

**DETERMINANTS OF COHESION AMONG YOUTH GROUPS:
THE CASE OF SELECTED YOUTH GROUPS IN KIKUYU
SUB COUNTY, KIAMBU COUNTY, KENYA**

BY

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DECLARATION

I declare that this research project report is my original work and that it has not been presented for award of degree in any other university.

Signature..... Date.....

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L50/69663/2013

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

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DEDICATION

This project report is dedicated to my parents Nehemiah Bitok and Lenah Bitok for their continued support and encouragement to me. They have given me the drive and the discipline to tackle the task with vigour and determination.

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ABBREVIATIONS AND ACRONYMS

AIDS Acquired Immune Deficiency Syndrome

DSDO District Social Development Office

HIV Human Immune-Deficiency Virus

KKV *Kazi KwaVijana*

KNBS Kenya National Bureau of Statistics

MDGS Millennium Development Goals

NGOS Non -Governmental Organizations

SPSS Statistical Packages for Social Sciences

UN United Nations

UNDP United Nations Development Program

YG Youth Group

ABSTRACT

Youth are an important asset in a nation because through them a nation develops socially, politically and economically. Youth groups help to address various challenges faced by the youth and help them develop themselves individually and a group as a whole. The purpose of this study was to investigate determinants of cohesion among youth groups in Kikuyu sub-county Kiambu County. The objectives of this study included: to determine the influence of leadership styles on cohesion among the youth groups, to assess the influence of group members' characteristics on cohesion among youth groups, to examine the influence of attitude on cohesion among youth groups and to explore the influence of entry behaviour on cohesion among youth groups. To achieve this, the study adopted a descriptive research design whereby the respondents described the extent of group integration. It was both qualitative and quantitative by nature. The study was carried out in Kikuyu sub-county in Kiambu County. The target population was 100 and the estimated sample size was 80 based on Krejcie and Morgan's (1970) table for determining the sample size from the selected 26 youth groups and 2 key informants from the population. Questionnaires were used to collect data from the youth respondents and the interview guide was used to gather information from the key informants. Interviews with the key informants were used to obtain information on demographic, socio-economic, youth group information, knowledge, attitude and practices related to youth groups. The completed questionnaires were coded, entered into SPSS, analysed and presented in form of tables of frequencies and percentages. 70 of the youth responded and returned the questionnaire giving a questionnaire return rate of 89.7%. The study found out that democratic style was mostly practised by group leaders indicated by 61.4% of the respondents. Results indicated that there was a positive correlation between leadership styles and cohesion which was 0.621 that was statistically significant. The study showed that majority 32.9% were small groups that comprised both male and female. It further indicated that majority of the members 74.3% agreed that age differences had an impact on cohesion. There was a strong positive correlation between group members' characteristics and cohesion which was 0.798 that was statistically significant. The study revealed that most of the youth 37.1% agreed that meetings were well attended. Correlation was positive of 0.843. It was established that most groups were for entrepreneurship purpose that was 42.9%. Majority of the youth 92.9% showed that they had group goals. There was a strong positive correlation between entry behaviour and cohesion of 0.754 that was statistically significant. The study recommended that National Youth Council to release adequate funds to youth groups and NGOS aid in gender mainstreaming to be incorporated into youth groups to reduce gender discrimination. Youth groups to be assisted in acquisition of better information and skills. The county government should work together with the youth groups so that groups can achieve the set goals and objectives. The study suggested that research to be carried out on influence of cohesion on performance of youth groups and organisational learning.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally today one person in five is between the ages of 15 and 24 years. Altogether there are over one billion youth and they constitute a formidable force. Most young people about 85 per cent live in developing countries with 60 per cent in Asia (Population reference Bureau, 2006). The annual growth rates of youth population have slowed down in every region during the 1990s, according to United Nations statistics. Developed regions, and Eastern Asia comprising China, Japan and others suffered a negative growth rate. As a proportion of total population between 1980 and 1995, the number of young people has dropped everywhere except Africa.

In industrialized countries and East Asia, declining fertility rates have created aging populations, and social and economic policies are sometimes tilted in their favour. At the same time, middle-aged people still consider themselves young an occurrence known as the "prolongation of youth" which is now considered a global phenomenon. At the beginning of 2012, the world population surpassed 7 billion with people under the age of 30 accounting for more than half of this number (50.5%)(United Nations, 2012).According to the survey, 89.7% of people under 30 lived in emerging and developing economies particularly in the Middle East and Africa. The total number of living humans on Earth is now greater than 7 billion. This large world population size is only a very recent development. Just around 200 years ago the world population was less than 1 billion. Due to poverty, high mortality rates and recurring crises the world population grew only very slowly in millennia before the onset of the enlightenment. Since the 18th century, the world population has seen a rapid increase; between 1900 and 2000 the increase in world population was three times as great as the increase during the entire previous history of humankind. In just 100 years the world population increased from 1.5 to 6.1 billion (Max Roser, 2015).

In Kenya 75%of the population is under the age of 30 years which is 10.8 million youth of the 2005 population projection. The national youth policy (2006) defines youth as those between 15-30 years. The UN defines youth as individuals between the ages of 15 and 24.The youth in

Kenya, number about 9.1 million, and account for 32% of the population. Of these, 51.7 % are female. The youth form 60% of the total labour force but majority are unemployed due to the country's high unemployment level (KNBS 2010). Youth do not constitute a homogeneous group; their socio-economic, demographic and geographical situations vary widely both within and between regions. Notwithstanding these differences, regional-level analysis provides a general understanding of their development profile. Some 87 per cent live in developing countries and face challenges deriving from limited access to resources, education, training, employment, and broader economic development opportunities.

Youth groups entail different activities in the social, political, economical arena in general. Young people play a significant role in community and national development at large. Although the youth form a larger part of the population most of them are unable to access employment. This challenge causes young people to settle for less-than-ideal employment, such as jobs that are low-paying, temporary, or unsafe, or ones for which they are overqualified. Some enter the informal economy to make ends meet. Others stop looking for jobs altogether. These groups are difficult to measure and are not included in typical unemployment figures. But the number of available jobs for young people is only part of the problem. While improving, educational systems are still failing to provide a large proportion of youth with the skills they need to secure a living. Without the ability to attain basic skills or the specific ones that match the demands of the labour market, many youth are unable to find employment, hence it has led to formation of youth groups all over Kenya so as to address these challenges and improve their lives(International LabourOrganization,2012).

Youth groups are important so as to realize full potential of the youth in terms of their skills and competencies. In Kikuyu Sub County there are 290 registered youth groups and most of them are active groups (Kiambu County Development Profile, 2014).These youth groups improve the living standards of the youth. They also help the youth to have a sense of identity by being able to feel worthy and belonging to a group. Youth groups create a sense of fulfilment for example having accomplished the set goals and objectives in a group. The youth gain valuable life experiences and skills and can be able to assist the society to develop as a whole this lead to the

youth to have self-confidence and self-esteem. They think critically and are able to solve problems in their day to day lives; hence they make healthy choices (Dubois and Karcher, 2005). There are several determinants of group cohesion. These include leadership styles, group members' characteristics, attitude and entry behaviour. The extent of cohesion depends upon many factors including the compatibility of individual goals with group goals (Cashmore, 2002). The more the members are attracted to each other and the more the group goals align with their individual goals, the greater the group cohesion. A highly cohesive group is more likely to be united and committed to success than a group with low cohesion (Jarvis, 2006).

1.2 Statement of the Problem

Youth are the building blocks of a nation. It is a fact that the stronger the youth, the more developed the nation is. The role of the youth in the nation-building occupies the central place. The countries which utilize their youth in a right direction are more developed. The energy and brightness of the minds of youth act as torch-bearer for a nation. On the contrary, the countries which fail to realize the importance of the youth lag behind in every department of life. This is one of the reasons for the backwardness of Kenya (Nitzberg, 2005). Hence the youth lacks proper patronage. Developed countries are totally aware of the worth of their youth. They consider their youth as an asset. Most importantly, these countries cater to the needs of their youth and provide them education, employment, and recreational activities such as a healthy and competitive environment to prepare the youth to lead the country through thick and thin. If youth is not in the right direction and is unconcerned about the future of the nation, it will become a burden for the nation and will not play any productive role (World Bank, 2004).

The youth hopes for a world free of poverty, unemployment, inequality and exploitation of man by man. They want a world free of discrimination on the grounds of race, colour, language and gender. The countries where the youth pay their proper contributions towards their nation are more developed. The entire success of a nation depends on the youth. It is the duty of the government to provide the youth with ample opportunities to play their role in an effective manner. They must induce patriotic feelings in their young ones. The youth with patriotism would lead the nation to the front. Youth without sense of direction turn into crimes like

peddling drugs, theft, prostitution, alcohol and suicide. In this case, being young is widely and constantly perceived as problematic (Abbink and Kessel, 2005).

Group conformity and group-think are two of the potential hazards of high group cohesiveness. Group conformity happens when group members adopt similar behaviours, usually in an attempt to fit in or to reduce disagreements between group members. This set of behaviours becomes the group norm. Group members conforming to group norms may cause lowered productivity or lack of creativity and innovation. Group-think happens when individual group members lose the ability to think for themselves and rely on the group to make their decisions. Cohesion can intensify social pressure to conform or limit individual expression. Cohesion can also make adaptation more difficult by making group processes inflexible or resistant to change (Ahlfinger, and Esser, 2001).

Youth groups experience problems such as members' laxity in attending meetings, lack of perceived income through non implementation of income generating activities .There is also the lack of leadership skills and mistrust among members. In cases of large groups, there is formation of in-groups within the group that is elite groups that harbour secrets and prevent the flow of information to other 'underprivileged' members. Non-commitment to assigned responsibilities by members is another problem in youth groups. Gender imbalance and discrimination is also experienced by some members. The lack of accountability by members on the utilization of group resources leads to embezzlement of funds in the group. Cultural and traditional customs impediments inhibit success of these groups as a whole. Lack of decentralization in the management of the group that is lack of subsequent committees and working groups within the whole formation is also a challenge. Most youth groups have a heavy dependence on donors hence creates a dependency syndrome and do not the set goals and objectives in time (UNDP, 2010).

According to the Kikuyu Sub County youth officer, youth groups in the years 2013 and 2014 were mostly disorganised and not interested in developing in their groups. Most group leaders were only interested in benefitting themselves at the expense of the group and this led to disintegration of youth groups in Kikuyu Sub County. For example some group leaders misused

funds for the group and even diverted the funds for their own personal benefits and gain hence it led to disunity (DSDO, 2013). Therefore this study attempts to reduce these problems by examining the determinants of cohesion among youth groups in Kikuyu Sub County.

1.3 Purpose of the Study

The purpose of this study was to investigate determinants of cohesion among youth groups in Kikuyu Sub County, Kiambu County, Kenya.

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To determine to what extent leadership styles influence cohesion among youth groups in Kikuyu Sub County.
2. To assess at what level group members' characteristics influence cohesion among youth groups in Kikuyu Sub County.
3. To examine to what extent attitude influences cohesion among youth groups in Kikuyu Sub County.
4. To explore at what level entry behaviour influences cohesion among youth groups in Kikuyu Sub County.

