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DETERMINANTS OF YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS IN LIMURU SUBCOUNTY, KIAMBU COUNTY, KENYA

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ST. PAUL'S UNIVERSITY

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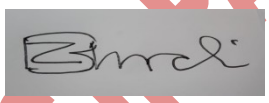
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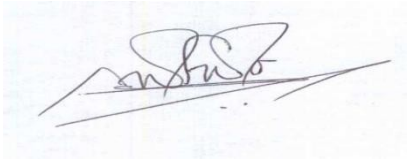
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ABSTRACT

Government policy is focused on tackling youth unemployment and improving involvement in project development. Nevertheless, the effect of the participation of the youth in community development initiatives has not been significant, creating a developmental challenge for the youth, the government and the community at large. The research investigated the factors that influence young people's involvement in community development initiatives in Limuru subcounty. In particular, it aimed to analyze how socio-cultural factors, educational attainment, availability of information, and financial access impact the involvement of young people in such initiatives. The research was supported by Arnstein's theory of community involvement, social systems theory, social learning theory, and resource-based theory. A study employed a descriptive research methodology, focusing on 38,410 young individuals in Limuru subcounty, with a sample size of 395. Cluster sampling was used in each of the five wards to determine the number of youths in each ward. Participants were chosen through the use of simple random sampling. Questionnaires were distributed to the youth and interviews conducted with leaders of community development initiatives. The researcher made sure that all questionnaires were filled out. Inferential statistics, Pearson correlation, and regression analysis were utilized to evaluate variables and investigate their combined impacts. Results revealed that socio-cultural factors positively and significantly affect youth participation in community development projects in Limuru subcounty ($\beta = 0.491$, $p = 0.000$). Level of education had a positive and significant effect on youth participation in community development projects in Limuru subcounty ($\beta = 0.070$, $p = 0.049$). Findings showed that information accessibility positively and significantly affects youth participation in community development projects in Limuru subcounty ($\beta = 0.156$, $p = 0.000$). Access to finance has a positive and significant effect on youth participation in community development projects in Limuru subcounty ($\beta = 0.257$, $p = 0.000$).The study concludes that youth education level influences involvement in community projects. Awareness campaigns and advocacy programs are key in promoting youth involvement in community projects. Clear communication and information accessibility help motivate and inform the youth. Favorable financial environment with easy access to credit and financing options further support their engagement. While apprenticeships and technical training have proven effective in increasing participation, there is a need for the Government of Kenya to create pathways that also engage highly educated youth. County and national development programs should focus on promoting a positive attitude towards loans among the youth, while providing guidance on managing collateral and securing funding.

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ABBREVIATIONS AND ACRONYMS

ICTs	Information Communication Technology
KNBS	Kenya National Bureau of Statistics
NACOSTI	National Council for Science, Technology, and Innovation
RBT	Resource Based Theory
UN	United Nations
USAID	United States Agency for International Development

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OPERATIONAL DEFINITION OF TERMS

Access to Finance	capability of the youth and/or their businesses to access financial services
Community Development Projects	coordinated initiatives focused on enhancing the social, economic, and environmental aspects within a particular community or group of communities.
Information Accessibility	opportunity to discover, along with the convenience and simplicity linked with data to aid in decision making
Level of Education	highest academic pursuit reached, whether completed or still in progress, regardless of its final status.
Socio-Cultural Factors	youth cultures, religion, education, convictions, principles, population characteristics, societal levels, gender
Youth Participation	activities of the youth, either on their own or in groups, create and express their views on issues that affect them directly and indirectly.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This section shows the study's objectives, problem statement, background, research hypothesis and justification for the study. Additionally, the scope, limitations and delimitations of the study are discussed. Assumptions made in the study are also highlighted.

1.1 Background of the Study

Community development is the procedure of developing a community into a desired condition on the economic, social, academic and political fronts with the main aim of developing the standard of living for the local populace. Thus, it is an economic process that seeks to establish a society where wealth and assets are allocated equitably. This involves connecting a nation's economy with its rural residents, who mainly constitute the majority of the population, especially in developing countries (Quimbo et al., 2018). Engaging young people in community development initiatives is challenging yet beneficial, requiring significant time and dedication. To attain the goals of sustainable development, it is essential to involve youth in community development initiatives (Gohori & Merwe, 2020; Hsu et al.,2021; Riswan, 2021; Ndungu & Karugu, 2019).

