enough? Ksh\_\_\_\_\_
- 33 Comment on whether your group has consistently been repaying the loan as required? Yes [ ] No [ ]
- 34 If your response is on the above question, point out your reasons? \_\_\_\_\_

#### SECTION E: SOCIAL STRUCTURE AND YOUTH EMPOWERMENT

- 35 State your religion.
- a) Christian
  - b) Muslim
  - c) Hinduism
  - d) Traditional African
  - e) None
  - f) Other [ ] Specify \_\_\_\_\_
- 36 Do you think your religion influences your value system? Yes [ ] No [ ]
- 37 If Yes to the above question, explain \_\_\_\_\_
- 38 Do you think your cultural beliefs influences your value system? Yes [ ] No [ ]
- 39 If Yes to the above question, explain \_\_\_\_\_
- 40 Which of the following family structure did you grow up in?
- a) nuclear [ ]
  - b) single parent [ ]
  - c) extended [ ]
  - d) adopted [ ]
  - e) Other [ ] Specify \_\_\_\_\_
- 41 How often does your peers influence your decision
- a) Sometimes [ ]
  - b) Most of the times [ ]
  - c) None of the times [ ]
  - d) Other [ ] Specify \_\_\_\_\_
- 42 Please feel free to air your opinion on the YEDF if any \_\_\_\_\_

**THANK YOU!**



### **Appendix III:**

#### **Interview Guide for Key informant**

##### **SECTION A: DEMOGRAPHIC INFORMATION**

5. Gender
  - a. Male [ ]
  - b. Female [ ]
6. Age in Years
  - a. Below 18 [ ]
  - b. 18-23 [ ]
  - c. 24-29 [ ]
  - d. 30-35 [ ]
  - e. 36 and above [ ]
7. Education Level
  - a. O-Level Certificate [ ]
  - b. Diploma [ ]
  - c. Degree [ ]
  - d. Master Degree [ ]
8. How long have you worked in Maragwa for the YEDF\_\_\_\_\_
9. How would you define empowerment\_\_\_\_\_
10. What are some of the empowerment initiatives carried out by YEDF
11. Are there some other organizations carrying the same initiatives in Maragwa. If yes, what are some of the initiatives carried targeting the youth.
12. In your opinion how does the following influence youth empowerment in community development
  - a. Availability of Capital
  - b. Capacity Building
  - c. Social Structure
13. What are some of the successes of YEDF in Maragwa Sub county\_\_\_\_\_
14. What are some of the challenges experienced in implementing YEDF\_\_\_\_\_
15. What are some of the suggestions you would make aimed at improving success of YEDF in Maragwa sub county\_\_\_\_\_

**THANK YOU!**