1.5 Research Questions

The following were the research questions:

1. To what extent do leadership styles influence cohesion among youth groups?
2. At what level do group members' characteristics influence cohesion among youth groups?
3. To what extent does attitude influence cohesion among youth groups?
4. At what level does entry behaviour influence cohesion among youth groups?

1.6 Significance of the Study

The research findings and recommendations could be used by the National Youth Council, county governments, the youth enterprise fund board, Poverty eradication commission, Kiambu county youth groups, NGOs and other stakeholders. Youth groups benefit socially and economically for example through income generating activities their living standards are raised.

The National Youth Council could use the information for decision making such as disbursement of funds. There will be improved programming and programs can become stronger, more appropriate, and be able to meet youth needs. By involving the youth in planning, implementation, and evaluation, it will bring about a strong sense of belonging and ownership that essentially leading to sustainability and immense benefits of the programmes. The findings will help the group leaders exercise leadership style that will make the group cohesive hence develop the group and also understand the nature of the group members that contribute to unity. There will be improved participation by comprehending the attitude of a group as a whole. Goals and objectives will be accomplished by understanding the usefulness of entry behaviour of a group.

1.7 Delimitation of the Study

The research focused on determinants of cohesion among youth groups in Kikuyu Sub County, Kiambu County. There were 290 registered youth groups in Kikuyu Sub County, most of them were active. Only those youth groups in Kikuyu Sub County were concentrated on. Registered youth groups that were active were concentrated on. Members of the groups were the respondents and the key informants included two officers from the District Social Development office.

1.8 Limitation of the Study

There were chances that some information was withheld by some stakeholders due to its sensitivity. Time and financial constraints limited the coverage of more youth groups. Also Kikuyu is very expansive hence it was hard to reach other areas hence other respondents were met at the registration office. A small representative sample was used for the study with the resources available. For the questionnaires to be completed on time, follow up calls were used.

1.9 Basic Assumptions

It was assumed that the targeted sample would be reachable and the respondents would respond to the research questions without bias and discrimination. It was also assumed that the youth group members would give accurate and reliable information because they are aware of the

youth group issues. The secondary and primary data in the study were assumed to be accurate and reliable.

1.10 Definition of Significant Terms used in the Study

Attitude: is concerned with reference to behaviour or a tendency to respond in a certain manner. It is a way of feeling or acting toward a person, thing or situation.

Entry behaviour: refers to orientation of the group in terms of its purpose, goals, identity and objectives that are to be met.

Group cohesion: is the sum of all the factors causing members of a group to stay in the group or be attracted to the group. Group cohesion is the 'social glue' that binds a group together.

Group members' characteristics: are attributes, qualities or traits that distinguish the members as individuals and as a whole.

Leadership: is the art or process of influencing people so that they strive willingly and enthusiastically towards the achievement of group goals and objectives.

1.11 Organization of the Study

This study was organized in five chapters. Chapter one contained the background to the study, statement of the problem, the purpose of study, research objectives, research questions, significance of the study, delimitation of the study, limitations, assumptions and the definition of significant terms. Chapter two consisted of literature review, theoretical framework and conceptual framework. Chapter three presented the research methodology used in the study including research design, target population, sampling procedures and sampling size ,data collection instruments ,pilot study, validity and reliability of study instruments ,data analysis procedures ,ethical considerations as well as the operational definition of variables. Chapter four consisted of the data analysis, presentation and interpretation. Chapter five covered the summary of findings, discussions, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter analyses the relevant literature or documents based on factors contributing to group cohesion among youth groups. It explores the importance of youth groups in regards to development. Literature on leadership styles, group members' characteristics, attitude and entry behaviour were looked into. It also includes the conceptual framework and theoretical framework.

2.2 Cohesion

Group cohesion has been one of the extensively studied constructs in group literature. Cohesion is defined as a dynamic process reflected in the tendency for a group to stick together and remain united in the pursuit of instrumental objectives and/or the satisfaction of member affective needs (Carron et. al., 2012). Cohesiveness is a measure of the attraction of the group to its members and the resistance to leaving it, the sense of team spirit, and the willingness of its members to coordinate their efforts. Compared with members of a low-cohesive group, those in a high-cohesive group will, therefore, be keen to attend meetings, be satisfied with the group, use "we" rather than "I" in discussions, be cooperative and friendly with each other, and be more effective in achieving the aims they set for themselves. The low-cohesive group will be marked by absenteeism, the growth of cliques and factions, and a sense of frustration at the lack of attainment.

Cohesion develops over time. Social scientists have explained the phenomenon of group cohesiveness in different ways. Some suggest that cohesiveness among group members develops from a heightened sense of belonging, as well as from collaboration and interdependence. Others note that cohesion comes from the interpersonal and group-level attraction common between people who share similar backgrounds and interests (Baron et., al, 2003). These groups work together so as to achieve goals and objectives hence it leads to satisfaction of individuals and the group as a whole.

2.3 Leadership Styles and Cohesion

Leadership is the art or process of influencing people so that they strive willingly and enthusiastically towards the achievement of group goals and objectives (Drucker,2008).Leadership is a human characteristic which lifts a person's vision to higher heights, raises performance to higher standards and builds personality beyond its normal situations. Leadership creates and sustains groups in that the people in the group will work and accomplish a task which is triggered by effective leadership. It also inspires and motivates the group.

Stoner et.al, (2009) define leadership as the process of directing and influencing the task oriented activity of group members or an entire organization. Leadership does not produce plans but creates visions and strategies and articulates strategies for achieving the set objectives or goals. Leadership is the ability to influence the attitudes and behaviour of others (Kotter, 2012). Leadership is often described within a context of different styles, laissez faire, democratic and autocratic.

Laissez faire is letting members do pretty much as they please without the leader offering judgement on other members' decisions. The leader exercises very little control or influence over the group. The role of the leader here is facilitative. The members of the group are given a goal and left alone to decide how to achieve it. This works best when a well functioning group, that is one than may be in a performing phase, is working towards a well defined task. This method is exceptionally difficult if more than a handful of group members are present and is often used within sub-groups developed to perform specific sub-tasks. Youth groups would use this style for brainstorming specific ideas for projects, as the non-judgemental attitude facilitates more group responses. There is increased opportunity for group development and there is independence (Julia, 2009).

Laissez-faire exemplifies the absence of leadership, and this component lay on the passive side of the continuum of leadership. Laissez-faire leadership is one scale that measures non-leadership as one of the nine constructs comprising the full range of leadership theory (Antonakis et al., 2003). These behaviours have also been identified as non-active or non responsive

leadership behaviours (Hinkin and Schriesheim, 2008). For example in the United States youth groups are independent so as to grow on their own. The leader is not an active person especially when it comes to decision making.

The principal behaviour exemplifying laissez-faire leadership is the lack of leader response to subordinates' needs or to outcomes of their performance (Hinkin & Schriesheim, 2008). This form of leadership provides no support to followers' need to understand the standards, expectations or progression toward the attainment of acceptable performance. This shows that both laissez-faire leadership and management by exception-passive to be weak and lacking in effectiveness. This non-directional, non-supportive behaviour is responsible for the lack of direction, focus and feedback that proves critical in cohesive groups. Thus, Laissez-faire is negatively related to group cohesion. In this case, there is lack of group cohesion and unity towards achievement of goals, lack of direction and control, inefficiency and chaos (Rakesh, 2012).

Democratic leadership style is where consultation and discussion takes place before decisions are made. This allows group members to have their say but does not guarantee that these feelings will be acted upon. It considers the suggestions of group members and the leader. It is a human relations approach where all group members are seen as important contributors to a decision. Democratic leadership allows an interchange of ideas among all group members. This style is an ideal method of leadership within youth work as the group is more likely to contribute to the decision making process and also the group is more likely to buy-in to decisions which are made (Galane and Adams, 2010).

Democratic leadership style focuses on team-building, motivation and collaboration with members of the group to accomplish change for the better. Democratic leaders set goals and incentives to push their subordinates to higher performance levels, while providing opportunities for personal and professional growth for each member (Levine et al, 2010). Democratic leaders are leaders who engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved.

In the Australian context where freedom and autonomy is fundamental, democratic leadership serves this purpose. The value of low power distance result in a more egalitarian leadership approach amongst the Australian respondents in the present study which emphasises individual preference and freedom with relationship between superior and subordinate viewed as contractual rather than paternal. The Australian context brings about a harmonious and equal leader-subordinate relationship because the role of a leader is typically viewed as a coordinating role. Here leaders encourage direct disagreement and choose more open discussion procedures to resolve problems and disputes to avoid risk of being misunderstood. This suggests that leaders who are in charge of groups are only seen as someone who co-ordinates and delegates work. The Australian culture shapes leaders' attitudes and behaviours into someone who is able to be participative, consultative and co-operative in making decisions when dealing with staff.

These leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Democratic leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader and the group (Wang et al, 2011). Democratic leaders give their followers a cogent and inspiring vision of the future, treat them as individuals and encourage their development, give them encouragement and recognition, promote trust and cooperation among them, help them develop novel approaches to old problems, and instil in them pride and respect for one another and for their work(Carless, 2000).

An important mechanism democratic leaders use to strengthen cohesion is their influence to help group members realign their personal values according to their democratic leader's vision and goals. This creates strong values of internalization, cooperation, and congruence among followers (Jung and Avolio, 2000), perhaps due to the leaders' ability to relate individually to group members and remind them to assert themselves intellectually to help change the status quo. The result of this influence is the tendency to develop a strong sense of shared group vision, and this group vision in turn helps to amplify group cohesion. The aspects of shared vision and strong group identity also help democratic leaders further empower group members to

accomplish their goals without the need to closely monitor followers' work. Democratic leaders arouse the affiliation motive among followers by the use of inspirational motivation, which can drive followers to become more cohesive and perform effectively.

This style works best with smaller groups, the larger the group the longer the decision making processes will tend to become. It is often preferable to separate a very large group into sub-groups to ensure all have a chance to input into decision making and then reconvene all group members into a plenary session where all ideas can be fed back and shared, resulting in an ultimate group decision. This increases group cohesion among members. This style can be used within the youth groups in order to achieve a shared sense of belonging within the group and to get all the members to `buy-in` to completing the tasks in hand. It increases the morale of people hence better performance and also better decisions are made through shared ideas. The limitation is that there is slower decision making, there is also diluted accountability for decisions and compromises designed to please everyone(Locke, 2004).

Autocratic or authoritarian type of leadership is where authority centers on the leader. One leader is the sole person involved in making decisions within the group; the information is passed on to the group rather than options being discussed openly. It involves one way communication. However very large groups may find that an autocratic leader can speed up a decision making process. The process of this decision making is faster (Gastil, 2009).