Globally, lack of policies is recognized as a hindrance to incorporating youth in different decision-making levels. As a result, some of them have chosen to prevent this situation, as studies consistently highlight the significance of youth in initiatives to encourage development. Ali et al. (2021) claim that because of their unique position and opportunities, youth can no longer be bystanders in development processes and are instead becoming a visible and active part of community development. The results of implementing youth mainstreaming policies in development are astounding. In an effort to harness youth's efforts for social inclusion, Australia has made significant progress in bringing many of them for recruiting. This dedication to promoting maximum youth involvement has led to more young people participating in government volunteer programs (Vernet et al., 2019).

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In Canada, young people have the opportunity to lead and organize projects that provide information to the public on how to avoid and prepare for disasters (Pickering et al., 2021). The youth can exchange views on youth participation with academics, representatives of governmental and non-governmental groups, and public health professionals. As a result, training modules for community development have been created, which can be used to enhance curriculum for youth involvement in community development projects. The youth learn how to be prepared for disasters. Through the mobilization of knowledge, youth may promote public education about disaster preparedness and contribute to community development. By allowing for adaptability and flexibility in design to unique environmental and social situations, providing this possibility at the grassroots level can encourage youth participation (Pickering et al.,2021).

Africa is experiencing a rise in population. The number of youths in Africa has increased by an amount that is unprecedented and is now considered to be a ticking time bomb (UN, 2018). Youth have an extremely high percentage of unemployment, which frequently leads to other social evils including prostitution, criminality and social marginalization. The World Bank (2021) also reports that a number of projects carried out in various places have had little impact and sustainability, as a result of the youth's disengagement from such activities.

Engaging youth in agriculture in rural areas is a key approach to create job opportunities in Africa. In Nigeria, the government and development partners have been carrying out different initiatives to encourage youth participation in agribusiness with the aim of achieving this objective (Yami et al., 2019). Nevertheless, it is difficult to make evidence-based policy decisions because there is insufficient data on successful strategies. A comprehensive examination of the outcomes of interventions focused on involving young people in agribusiness needs to be conducted through a deductive coding method.

In Ghana, Owusu and Ampadu (2022) note that despite various restrictions, government interventions have not been successful in engaging the youth fully in community development projects. Youth involvement should be increased through capacity development, funding, technical and financial training of projects. Future interventions should be planned and carried out using an integrated strategy that considers the diverse aspirations of youth, as well as their shared

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abilities, interests, and expectations, as well as the difficulties that come with gaining resources availability and taking part in action collectivity (Yami et al., 2019). Future initiatives should be developed with strong cooperation between rural communities, academia, research and the commercial sector to have a greater influence on improving livelihoods.

In order to empower societies to be independent and maintain development efforts, youth participation in community development programs is crucial. Instead of being seen as the recipients of development programmes, the youth are now the key decision makers on projects identification, planning and execution (Garca, 2021). The dynamic process of community development involves all elements of the neighbourhood, especially the youth.

Youth participation involves getting youth involved in development programs. These people empower themselves when they participate in their communities and make priceless contributions. It is impossible to overstate their value in any economic endeavor. In recent years, there has been a change in the way development projects are implemented (Rios et al.,2021). Youth were not actively participating in development programs until recently. Many players including the government, civil societies and non-governmental entities are currently paying close attention to youth. Cross-cutting concerns impacting youth and their community have been discussed extensively in the context of the focus on youth (Jones et al.,2021).

Youth involvement in development initiatives helps them become more self-assured, more expressive, able to make their own decisions as they grow into responsible adults and more aware of the issues that affect their society. Participation can personally help youth gain knowledge and useful skills that come from tackling real-world problems (Gyan, 2021). Additionally, it can increase their social engagement and foster a long term commitment to self-actualization. It empowers youth to engage in active problem-solving and critical thinking (Stone et al.,2021). Less attention has been given to the participation of young people in development initiatives, especially in African countries such as Kenya.

Drawing a link between the scarcity of research on this topic and the limited involvement of young people in development projects in global communities is a straightforward task (Lediana et al., 2023). Participation is frequently understood broadly in most literary works, emphasizing the

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community's members as a whole (Ochieng et al.,2020). Youth participation in development projects has come into the fore. The Action World Program for the youth has created an effective policy framework that emphasizes the role of young people in worldwide development sustainability efforts (United Nations, 2018).