Authoritarian leaders are very strict without question and often use harsh methods of discipline. They are very hard on those they lead and don't often show they care for them. It is very important to an authoritarian leader for their followers to obey their rules. The advantage of being an authoritarian leader is that the group members obey, listen and comply. It is also useful in cases where group members are incompetent. The disadvantage is that the young people will miss out on opportunities for critical thinking and authoritarian leaders often find that when they are not around, their group do not stay on task and may rebel against orders. It creates 'yes' men and women in a group. Autocratic leadership has a negative effect on group morale because decisions may not be supported hence hindering performance. This type of leadership causes the group to disintegrate because there is no morale in the group (Northouse, 2007).

Autocratic leadership style developed by is based on the hypothesis that followers are motivated through a system of rewards and punishment. The autocratic leader's view of the leader or follower relationship is one of quid pro quo - or "this for that." If the follower does something good, they will be rewarded. If the follower does something wrong, they will be punished. Social systems work best with a clear chain of command. When people have agreed to do a job, a part of the deal is that they cede all authority to their manager. The prime purpose of a subordinate is to do what their manager tells them to do (Bass, 2008).

The autocratic leader works through creating clear structures whereby it is clear what is required of their subordinates, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place(Jung and Berson, 2003).When the autocratic leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure, just as they are rewarded for succeeding (Riggio, 2006).

Youth in Malaysia are expected to accept orders and direction more readily from superiors out of respect for people in power. It is the implicit leadership theory which argues that followers have specific assumptions about what constitutes effective leadership. These followers utilise such beliefs and assumptions to recognise and distinguish their leaders and non-leaders (Carl, 2005). Therefore, in the Malaysian context, leaders who are exercising status, power and authority are accepted and tolerated; they are not questioned or challenged because the society acknowledges the fact that inequality between people exists and such behaviour should be expected.

2.4 Group Members' Characteristics and Cohesion

Group characteristics contribute to cohesion of a group. These characteristics include the size of a group, gender of the group members, and age of group members. Group size is important in group cohesion. Since continuous and close interaction among members is a fundamental necessity for cohesiveness, it would be natural to assume that large groups restrict the extent of communication and interaction with each other, thus resulting in the reduction of degree of

cohesiveness. A small sizeable group is important to express individual viewpoints, to develop social relationships, to ensure everyone participates and for individual recognition (Gastil, 2009).

In a study in the United States, groups containing 3 to 8 members were significantly more productive and more developmentally advanced than groups with 9 members or more. Groups containing 3 to 6 members were significantly more productive and more developmentally advanced than groups with 7 to 10 members or 11 members or more. The groups with 7 to 10 members or 11 members were not different from each other. Finally, groups containing 3 to 4 members were significantly more productive and more developmentally advanced on a number of measures than groups with 5 to 6 members. Work-group size is a crucial factor in increasing or decreasing both group development and productivity.

The major problem with large size groups is that there is a likelihood of forming small groups within the large groups. This would result in the dilution of the common group goal thus increasing the extent of power politics play. This tends to decrease the overall cohesiveness. Group size can vary from 2 people to a very large number of people. Small groups of two to ten are thought to be more effective because each member has ample opportunity to take part and engage actively in the group. Large groups may waste time by deciding on processes and trying to decide who should participate next. Evidence supports the notion that as the size of the group increases, satisfaction increases up to a certain point. Increasing the size of a group beyond 10 to 12 members results in dissatisfaction. It is increasingly difficult for members of large groups to identify with one another and experience cohesion (Brawley et al, 2000).

Large groups function differently in a number of important respects to smaller groups. Size impacts on group communication, for example. In smaller groups a higher proportion of people are likely to participate there is potential more time for each, and the smaller number of people involved means that speaking may not be as anxiety-making as in a large group. In addition, large groups are more likely to include people with a range of skills and this can allow for more specialization of labour. In addition, larger groups can also allow members to feel more anonymous. As a result, members may exhibit less social responsibility which in turn will often

lead to less task involvement and lower morale on the part of many group members as size increases (Baronet. *al.*, 2003).

A case of Nigeria shows that small groups are effective in achieving unity and most of them do not disintegrate because of involvement in their daily tasks of the group (Beauchamps *et. al.*, 2002). In order to be effective, group size should be kept to a minimum without jeopardizing workload and goal achievement (Forsyth, 2010). Larger groups increase the possibility of conflict due to the variety of viewpoints, few opportunities for development of social relationships, a decrease in communication and participation levels and lack of opportunity for recognition. Large groups shift loyalty from overall group goals and lead to dissatisfaction and lack of commitment to decisions made by the group (Mullins, 2002).

Dyads and triads are the smallest social groups which are seen in Germany and Russia first proposed by George Simmel. Social interaction in a dyad is typically more intense than in larger groups because neither member shares the other's attention with anyone else. A triad is more stable than a dyad because one member can act as a mediator should the relationship between the other two become strained (Owen, 2011).

It seems prudent to keep groups as small as possible to promote positive interdependence, yet as large as necessary to provide sufficient diversity of opinions and backgrounds as well as resources to get the job done. The size of groups formed is directly dependent on the activity to be pursued and the length of time the group will stay together. As the group becomes greater, the individual becomes separated and grows more alone, isolated and segmented. In a larger group it would be harder to exert control on an individual, but there is a possibility of the individual becoming distant and impersonal (Kephart, 2003).

Group cohesion also depends upon whether the group is all male, all female or mixed. Studies showed that if all members were of the same sex then small groups had better cohesion than large ones. Women are disadvantaged in the groups by gender stereotypes (Martin 2003), an experience that may negatively impact their ability to participate in cohesive groups. These perceptions partially occur because gender stereotypes often create a hierarchy in the groups,

which devalues women's worth. In addition, women underestimate their own skills, which further disrupt the process of group cohesion formation (Furnham and Buchanan 2005). As a result, women may be less likely to take leadership roles and may be viewed as inferior group members. They may also have trouble connecting to the group and seeing themselves as valued members. Together, these relationships may make it difficult for men and women to work together on groups and achieve a common goal, ultimately complicating group cohesion. The relationship between group cohesion and gender composition varies by country, suggesting that outside factors confound the relationship between gender and group cohesion (Watson et.al. 2008). These factors include gender stereotypes in the workplace, the general place of women in society, and ideas surrounding femininity and masculinity. For example, at large state universities in the United States, mixed-gender groups report being less cohesive than similar groups at universities in Mexico. Gender perceptions differ across cultures (Watson et al. 2008).

Age difference in the group positively affects the group cohesion if difference is not too big. However, if the age difference between the group members is more than ten years then it will negatively affects the cohesion because of the communication gap and understanding levels difference due to age (Harrison et al, 2002).

2.5 Attitude and Cohesion

Attitude is concerned with reference to behavior or a tendency to respond in a certain manner. Attitude is an individual's acquired ways of thinking for or against (or favor of or against) other individuals, objects, ideas or things (Aggarwal, 2007). Attitude is the product of heredity and environment when an individual leans from experiences and others behavior. Thus, it is formed by the individuals who acquire them not only through their learning experiences but also through their relations with their reference groups, family members, social and work groups (Rix, 2005). When group cohesiveness is high, individuals strongly value their group membership, find the group very appealing, and have strong desires to remain a part of the group (Jones & George, 2008).

Common attitudes, values, and beliefs among members of a unit promote cohesion. Similarity of attitudes contributes to group cohesion. Socially established and shared beliefs regarding what is

normal, correct, true, moral and good generally have powerful effects on the thoughts and actions of group members' (Baron *et al.*, 2003). Group norms develop in groups often because they are necessary for the group to survive and/or to achieve its ends. Group life is dependent upon trust and a certain amount of loyalty, for example. Furthermore, as Baron *et al* have commented, norms provide codes of behavior that render social life more predictable and efficient. They also act to reduce uncertainty in difficult situations. Norms are the rules for how they believe they should treat each other and what they are responsible for. They provide a way forward for interaction hence group cohesion.

Norms define the acceptable standard or boundaries of acceptable and unacceptable behavior, shared by group members. They are typically created in order to facilitate group survival, make behavior more predictable, avoid embarrassing situations, and express the values of the group. Each group will create its own norms that might determine from the work performance to dress to making comments in a meeting. Groups exert pressure on members to force them to conform to the group's standards and at times not to perform at higher levels. The norms often reflect the level of commitment, motivation, and performance of the group. Norms include; conduct, work performance, attendance, rearranging personal space, assisting other group members, loyalty and rewards (Gammage, 2001).

The majority of the group must agree that the norms are appropriate in order for the behaviour to be accepted. There must also be a shared understanding that the group supports the norms. It should be noted, however, that members might violate group norms from time to time. If the majority of members do not adhere to the norms, then they will eventually change and will no longer serve as a standard for evaluating behaviour(Horne, 2001). Group members who do not conform to the norms get punished by being excluded, ignored, or asked to leave the group.

A case of Minnesota indicates that group norms are important for the survival of the group and it leads to cohesion (Bicchieri and Xiao, 2009).People in groups differ in their vulnerability to pressures, yet most people can be influenced to behave in a particular manner. Compliance, identification, internalization and social facilitation are some of the important factors which could play a crucial role in influencing people to behave differently. Compliance is when people

agree in spite of their own beliefs and preferences. This is obedience. Identification refers to agreements when people respect or are attracted to others. Internalization refers to the change in behaviour manifested when people accept requests or orders because either they are consistent with their own beliefs and values or they expect the desired behaviour to be rewarding to them. Social facilitation occurs as a result of the influence exerted by the mere presence of someone (Hogg, 2001).

Commitment itself is an individual output, but can improve depending on the individual mechanism, whereas individual mechanism is affected by the individual characteristic, group mechanism, and organizational mechanism (Colquitt, et al. 2011). Commitment is defined as an attitude that reflects member's loyalty towards the group, in which they express their concern towards the group's success and development progressively. Indicators of commitment are classified into affective, continuant, and normative. Group commitment is the strength of a group member to identify his involvement as part of the group, which is denoted by his or her acceptance on the group values and missions, also his readiness and willingness to preserve the membership within the group (John and Don, 2007). Group members must participate in the team, feel that the group mission is important, and show commitment to accomplishing the group mission and expected outcomes. Commitment will come if group members perceive their service as valuable to the group and to their own careers. A case of Addis Ababa shows groups attitude of involvement and commitment led to achievement of goals and objectives. Committed group members understand, share and support the group's vision and goals and consistently try towards achieving them.

Group culture is defined as assumptions, values, norms, and beliefs, which are applied as a guideline to think and act within the group. They are mutually perceived by the organization members to achieve specified goals. Group culture helps the group members to act and solve the problems, to unite and shape the members to be able to adapt the environment. Culture is displayed in the way members interact with one another. Culture that emphasizes values of self-determination, openness, fairness and diversity of opinion facilitates achievement of group goals while satisfying members' needs hence group cohesion (Levi, 2001).

Moral is a belief – rules and the teaching of right or wrong, good or bad, worthy of unworthy, decent or indecent, which are derived from religions, parent’s advice, and social environment that affect people daily behaviours. If moral reasoning is regarded as content then the concept of right and wrong will be associated with the philosophical principles of morality, in this case the moral reasoning is universal. The universality of moral means that all cultures have the same basic concept of morality, for example: love, respect and independence within a group. When there is love, respect and independence in a group there is mutual understanding hence cohesion in the group (David and Charles, 2002).

2.6 Entry Behaviour and Cohesion

An obvious, but sometimes overlooked, factor in group processes and dynamics is the reason why the group exists. What does it do for its members? What is its object? How did it come to be created? As Millard (2009) has shown, the form that a group takes is often heavily dependent on its purpose. Moreover, a group will often have several and possibly conflicting purposes which can then become expressed as tensions between members. The group’s cohesion depends on the extent that the individuals in the group want to accomplish the group’s common goals and group identity. The cohesion of a group is an important factor that could help explain the group’s behaviour and its inter-group relations. The elements of cohesion are the members’ attraction to the group, normative influence, informational influence, and outside sources in the world. A cohesive group consists of having a common identity, a sense of shared purpose.

Groups consist of people interacting with one another and who are socially attracted to each other, most likely because they share common goals and have a shared identity. For example youth groups in Utah, United States have a common goal of team building hence their unity. This shared identity is what distinguishes the group from other groups and contributes to the group cohesion. Individuals join groups for many different reasons. Some reasons might be that the individual feels: the group shares common goals, they need a purpose, and there are rewards when being in a group. The individual’s role in a group is important to the group cohesion (Keyton, 2002).

Group goals are ideals, they are the ends (the aims or the outcomes) sought by the group and its members. They entail some sort of joint vision (Johnson and Johnson 2003). Without some commitment to the pursuit of common goals the group will not survive or be effective (Benson 2001). Of great significance then is what is called goal structure. There is a key distinction is between cooperative and competitive goal structures: A co-operative goal structure develops when the individual goals of members are visible and similar. A competitive goal structure emerges where the individual goals of members are hidden or seen as different or opposed (Benson 2001).

People become a group when they all possess a common identity, have shared goals and objectives, exhibit structured patterns of interaction and communication, and most importantly consider themselves to be a group. When self-categorization is present, that is, when the collection of people start referring to themselves as ‘we’ versus ‘they’, group leaders can feel confident that a group is beginning to emerge. At the same time, the common identity allows group members to categorize one another as in-group members, thus satisfying individuals’ need for self enhancement(Brown 2000).As it is the case for communalities, the shared identity should also facilitate connections to one another, therefore, satisfying people’s need to belong.

Some group memberships are based on sharing a category membership for example youth while others are based on attraction to fellow group members for example groups based on friendships, hence common identity. This typology allows researchers to make predictions of how behaviours are in groups. Common identity groups comprise members who share a social category and are attracted to the group as a whole as well as its overarching identity. More specifically, members of common-identity groups are attracted to the group's goals and activities. Individuals get a sense of identity and self-esteem based upon their membership in salient groups. The nature of the group may be demographically based, culturally-based, or organizationally based. Individuals are motivated to belong to and contribute to identity groups because of the sense of belongingness and self-worth membership in the group imparts (Burns, 2007).

When leaders set goals for group members, it shows members groups’ priorities. Group members then know what to focus on in the coming quarter or year, thus prioritizing projects and other

tasks as they weigh how their work will impact those goals. It also provides focus for leaders when deciding on major projects and how to best divide tasks among members. This increases the chances of a group being unified and cohesive. Group goals and objectives give group members something to strive for in their daily tasks (Kleingeld et al, 2011). Most people strive to be successful, but having a specific standard that constitutes success will especially motivate them to strive for excellence. If goals are tied to other external awards, such as group recognition or rewards, it can further improve the motivation level hence cohesion.

It is necessary for members of a group of all levels work together as a whole to reach the goals. This can improve group cohesion and collaboration when members realize the goals will only be reached when group work is present. Leaders can further enforce this through group rewards given when the group meets its goals. Including members in the goal-setting process will increase their buy-in for the project. It tells them their input is valued and important, thus giving them a sense of ownership. Consequently, the goals are no longer only for management they are the goals of everyone in the group (Latham, 2004).

2.7 Theoretical Framework.

A theory as defined by Mugenda & Mugenda (2003) is a set of concepts and interrelations that are assumed to exist among these concepts. A theoretical framework is a collection of interrelated ideas based on data or evidence (Kombo and Tromp, 2006).

2.7.1 Social Exchange Theory

Social exchange theory was first proposed by Emerson (1962) and later on revised by Witt (2011). The social exchange theory states that the satisfaction experienced in a human relationship is based on the difference between the rewards and the costs of the relationship. If a person felt that the cost of the relationship is higher than the rewards the person is getting then thoughts will be about ending the relationship.

Social exchange theory has focused on contexts where two or more actors seek to arrive at a satisfactory exchange of benefits. It is generally assumed that individuals exchange for instrumental reasons. In the parlance of exchange theory, successful exchange is a rewarding or

reinforcing event, while failed exchange is a costly or punishing event. Exchange theory presumes that people exchange repeatedly with the same actors when success occurs but move to others when failure occurs. The standard exchange-theory explanation for commitment is that frequent exchange reduces uncertainty. When actors repeatedly exchange resources, they should learn more about one another, find each other more predictable, and infer that they have similar orientations to the exchange task. Predictability, expectation confirmation, and the like can be considered a benefit of staying with the same actor (Witt, 2011).

Social exchange theory proposes that social behaviour is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs. According to this theory, people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or abandon that relationship (Taylor, 2009).

It forms basis of this study because a member will stay in the group because of the benefits of income generating activities but if there are constant wrangles and conflicts together with failures one will leave the group and go to another group that is beneficial. Also if the leader is constantly rewarding and motivating the group members, the group will continue with the survival and not disintegrate. The commitment of members will also depend on whether the group brings benefit to the group members or not.

2.8 Conceptual Framework

A framework is the structure of the research idea or concept and how it is put together. A conceptual framework elaborates the research problem in relation to relevant literature. This section summarizes the major variables that are dependent and independent variables in relation to relevant literature. The framework may be summarized in a schematic diagram that presents major variables and their hypothesized relationships (Monina, 2009). Monina further says that it should also cover the following ; existing research and its relevance for your topic, key ideas or constructs in your approach ,identify and discuss the variables(presumed cause),dependent variables(presumed effect)and intervening variables(other variables that influence the effect of the independent variable).



Figure 1: Conceptual framework

2.9 Explanation of Relationship between variables

Cohesion is important to create and sustain groups therefore indicators for example long life span of membership, the participation of members and also achievement of goals and objectives leads to togetherness in groups (Carron, 2012). Therefore these indicators were appropriate for determining cohesion.

Leadership styles that are laissez faire, democratic and authoritarian determine cohesion hence indicators like delegation, consultation and supervision were used in this study so as to investigate cohesion. Delegation of tasks means the leader has little or no control hence leads to absence of leadership. Consultation means presence of leadership leading to motivation among the members hence cohesion. Supervision creates low morale and strictness and leads to dissatisfaction hence low cohesion (Bass, 2008).

Group members' characteristics that are size, age and gender determine the level of togetherness in a group and therefore the indicators are important for a high or low cohesive group. For example a small sizeable group is vital for individuals to express their views and grievances in that communication is easier. Large groups tend to create sub groups and leads to disintegration (Gastil, 2009). Huge age gap leads to misunderstandings and also gender stereotyping hinders cohesion.

Attitude determines cohesion in that indicators like commitment, compliance to group norms and loyalty were used. Attendance of meetings, assisting other group members, viewing group mission as important and working towards it shows commitment. Adhering to rules and regulation is a positive attitude towards cohesion (Gammage, 2001). Entry behaviour with indicators that were purpose, goals and identity determines cohesion in that the groups have focus and also feel a sense of worthiness to groups hence togetherness. All these sustain groups leading to unity.

The moderating variable that is government policies includes those relating to disbursement of funds when groups are registered while intervening variable that is social cultural factors like language and customs that affect cohesion.

2.10 Research Gap

Most of the literature that has been reviewed is mainly from countries all over the world and these countries are different from Kenyan context. Furthermore, most studies have not been done on determinants of cohesion among youth groups hence there is a research gap in this study. Several studies have been conducted in Kikuyu Sub County for example; Onugu (2005) did a study on the factors influencing performance of youth groups in micro and small enterprises: a case study of Kikuyu. Another study was done by Andrew Juma (2010) on the factors affecting performance of CDF projects: a case study of Kikuyu Sub County. Mary Stella (2013) conducted a research on the factors affecting sustainability of community food security in Kikuyu Sub County. None of these studies have looked at determinants of group cohesion among youth groups despite unity being important to achieve goals and objectives. These studies have also left out youth groups who are important in nation development.

A study was carried out by Chervier (2003) on team cohesiveness comparing Kenya and the UK. This study has explored the practices of 20 senior project managers with regards to dealing with cross cultural issues in multicultural project teams. The research has highlighted a number of principles that need to be realised before a fully integrated multicultural project team can be fully realised. This study reveals that participants in Kenya and the UK acknowledged that effective communication on projects is aided by the early establishment of clear lines of responsibility and clear robust issue resolution process within the integrated team. As noted in this study, both internal and external cross-cultural communication provides the invisible glue which can hold a dislocated multicultural project team together. It was established that effective communication is the key to managing expectations, misconceptions, and misgivings on multicultural project teams. As confirmed, good communication strategies are primary in establishing, cultivating, and maintaining strong working relationships. There was a gap because the researcher insisted on communication to build cohesion while there are other determinants like the leadership styles, attitude, group members' characteristics and also entry behaviour that contribute to cohesion of a group. Hence this study attempted to bridge the gap by examining the determinants of group cohesion among youth groups in Kikuyu Sub County, Kiambu County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design that was used in the study, the target population, sampling procedure, methods of data collection, data collection instruments, validity and reliability of instruments and ethical considerations. It also covers the operational definition of variables and objectives and methods of data analysis.

3.2 Research Design

A descriptive survey was used in this study. The study used descriptive survey design in order to describe the situation as it is in the natural setting yielding maximum information with minimal expenditure of money, time and effort (Kothari, 2004). Both qualitative and quantitative approaches were used.

According to Mugenda and Mugenda, (2003) descriptive research is the process of collecting data in order to test hypothesis or answer questions concerning the current status of the subjects in the research study. Descriptive research determines and reports the way things are and also attempts to describe possible behaviour, attitudes, values and characteristics. Moreover these authors say that descriptive research formulates the objectives of the study, designs methods of data collection, involves selection of the sample, data is collected and results analyzed.

3.3 Target Population

A population refers to an entire group of individuals, activities or events that have a common observable characteristic (Orodho, 2008). A population describes parameters whose characteristics the research will attempt to describe.

Kikuyu Sub-County had 290 registered youth groups according to Kiambu County Development Profile (2014). The groups' membership ranged from 12 to 45 most of them had both male and female. The leaders and members of the groups were the respondents. The key informants

included two officers from the District Social Development office. The targeted population had a total of 100 members.

3.4 Sampling Procedure and Sampling Size

The sampling procedures that were used to select youth groups included probability and non-probability methods. Twenty six youth groups were randomly selected using cluster sampling technique because it is cheap and less time consuming. Cluster sampling is a form of random sampling where the entire population is divided into groups, or clusters and a random sample of these clusters are selected (Mugenda & Mugenda, 2003). The youth groups were clustered into 26 and samples drawn from each group randomly. The total members in the selected youth groups were 98 and 2 key informants. Based on Krejcie and Morgan's table (1970) for determining sample size for a given population of 100 a sample size of 80 respondents was appropriate. The two key informants were officers from the District Social Development office who work with the youth.

3.5 Data Collection Instruments

Data collection was conducted through the use of questionnaires and interview guide. A questionnaire is a formalized set of questions for obtaining information from respondents. The overriding objective was to translate the researcher's information needs into a set of specific questions that respondents were willing and able to answer objectively (Maholtra, 2006). Therefore, questionnaire was chosen as the most appropriate instrument for data collection as the researcher intended to objectively investigate determinants of cohesion among youth groups in Kikuyu Sub County, Kiambu County. Questionnaires were administered with the help of a research assistant with an introduction letter being that was be availed to each group including the objectives and purpose of study. An interview guide was used on all key informants to get understanding of the topic at hand. A key informant is an expert source of information (Marshall, 2004).

The questionnaire consisted of six sections that are, Section A consisted of background information, Section B had the first independent variable of leadership styles, Section C had items on group members' characteristics, Section D consisted of attitude measured by likert

scale, Section E had items on entry behaviour. The last Section F had the dependent variable which was cohesion.

3.5.1 Pilot Testing of the Research Instrument

The questionnaire was pre-tested to determine its validity. The questionnaire was piloted by administering them to individuals who were not part of the sample but had identical characteristics to the sample. A pre-test was conducted before the actual data collection using 8 respondents to find out whether the questions were measuring what was intended to be measured. Clarity of wordings in view of respondents' level of understanding was checked on the pre-test to avoid research bias. Insights were obtained from the pilot survey and were analysed and used to make adjustments on questionnaire items.

3.5.2 Validity of the Research Instrument

Validity in research refers to how accurately a study answers a study question or the strength of the study conclusion. For outcome measures such as surveys or tests, validity refers to accuracy of measurement (Gali, 2011). The questionnaire was based on the objectives of the study to ensure instrument validity. The process of validating an instrument is focused on reducing errors in the measurement process. The content validity was relevant to this study and was done by issuing the questionnaire and interview guide to the supervisor for checking. They were also checked by a monitoring and evaluation expert to ensure validity.

3.5.3 Reliability of the Research Instrument

According to Orodho (2008) and Mugenda and Mugenda (2003), reliability of measurement concerns the degree to which a particular measuring procedure gives similar results in a number of repeated trials. Reliability is also known as consistency. Reliability of the questionnaire items was determined using the split-half reliability method. A test was first divided into halves and administered to the total respondents in the pilot study and scored separately. The scores of one half of test were then compared to the score of the remaining half to test the reliability (Kaplan & Saccuzzo, 2001). The method was chosen because it is useful when it is impractical or undesirable to assess reliability with two tests or to have two test administrations because of limited time or money (Cohen & Swerdlik, 2001). The internal consistency test was applied

using Cronbach's Alpha. The reliability coefficient of 0.7 was considered adequate (Tavakol and Dennick, 2011).

3.6 Data Collection Procedure

After approval of the project proposal, an introduction letter was issued by the University of Nairobi for permit to conduct research. The researcher then sought permission from the National Commission for Science, Technology and Innovation (NACOSTI) for research to begin. Then permission from the group leaders of the youth groups was sought.

The study utilized primary data collection using questionnaires. Questionnaires were administered and followed up closely by the researcher who ensured that the study objectives were met. The respondents were given mutually accepted time limit to submit the questionnaires after completion. The phrases used in questionnaires were clear and simple enough to be understood by the respondents. One questionnaire type was used across all respondents. A uniform interview guide was used on the key informants depending on their convenience. According to Gay and Airasan (2003), the data collection procedure is deemed appropriate.

3.7 Data Analysis Techniques

According to Sharma (2005) data analysis is the process of collecting, modelling and transforming data in order to highlight useful information, suggesting conclusions and supporting decision making. Data collected was edited, coded and analysed using Statistical Package for Social Sciences for analysis. Descriptive statistics given by the SPSS was used to give the required measures for analysis as per the collected data. SPSS version 20.0 was used to generate frequencies and percentages. Spearman rank correlation was also used for data analysis. Data was presented in tables. Data gathered using interview guides was analysed thematically after sorting into categories of content and was reported in continuous prose.

3.8 Ethical Considerations

In this study, research ethics were considered to avoid any form of harm, suffering or violation. The authority to conduct the research was sourced via permit from National Commission for Science, Technology and Innovation (NACOSTI). This clarified the aim of the research and the

nature of the study thus improved cooperation from the respondents during data collection. To ensure that the research was done in an ethical manner according to expectations of the authorities, the respondents were informed that the instruments being administered are for academic purpose and their identity would be kept confidential. Respondents' voluntary participation and consent was sought. The researcher committed to make compensations in the event of any damages to the organizations under study or individual respondents, especially reputational related, arising as a result of this research.

3.9 Operational Definition of Variables

Operational definition of variables table links the research purpose to the data via the framework and the rule specified in the Table 3.1 where questionnaire items are tied directly to the framework (Patricia 2006).

Table 3.1: Operational Definition of Variables

Objective	Variable	Indicators	Measurement scale	Data collection tool	Data analysis
To determine how leadership styles influence group cohesion among youth groups in Kikuyu.	Independent variable: Leadership styles Dependent variable: Group cohesion	Delegation Consultation Supervision	Nominal	Questionnaire Interview guide	Descriptive statistics Correlation analysis
To assess the influence of group members' characteristics on group cohesion among youth groups in Kikuyu.	Independent variable: Group members' characteristics Dependent variable: Group cohesion	Size Age Gender	Ratio Ratio Nominal	Questionnaire Interview guide	Descriptive statistics Correlation analysis
To examine the influence of attitude on group cohesion among youth groups in Kikuyu.	Independent variable: Attitude Dependent variable: Group cohesion	Commitment Compliance to group norms Loyalty to the group	Nominal Ordinal	Questionnaire Interview guide	Descriptive statistics Correlation analysis
To explore the role of entry behaviour on group cohesion among youth groups in Kikuyu.	Independent variable: Entry behaviour Dependent variable: Group cohesion	Purpose Goals Common Identity	Nominal	Questionnaire Interview guide	Descriptive statistics Correlation analysis

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis of data collected from the field in the study questionnaire and interview guide and the interpretation. This study investigated the determinants of cohesion among youth groups in Kikuyu Sub County, Kiambu County. The study investigated the influence of leadership styles on cohesion among youth groups, how group members' characteristics influence cohesion among youth groups, the influence of attitude on cohesion among youth groups and the influence of entry behaviour on cohesion among youth groups in Kikuyu Sub County, Kiambu County.

4.2 Questionnaire Return Rate

The questionnaires were distributed to the 78 youth sampled in the study and 70 (89.7%) of the youth responded and returned the questionnaire. The return rate of 89.7% was deemed adequate for the analysis according to Gay and Airasan (2003).

4.3 Demographic Characteristics of the Respondents

This section presents demographic characteristics of respondents that are gender, age and purpose of the respondents.

4.3.1 Gender of the respondents

Data was sought on whether the respondents were female or male. Hence respondents were asked to indicate whether they were either male or female. Among the youth respondents both male and female were present. This is shown in Table 4.1.

Table 4.1: Distribution of the Respondents by gender

Gender	Frequency	Percentage
Male	53	75.7
Female	17	24.3
Total	70	100

Table 4.1 showed that the majority of the youth were male 53 (75.7%) and female were 17 (24.3%). This showed that more male youth had joined youth groups as compared to female youth members. This was due to cultural and religious issues hindering women from participating in activities like joining youth groups. Women were busy with the domestic roles in the family hence had no time to engage in other activities. The youth groups in Kikuyu Sub County were male dominated.

4.3.2 Age of the Respondents

Respondents were asked to indicate their age groups. These age groups were classified into three categories namely 18-24 years, 25-29 years, and 30-35 years. Results were shown in Table 4.2.

Table 4.2: Distribution of the Respondents by age

Age	Frequency	Percentage
18-24 years	25	35.7
25-29 years	35	50
30-35 years	10	14.3
Total	70	100

Data in Table 4.2 showed that 25 (35.7%) of the youth were between ages 18-24 years. It further indicates that 35 (50%) of the youth were aged between 25-29 years, while 10 (14.3%) were between the ages of 30 and 35 years. Most of the members in the youth groups were below 35 years which is the age cohort that is recognized by the government for group membership in correspondence with the national population distribution of age.

4.3.3 Year of Youth Group Registration

Respondents were asked to indicate the year their youth group was registered with the District Social Development Office. This was from the year 2007 to 2013. Findings were indicated in Table 4.3.

Table 4.3: Year of Youth Group Registration

Year	Frequency	Percentage
2007	5	7.1
2008	7	10
2009	9	12.9
2010	10	14.3
2011	12	17.1
2012	13	18.6
2013	14	20
Total	70	100

The findings in Table 4.3 indicated that in the year 2007 youth groups registered were 5 (7.1%), in 2008 the groups were 7 (10%), in 2009 they were 9 (12.9%), in the year 2010 the groups were 10 (14.3%), in 2011 the youth groups registered were 12 (17.1%) while in the year 2012 the youth groups registered were 13 (18.6) and finally in the year 2013 the groups registered were 14 (20%). This showed that from the year 2010 onwards there have been more groups registered because of more government support for example the launch of Uwezo Fund in 2013 and also support from donors.

4.3.4 Purpose of Youth Group Formation

The respondents when asked to indicate the purpose of their youth group formation. The findings were that these groups were formed for sensitising the youth on HIV/AIDS, welfare of the members, supporting the members financially and also for sports and entertainment to nurture talents and skills. They further indicated that they formed groups to generate income like the car wash activities, be able to access loans so as to improve their living standards and save money for future use. Findings also showed that groups were formed to empower women, fight drug abuse, alcoholism, and reduce dependency and create unity among the youth. Youth groups were also formed so as to cater for the needs of the disabled youth and make their life better. Others were formed to clean and conserve the environment.

Table 4.4: Purpose of Youth Group Formation

Purpose	Frequency	Percentage
Sports	15	21.4
Entertainment	7	10
Entrepreneurship	30	42.9
Psychological support	3	4.3
Socio-economic welfare	10	14.3
Advocacy	5	7.1
Total	70	100

Data in Table 4.4 showed that youth groups in sports were 15 (21.4%), in entertainment they were 7 (10%), entrepreneurship has the most groups with 30 (42.9%), psychological support had 3 (4.3%) while socio-economic welfare were 10 (14.3%) and advocacy were 5 (7.1%). This showed that these groups were formed due to different purposes.

Findings from key informants showed that the youth work done through and by the office included volunteering, empowerment, health education, development funding, nurturing talents and skills, environmental conservation and policy implementation on youth projects oversight and documentation. Other youth work done through and by the office included registration of groups, certificate issuance and monitoring. Focus areas that the office engaged in were HIV/AIDS awareness and sensitisation, youth entertainment, income generating activities support through provision of loans, behaviour change communication, drugs and crime sensitisation and training on group dynamics. Findings also showed that other focus areas were sports, helping the orphans and the disabled, conflict resolution and training on disaster management. So far the office has worked with 290 youth groups who are registered.

4.4 Influence of leadership Styles on cohesion among youth groups

The influence of leadership styles on cohesion among youth groups in Kikuyu Sub County, Kiambu County was investigated and information obtained from the respondents. Leadership is important for any youth group to be sustainable.

4.4.1 Leadership style used in the group

Respondents were asked the type of leadership style used in their groups. Findings showed that autocratic, democratic and laissez faire leadership were practised as shown in Table 4.5.

Table 4.5: Leadership style used in the group

Style	Frequency	Percentage
Autocratic	9	12.9
Democratic	43	61.4
Laissez Faire	18	25.7
Total	70	100

Findings in Table 4.5 showed that the leadership styles used in the youth groups included, autocratic had 9 (12.9%) while democratic had the most responses of 43 (61.4%) and laissez faire had 18 (25.7%). This showed that most leaders practised democratic type of leadership followed by the laissez faire and lastly autocratic leadership practised by a few leaders especially in large groups.

4.4.2 Motivation by the leader to stay in the group

When the respondents from the youth group were asked whether their leaders motivated them to stay in the group, the findings were as follows as shown in Table 4.6.

Table 4.6: Motivation by leader to stay in the group

Responses	Frequency	Percentage
Yes	56	80
No	14	20
Total	70	100

Results in Table 4.6 indicated that those who were motivated by their leader were 56 (80%) while those not motivated were 14 (20%). This showed that most groups were cohesive in Kikuyu Sub County while others were in the verge of disintegrating because the members have very morale in the groups.

4.4.3 Delegation of tasks by the group leader

In relation to delegation of tasks to members of the group by their group leader, data was sought from respondents and the results shown in Table 4.7.

Table 4.7: Delegation of tasks by the group leader

Responses	Frequency	Percentage
Rarely	10	14.3
Most times	60	85.7
Total	70	100

Findings showed that 60 (85.7%) were given tasks or responsibilities to do by their leaders while 10 (14.3%) were rarely given tasks to do by their leaders. This indicated that when the group members were given responsibilities to do, they felt a part of the group and a sense of belonging hence unity in the group. Those who were rarely given tasks to do felt left out in the group hence dissatisfaction.

4.4.4 Consideration of opinions and suggestions of group members by the leader

When the respondents were asked whether their leaders considered their opinions and suggestions, the findings were as follows in Table 4.8

Table 4.8: Consideration of opinions and suggestions of group members by the leader

Responses	Frequency	Percentage
Yes	47	67.1
No	23	32.9
Total	70	100

Results in Table 4.8 showed that those respondents whose leaders considered their opinions and suggestions were 47 (67.1%) while those whose opinions and suggestions were ignored and never considered were 23 (32.9%). It showed that most respondents were satisfied in the group and felt valued because their leaders saw them as important assets in the group by considering what they had to say and contribute.

4.4.5 Inspiration and stimulation by the leader to achieve extra-ordinary outcomes

In relation to inspiration and stimulation by the leader to achieve extra-ordinary outcomes, data was sought from the respondents and the findings shown in Table 4.9.

Table 4.9: Inspiration and stimulation by the leader to achieve extra-ordinary outcomes

Responses	Frequency	Percentage
Yes	45	64.3
No	25	35.7
Total	70	100

Findings in Table 4.9 indicated that 45 (64.3%) were constantly inspired by their leaders to achieve these outcomes while 25 (35.7%) said that they had no inspiration from their leader at all. Those who were inspired by their leaders had high self esteem and confidence in their leaders and felt a great desire to remain in the groups. The members who felt no inspiration had the urge to leave the groups.

4.4.6 Setting priorities with the guidance of the leader

To investigate whether group members set priorities with the guidance of their leaders, data was sought from respondents. Table 4.10 illustrates the findings.

Table 4.10: Setting priorities with the guidance of the leader

Responses	Frequency	Percentage
Yes	50	71.4
No	20	28.6
Total	70	100

Findings indicated that 50 (71.4%) set priorities with the help of the leaders while 20 (28.6%) set priorities on their own, at their own will. Those who were helped by their leaders felt involved in the group and found the group appealing hence cohesion in the group.

4.4.7 Close supervision by the leader when performing tasks

Data was sought to establish whether the group members were closely supervised by their leaders when performing tasks. Table 4.11 illustrates the findings.

Table 4.11: Close supervision by the leader when performing tasks

Responses	Frequency	Percentage
Yes	9	12.9
No	61	87.1
Total	70	100

Findings indicated that when group members were doing their tasks, 9 (12.9%) were closely monitored by their leaders to ensure that they would complete the tasks on required schedule while 61 (87.1%) worked under minimal or no supervision at all by their group leaders.

4.4.8 Leadership styles and cohesion correlation

To examine the influence of leadership styles on cohesion among youth groups in Kikuyu Sub County, Kiambu County, Spearman rank-order correlation (ρ) was used. Data is presented in table 4.12 as analysed.

Table 4.12: Leadership styles and cohesion

Correlation		Leadership	Cohesion
Spearman' rho	LeadershipCorrelation Coefficient	1.000	0.621 *
	Sig. (2-tailed)		.379
	N	70	70
	Cohesion Correlation Coefficient	0.621 *	1.000
	Sig. (2-tailed)	.379	
	N	70	70

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

The analysis shows that leadership styles have a correlation of 0.621 that is statistically significant. Hence there was a positive correlation between leadership styles and cohesion.

Findings from key informants indicated that group leaders engaged members of the group, motivated and supervised them in order to achieve group goals and objectives. The leader also communicated effectively to the members of what they were expected to do so as to achieve the set goals and objectives.

4.5 Influence of group members' characteristics on cohesion among youth groups

Members of these youth groups have different attributes that influence cohesion. These include size of the group, age of the members and also gender composition.

4.5.1 Size of the group

Respondents were asked to indicate the sizes of their groups and the findings were as follows in Table 4.13.

Table 4.13: Size of the group

Size	Frequency	Percentage
2-12	23	32.9
13-23	20	28.6
24-34	15	21.4
35-45	12	17.1
Total	70	100

Findings in Table 4.13 indicated that groups that consisted of 2 to 12 members were 23 (32.9%), those that had 13 to 23 members were 20 (28.6%), and groups who had 24 to 34 members were 15 (21.4%) while those groups that had 35 to 45 members were 12 (17.1%). This shows that most groups are cohesive because of the small number of group members.

4.5.2 Group size influence on members' participation

Asked whether the group size had an impact on participation of members, the respondents had different answers. Table 4.14 illustrates the findings.

Table 4.14: Group size influence on members' participation

Responses	Frequency	Percentage
Yes	51	72.9
No	19	27.1
Total	70	100

The findings in Table 4.14 showed that those who supported the idea were 51 (72.9%) while those who responded to the contrary were 19 (27.1%). The majority who said that the group size affected participation further indicated that when members were few, it was easy to get involved in matters like decision making.

4.5.3 Group size influence on cohesion

To examine the influence of group size on cohesion among youth groups in Kikuyu Sub County, Kiambu County, Spearman rank-order correlation (ρ) was used. Data was presented in table 4.15 as analysed.

Table 4.15: Group size and cohesion correlation

Correlation		Size	Cohesion
Spearman' rho	Group size Correlation Coefficient	1.000	0.778*
	Sig. (2-tailed)		.222
	N	70	70
Cohesion	Cohesion Correlation Coefficient	0.778*	1.000
	Sig. (2-tailed)	.222	
	N	70	70

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

The analysis showed that group size had a correlation of 0.778 that was statistically significant. Hence there was a positive correlation between group size and cohesion.

4.5.3 Composition of the group in terms of gender

In terms of gender composition in the youth groups, respondents were asked to indicate gender in their groups. Table 4.16 illustrates these findings.

Table 4.16: Composition of the group in terms of gender

Gender	Frequency	Percentage
Male only	24	34.3
Female only	6	8.6
Both male and female	40	57.1
Total	70	100

Findings in Table 4.16 indicated that those whose groups had only male members were 24 (34.3%). Those who were female members only were 6 (8.6%) while those who comprised of

both male and female were 40 (57.1%). This shows that there is still gender discrimination because of the groups that consist of either male or female only.

4.5.4 Age of members influence on cohesion

Respondents were asked whether age of members in their groups influenced group unity and the findings shown in Table 4.17. Spearman rank correlation was also used to determine influence of age on cohesion.

Table 4.17: Age of members influence on cohesion

Responses	Frequency	Percentage
Yes	52	74.3
No	18	25.7
Total	70	100.0

Findings in Table 4.17 showed that 52 (74.3%) affirmed that age of the members had an influence on cohesion while 18 (25.7%) were of a contrary opinion. Those who said that age had an influence on cohesion further indicated that when there is a big age gap, it is difficult for communication to take place and it hinders understanding since comprehension levels are different with age. Those of the contrary opinion said that age did not affect cohesion at all.

Table 4.18: Age and cohesion correlation

Correlation	Age	Cohesion
Spearman' rho	Age Correlation Coefficient	1.000
	Sig. (2-tailed)	0.818*
	N	.182
		70
	Cohesion Correlation Coefficient	0.818*
	Sig. (2-tailed)	1.000
	N	.182
		70

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

Analysis showed that age had a correlation of 0.818 that was statistically significant. Hence there was a strong positive correlation between age and cohesion.

4.5.5 Group members' characteristics and cohesion correlation

To examine influence of group members' characteristics on cohesion Spearman rank-order was used. The findings were shown in Table 4.19.

Table 4.19: Group members' characteristics and cohesion correlation

Correlation		Characteristics	Cohesion
Spearman' rho	Characteristics Coefficient	1.000	0.798*
	Sig. (2-tailed)		.202
	N	70	70
	Cohesion Correlation Coefficient	0.798*	1.000
	Sig. (2-tailed)	.202	
	N	70	70

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

Analysis showed that group member's characteristics had a correlation of 0.798 that was statistically significant. Hence there was a strong positive correlation between group member's characteristics and cohesion.

Key informants affirmed that group members' characteristics in terms of age, gender and size contributed to cohesion of a group. They indicated that a small group was easier to work with as compared to a large group. In terms of age, a big age gap resulted in misunderstanding due to poor communication while groups with discrimination of one gender resulted in low cohesion because of underestimation of their skills and experience.

4.6 Influence of attitude on cohesion among youth groups

The study sought to establish influence of attitude on cohesion among youth groups using the likert scale. Respondents were asked to indicate the level of commitment in their groups. The findings were as follows in Table 4.20.

Table 4.20: Level of Commitment

Level	Frequency	Percentage
High	27	38.6
Medium	33	47.1
Low	10	14.3
Total	70	100

Findings showed that those that had high commitment were 27 (38.6%), medium commitment was 33 (47.1%) and low commitment was 10(14.3%). This showed that there was commitment in the youth groups hence members were able to participate in development of the groups leading to cohesion.

Table 4.21: Influence of attitude on cohesion among youth groups

Factor	SA	P	A	P	N	P	D	P	SD	P
Attendance of meetings	24	34.3	26	37.1	10	14.3	8	11.4	2	2.9
Openness and honesty	12	17.1	13	18.6	8	11.4	20	28.6	17	24.4
Participation in the group	28	40.0	25	35.7	8	11.4	4	5.7	5	7.1
Adherence to rules	19	27.1	25	35.7	5	7.1	12	17.1	9	12.9
Assistance of others in group	23	34.3	15	21.4	17	24.3	8	11.4	6	8.6
Group mission importance	30	42.9	23	32.9	3	4.3	8	11.4	6	8.6
Working for success	32	45.7	28	40.0	5	7.1	2	2.9	3	4.3
Understanding and respect	20	28.6	29	41.4	7	10.0	5	7.1	9	12.9

This showed that there was high commitment that was 38.6%. Most of the youth (37.1%) agreed that meetings were well attended. Majority of the youth 28.6% strongly disagreed that their leader was always open and honest in communication, this showed dishonesty and lack of transparency. Most of the members (40%) strongly agreed that members participated in group activities hence cohesion. Majority that was 35.7% agreed that rules and regulations were followed. Majority (34.3%) strongly agreed that members of the groups assisted one another in daily tasks hence togetherness. Most of the youth 42.9% strongly agreed that group mission was important to them as members of their particular groups. Majority 45.7% of the youth strongly agreed that they worked towards achieving group success hence cohesion. On members respect

and understanding one another, 41.4% who were the majority agreed on the statement that meant there was cohesion among the groups.

4.6.1 Attitude and cohesion correlation

Spearman rank-order correlation was used to establish the influence of attitude on cohesion among youth groups in Kikuyu Sub County, Kiambu County. Findings were as follows in Table 4.22.

Table 4.22: Attitude and cohesion correlation

Correlation		Attitude	Cohesion
Spearman' rho	Attitude Correlation Coefficient	1.000	0.843*
	Sig. (2-tailed)		.157
	N	70	70
	Cohesion Correlation Coefficient	0.843*	1.000
	Sig. (2-tailed)	.157	
	N	70	70

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

Results showed that attitude had a correlation of 0.843 that was statistically significant. Hence there was a strong positive correlation between attitude and cohesion.

According to the key informants, youth groups showed their commitment in groups by performing their daily tasks, attending meetings, working hard as a group towards achieving the group goals, accepting the group values and mission and also their willingness to stay in group. Their services in the group showed that they were committed to their youth groups. Youth groups held meetings at least thrice a week and the attendance was good.

Findings indicated that the required rules and regulations were adhered to by most youth groups. However, some had been reported for misconducts like fighting and abusive language due to conflicts and misunderstanding. Other misconducts included not attending meetings without no

proper reason and also vandalism of property. Embezzlement of funds by leaders had been reported by some groups. These misconducts had led to these offenders being expelled from the youth groups.

4.7 Influence of entry behaviour on cohesion among youth groups

To investigate how entry behaviour influences cohesion among youth groups in Kikuyu Sub County, the youth were asked questions with items that sought information on entry behaviour. These included purpose, goals and identity.

4.7.1 Purpose of youth group formation

When respondents were asked to indicate the purpose of formation of their groups, the findings were as follows in Table 4.23

Table 4.23: Purpose of Youth Group Formation

Purpose	Frequency	Percentage
Sports	15	21.4
Entertainment	7	10
Entrepreneurship	30	42.9
Psychological support	3	4.3
Socio-economic welfare	10	14.3
Advocacy	5	7.1
Total	70	100

Findings in Table 4.23 showed that the youth groups in sports were 15 (21.4%), in entertainment they were 7 (10%), entrepreneurship had the most groups with 30 (42.9%), psychological support had 3 (4.3%) while socio-economic welfare were 10 (14.3%) and advocacy were 5 (7.1%).

4.7.2 Group has goals

Goals are what a group intend to achieve at the end of a particular time. Respondents were asked to indicate whether their groups had goals and the results shown in Table 4.24.

Table 4.24: Group has goals

Responses	Frequency	Percentage
Yes	65	92.9
No	5	7.1
Total	70	100

Findings in Table 4.24 showed that majority 65 (92.9%) of the youth indicated that their groups had goals while 5 (7.1%) indicated that their groups lacked goals.

4.7.3 Group members feel a sense of belonging and satisfaction being in the group

Respondents were asked to indicate whether they felt they belonged to their groups and were satisfied and the outcome illustrated in Table 4.25.

Table 4.25: Group members feel a sense of belonging and satisfaction being in the group

Responses	Frequency	Percentage
Yes	58	82.9
No	12	17.1
Total	70	100

Findings in Table 4.25 showed that 58 (82.9%) felt a sense of belonging and satisfaction while 12 (17.1%) felt neglected and were not satisfied in the groups.

4.7.4 Group leader sets group goals and objectives to provide focus

In relation to whether the group leader set group goals and objectives to provide focus, data was sought from respondents. Table 4.26 illustrates the findings.

Table 4.26: Group leader sets group goals and objectives to provide focus

Responses	Frequency	Percentage
Yes	63	90
No	7	10
Total	70	100

Findings in Table 4.26 showed that 63 (90%) of the youth affirmed the statement while 7 (10%) indicated that their group leader did not set group goals. This showed that these groups had focus in their groups hence cohesion.

4.7.5 Entry behaviour and cohesion correlation

To establish the influence of entry behaviour on correlation, Spearman rank-order correlation (rho) was used. Data was presented in Table 4.27.

Table 4.27: Entry behaviour and cohesion correlation

Correlation		Entry behaviour	Cohesion
Spearman' rho	Entry behaviour Coefficient	1.000	0.754*
	Sig. (2-tailed)		.246
	N	70	70
	Cohesion Correlation Coefficient	0.754*	1.000
	Sig. (2-tailed)	.246	
	N	70	70

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

Analysis showed that entry behaviour had a correlation of 0.754 that was statistically significant. Hence there was a strong positive correlation between entry behaviour and cohesion.

4.8 Group Cohesion

Cohesion in youth groups was investigated depending on the life span of membership, participation of members and also achievement of goals and objectives in the groups. The informants indicated that groups had a long life span and were very active hence cohesion. However, other groups disintegrated within a short time. The causes of these groups splitting up included poor leadership, dissatisfaction and unworthiness by members of the group, lack of transparency and accountability in groups, lack of commitment, disrespect and mistrust and also failure to achieve goals.

Democratic leadership style led to more cohesion among the youth groups and also small group sizes that enabled communication and involvement in groups. Commitment led to togetherness due to adherence rules and regulation. Having a purpose, goals and feeling a sense of belonging also led to group cohesion.

Data shows that cohesion in youth groups has increased by working with District Social Development Office through leaders of youth groups being trained to enhance leadership skills, monitoring the group activities to ensure they are at par with the set goals, there is also gender mainstreaming to combat discrimination, disbursement of funds according to law has also aided in cohesion and sustainability of groups.

To strengthen unity in these youth groups, the informants suggested that the leaders involved all members in decisions of groups. The group members should also strive as a group to complete tasks in the stipulated time. Attendance of meetings would also bond the members of a group because they could air their views and grievances therefore feeling a part of the group. Communication would also strengthen cohesion through clearly explain goals. The group leader should also reward members and appreciate them for their contribution.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS
AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, discussions of findings, conclusion of the study and recommendation of the study. It also presents suggestions for further studies.

5.2 Summary of Findings

Findings revealed that youth groups registered in 2007 were 7.1%, in 2008 they were 10%, in 2009 the youth groups registered were 12.9%, in 2010 they were 14.3%, youth groups registered in 2011 were 17.1%, in 2012 they were 18.6% while in 2013 they were 20%. The main purpose of youth group formation was 42.9% for entrepreneurship.

In relation to influence of leadership styles on cohesion, findings showed that majority group leaders that was 61.4% practised were democratic. 80% of the respondents were motivated by their leaders to stay in the groups. Findings further indicated that when group members were doing their tasks 12.9% were closely monitored by their leaders to ensure that they would complete the tasks on required schedule.

In relation to Group Members' characteristics influence on cohesion, findings showed that respondents whose groups consisted of 2 to 12 members were 32.9%. Findings from whether group size affected cohesion indicated that those who supported the idea were 72.9%. Findings on gender composition showed that; those whose groups had only male members were 34.3%. Those who were female members only were 8.6% while those who comprised of both male and female were 57.1%. Respondents who affirmed that age of the members had an influence on cohesion were 74.3%.

In relation to attitude, the level of commitment showed that majority of the members 47.1% indicated that there was medium commitment those with high commitment were 38.6%. On attendance of meetings most of the youth 37.1% agreed that meetings were well attended. Majority of the youth 28.6% strongly disagreed that their leader was always open and honest in communication, this showed dishonesty and lack of transparency. On members' participation,

most of the members 40% strongly agreed that members participated in group activities. Adherence to rules and regulations 35.7% of the youth that were majority agreed that rules and regulations were followed. Majority 34.3% strongly agreed that members of the groups assisted one another in daily tasks hence togetherness. Most of the youth 42.9% strongly agreed that group mission was important to them as members of their particular groups. Majority 45.7% of the youth strongly agreed that they worked towards achieving group success hence cohesion. On members respect and understanding one another, 41.4% who were the majority agreed on the statement.

In relation to influence of entry behaviour on cohesion, findings showed that in purpose of formation, the youth groups in sports were 21.4%, in entertainment they were 10%, entrepreneurship has the most groups with 42.9%, psychological support had 4.3% while socio-economic welfare were 14.3% and advocacy were 7.1%. Findings also indicated that majority 92.9% of the youth had goals. 82.9% of the youth felt a sense of belonging and satisfaction. In relation to whether the group leader set group goals and objectives to provide focus, 90% of the youth affirmed the statement while 10% indicated that their group leader did not set group goals.

In relation to cohesion among youth groups, findings revealed that unity could be increased by involving the members more in decision making and also through transparency in groups.

5.3 Discussions of Findings

This section presents discussion of findings with reference to related literature.

5.3.1 Influence of leadership styles on cohesion among youth groups

In relation to influence of leadership styles on cohesion among youth groups, data showed that democratic style was mostly practised by group leaders indicated by 61.4% of the respondents. This affirms Jepson (2009) study of democratic leadership in Australian context where there is freedom and autonomy and leaders choose open discussion procedures. Leaders also involve members in decision making. Majority of the respondents (80%) were motivated by their leaders to stay in groups and most of them (85.7%) were given tasks to do by their leaders hence feeling a part of the group. This agrees with Levine et al (2010) where the leader is the motivator. Opinions and suggestions of members were considered as indicated by 67.1% of the respondents.

Those inspired by their leaders were 64.3% being the majority of the youth. This statement concurs with Wang et al (2011) whereby the leader stimulates and inspires followers. Setting priorities with guidance of the leader amounted to 71.4% while supervision was low in youth groups with 12.9%. Results indicated that there was a positive correlation between leadership styles and cohesion which was 0.621 that was statistically significant.

5.3.2 Influence of group members' characteristics on cohesion among youth groups

Group members' characteristics indicated that group size of 2 to 12 members were the majority with 32.9% and this meant cohesion was high in these groups. This supported Brawley et.al (2000) that small groups are more effective because each member has ample opportunity to take part and actively engage in the group. Majority of the members 72.9% indicated group size had an effect on cohesion in that when members were few, it was easy to get involved in matters like decision making. This statement concurs with Baron et al, (2003) that size impacts cohesion.

In terms of gender composition, majority of the groups 57.1% had both male and female. However, others consisted of male only (34.3%) and female only (8.6%) indicating gender discrimination. This agrees with Watson et al (2008) that gender discrimination made it difficult for men and women to work together in groups and achieve a common goal and this complicated cohesion. Majority of the members 74.3% indicated that age differences had an impact on cohesion due to communication and understanding. These findings agree with Harrison et al (2002) because age gap negatively affects cohesion. Analysis of Spearman correlation indicated that there was a strong positive correlation between group members' characteristics and cohesion which was 0.798 that was statistically significant.

5.3.3 Influence of attitude on cohesion among youth groups

In relation to influence of attitude on cohesion, majority of the members 47.1% indicated that there was medium commitment those with high commitment were 38.6%. On attendance of meetings most of the youth 37.1% agreed that meetings were well attended. Majority of the youth 28.6% strongly disagreed that their leader was always open and honest in communication, this showed dishonesty and lack of transparency. This differs with Levi (2001) where openness enhances cohesion. On members' participation, most of the members 40% strongly agreed that

members participated in group activities. Adherence to rules and regulations 35.7% of the youth that were majority agreed that rules and regulations were followed. Majority 34.3% strongly agreed that members of the groups assisted one another in daily tasks hence togetherness. This affirms Gammage (2001) where assisting other group members meant cohesion. Most of the youth 42.9% strongly agreed that group mission was important to them as members of their particular groups. This agrees with John and Don (2007) that group mission is important to members. Majority 45.7% of the youth strongly agreed that they worked towards achieving group success hence cohesion. On members respect and understanding one another, 41.4% who were the majority agreed on the statement. These results agree with David and Charles (2002) on mutual understanding and respect that led to cohesion. Results indicated that there was a strong positive correlation between attitude and cohesion of 0.843 that was statistically significant.

5.3.4 Influence of entry behaviour on cohesion among youth groups

In relation to influence of entry behaviour on cohesion, purpose of group formation showed that most of the groups 42.9% were for entrepreneurship purpose, others were sports 21.4%, in entertainment they were 10%, psychological support had 4.3% while socio-economic welfare were 14.3% and advocacy were 7.1%. This showed that most groups had a purpose hence cohesion. This agrees with Millard (2009) who showed that the form that a group took depended on its purpose. Majority of the youth 92.9% showed that they had group goals they intended to achieve.

Most of the youth 82.9% felt a sense of belonging and satisfaction being in the group because of their common identities. These findings agree with Burns (2007) where individuals are motivated to belong to groups due to sense of belonging and self-worth membership. Majority of the members 90% indicated that leaders set goals and objectives to provide focus so that groups could work together to reach these goals. These findings agree with Latham (2004) because goals and objectives give members something to strive for in their daily tasks. Analysis showed that there was a strong positive correlation between entry behaviour and cohesion of 0.754 that was statistically significant.

5.4 Conclusion

On the influence of leadership styles on cohesion among youth groups, the findings of the study concluded that democratic leadership style was mostly practised in youth groups. It was also concluded that leaders involved members in decision making. The youth were motivated by their leaders to stay in groups and most of them were given tasks to do by their leaders hence feeling a part of the group. It was also concluded that opinions and suggestions of members were considered by the leaders hence members felt a sense of worthiness. Group members were also inspired by their leaders to achieve extra-ordinary outcomes. The study further concluded that members of groups set priorities with guidance of the leader and supervision was minimal in the youth groups.

On the influence of group members' characteristics on cohesion among youth groups, the findings of the study concluded that most youth groups were cohesive since they consisted of 2 to 12 members. It was also concluded that group size had an effect on cohesion in that when members were few, it was easy to get involved in matters like decision making. The study also concluded that in terms of gender composition, majority of the groups had both male and female. However, others consisted of male only and female only indicating gender discrimination. It was also concluded that age differences had an impact on cohesion due to communication and understanding.

On the influence of attitude on cohesion among youth groups majority it was concluded that there was medium commitment. The study further concluded that meetings were well attended. It was also concluded that group leaders were not always open and honest in communication, this showed dishonesty and lack of transparency. Moreover, it was concluded that members participated in group activities. On adherence to rules and regulations, the study concluded that rules and regulations were followed by the youth. It was also concluded that members of the groups assisted one another in daily tasks hence togetherness. The study concluded that group mission was important to the youth as members of their particular groups. It was concluded that the youth worked towards achieving group success hence cohesion. The study further concluded that there was respect and mutual understanding in youth groups.

On the influence of entry behaviour on cohesion among youth groups the study concluded that the youth groups had a purpose at their formation for instance entrepreneurship, sports, entertainment, psychological support, socio-economic welfare and advocacy. It was also concluded that the youth felt a sense of belonging and satisfaction being in the group because of their common identities. The study further concluded that leaders set goals and objectives in groups so as to provide focus so that group members could work together to reach group goals.

5.5 Recommendations

Based on the findings and conclusion, the study recommends that:

1. National Youth Council to release adequate funds to youth groups so as to enhance participation of youth.
2. NGOS aid in gender mainstreaming to be incorporated into youth groups and also create awareness so that policies are integrating, including and friendly so as to reduce gender discrimination.
3. Youth groups to be assisted in acquisition of better information and skills should be so as to enable interaction among members of groups hence better cohesion.
4. The county government should work together with the youth groups so that groups can achieve the set goals and objectives.

5.6 Suggestions for further research

My topic of study was determinants of cohesion among youth groups and the following areas were suggested for further research.

1. The influence of cohesion on performance of youth groups.
2. The effect of cohesion on organisational learning.

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APPENDICES

APPENDIX 1: Transmittal Letter

JERUTO JOAN

P.O BOX 937-30100

ELDORET

0716585619

TO WHOM IT MAY CONCERN

I am a postgraduate student at the University of Nairobi and currently conducting a research as partial requirement for the award of the degree of Master of Arts in Project Planning and Management. My research topic is “Determinants of cohesion among youth groups in Kikuyu sub county, Kiambu County”.

The purpose of this letter is to request you to participate as a respondent in this study by completing the attached questionnaire and interview as accurately as possible. All information collected through this exercise will only be used for academic purposes and will be held in confidentiality.

Thank you in advance.

Yours faithfully,

Jeruto Joan

L50/69663/2013

APPENDIX 2: Research Questionnaire

Please answer appropriately by ticking where options are provided or writing short answers where requested to write.

Section A: **Background information**

1. Gender Male___ Female___
2. Age bracket 18-24 years [] 25-29 years [] 30-35 years []
3. When was your group registered with the District social development office?
.....
4. Type of youth groups according to purpose
[] Sports [] Social economic welfare [] Entrepreneurship
[] Advocacy [] Psychological support Any other
(Specify).....

Section B: **Leadership styles**

5. Does your leader tell you what to do and how to do it?
Yes [] No []
6. Are the members in the group involved in decision making of group activities?
Yes [] No []
7. According to your opinion does your leader motivate you to stay in the group?
Yes [] No []
8. How often are tasks delegated to group members?
Rarely [] Most times[]
9. Does your leader consider your opinions and suggestions in the group?
Yes [] No []
10. Does your leader inspire and stimulate you to achieve extra-ordinary outcomes?
Yes [] No []
11. Are members of the group allowed to make decisions on their own?
Yes [] No []
12. Do you set priorities with the guidance of your leader? Yes [] No []
13. Does your leader closely monitor you to ensure that you are doing your tasks?

Yes [] No []

Section C: **Group members' characteristics**

14. What is the size of your group?

a) 2-12 []

b) 13-23 []

c) 24-34 []

d) 35-45 []

15. Does the group size make group enhance members' participation?

Yes [] No []

16. What is the composition of your group in terms of gender?

a) Male only []

b) Female only []

c) Both male and female []

17. In your opinion does the age of the members influence cohesion?

Yes [] No []

Section D: **Attitude**

18. What is the level of commitment in the group?

High [] Medium [] Low []

19. In your opinion are meetings well attended by group members?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

20. Is the leader of the group open and honest in communication?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

21. Do group members participate in the group?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

22. Do group members adhere to rules and regulations of the group?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

23. Do group members assist one another in their daily tasks?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

24. Is the group mission important to you as a member of the group?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

25. Do you work towards achieving the group's success?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

26. Do group members understand and respect each other?

Strongly agree [] Agree [] Neutral [] Disagree [] strongly disagree []

Section E: Entry behaviour

27. What was the purpose of your youth group when initially formed?

[] Sports [] Social economic welfare [] Entrepreneurship

[] Advocacy [] Psychological support Anyother

(Specify).....

28. Does your group have goals?

[Yes] [No]

29. Do you feel a sense of belonging and satisfaction being in the group?

[Yes] [No]

30. Does the group leader set group goals and objectives for group members to provide focus?

[Yes] [No]

Section F: Group cohesion

31. According to your opinion can group unity be increased? Briefly explain your answer

.....
.....

32. What is the level of members' participation in the group?

High [] Medium [] Low []

33. Do you have a desire to remain or leave the group? Yes [] No []

Thank you for completing the questionnaire. Your participation is very much appreciated.

APPENDIX 3: Interview Guide

Gender Female [] Male []

Age bracket 18-35 years [] 35 years and above []

1. What youth work is done through and by your office or organization?
2. What are the focus areas that you engage with the youth?
3. How many youth groups have you managed to work with so far?
4. How do group leaders mobilize their group members to achieve the group goals and objectives?
5. According to your opinion do group members' characteristics in terms of gender, age, and size of the group contribute to cohesion of the group?
6. Are the groups' decisions centered on the leader or are all group members involved?
7. How do these youth groups show their commitment in the groups?
8. How often do these youth groups hold meetings?
9. Are the required rules and regulations followed and adhered by these youth groups or are there misconducts reported?
10. Do groups have a long life span or most of them disintegrate within a short period of time?
11. What could be the causes of groups disintegrating after a short period of time?
12. How has working with youth groups increased group cohesion?

13. Which practices do you suggest so that the youth groups can strengthen their unity in order to accomplish success as a group?

APPENDIX 4: KREJCIE AND MORGAN (1970) SAMPLING TABLE

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1000	278	75 000	382
210	136	1100	285	100 000	384
Population	Sample	Population	Sample	Population	Sample

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities.

Educational and Psychological Measurement, 30, 607-610.



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Ref: No.

Date:

11th September, 2015

NACOSTI/P/15/7433/7754

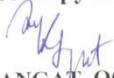
Joan Jeruto Bitok
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Determinants of cohesion among youth groups,"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **11th September, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S.K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.