Almost all community programs aim to enhance the life quality for the intended recipients. Unless it is sustainable, this is never possible. However, youth involvement in such programmes ensures sustainability (USAID, 2018). Literature also demonstrates that encouraging youth empowerment is essential to increasing their involvement in community projects (UN, 2018). Youth empowerment entails the management of community initiatives by the youth. In addition to the skills acquired, the youth will have the opportunity to have their interests considered (Chawa & Grace, 2019).

Business of youths has had a significant effect on economic, cultural and social advancement in the midst of the global problem of youth unemployment, and numerous nations have actively pushed pertinent frameworks and techniques. There are numerous cultural treasures in Taiwan whose original purposes have been lost (Hsu et al.,2021). Thankfully, thanks to the public sector exploring different redevelopment methods, new uses and patterns of usage for these properties have emerged. Youths varied personal histories have little to no impact on how much they participate in their communities, on how they rely on their surroundings or how they identify with those locations (Hsu et al.,2021). However, location reliance and place identification are positively correlated with such community involvement. Youth involvement in community development opens up new possibilities for regional growth that go beyond just lowering youth unemployment. Youth involvement in community development fosters sustainable growth in the larger neighborhood (Hsu et al.,2021).

According to Riswan (2021), community involvement is acknowledged as a fundamental component of water supply systems in developing nations. The community policy involvement is fundamentally connected to development programs in the rural areas. The old top-down approach to government policy on community involvement has given way to a demand-driven approach, which has been embraced in the method of supplying water, particularly among rural populations

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in growing countries. The youth typically participate in managing water systems and upkeeping water initiatives in rural areas, even though they are not actively engaged in choosing or creating rural water projects. Therefore, it's critical to educate, train and empower youth to involve in all phases of projects community development.

Integrating native and foreign cultures improves people's ability to adjust to outside influences on aid and sustainable development programmes and procedures (Ochieng et al.,2020). The level of formal education is connected to the involvement of young people in community development. Learning and training help increase the involvement of young people in project planning. It depends on political, institutional, financial, and technical variables who speak up and whose decisions are deemed appropriate. In addition, gender roles have no impact on who participates in planning communal projects. Youth age is also not a key factor in identifying if they will participate in community development initiatives (Ochieng et al.,2020).

According to Ndungu and Karugu (2019), donor-funded projects around the world continue to complement the government's initiatives of meeting social developmental needs. This involves generating employment opportunities and giving local communities greater economic influence. However, communities have not reaped these benefits, have continued to live in poverty, and are in worse situation than they were before the programs. Even after the implementation and participation projects that aimed to economically empower youth by establishing sustainable employment possibilities, youths' lives have not been significantly improved. Since their goals are not achieved, donors do not receive value for their contributions to the initiative. Success of donor-funded projects and community involvement are strongly correlated. Charitable organizations need to boost the participation of young people in all aspects of community project planning, choice, and implementation. In order to guarantee the success of a project, it is important to involve government organizations in both the identification and implementation stages of the project.

Despite the Kenyan government's initiative to engage youths in community development, the youth in Limuru subcounty do not fully participate in and benefit from these successful projects. It is vital to note that policies and programs meant to influence youth's involvement in development aim to ensure that the youth are actively and effectively involved in local development initiatives.

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This seems to produce very little. The youth haven't taken a leading role in neighborhood improvement. Utilizing youth's productive traits will help communities transform for the better. This research delves into the factors that influence the involvement of young people in community development initiatives in Limuru subcounty, Kiambu county, Kenya.

1.2 Statement of the problem

Concerns are growing about the participation of young people in community development projects. In Kenya, the youth represent a significant portion of the population and are considered a potential threat because of the increase in societal issues. The youth's social exclusion leads to numerous social problems. Consequently, the government has implemented various measures such as policy development, program execution, and affirmative action to address the adverse effects of youth employment (Ndungu & Karugu, 2019). The National Employment Policy aims to address youth engagement in development projects and unemployment. The effect of the involvement of the youth in community development projects has not been substantial. This poses a challenge to the youth, respective government agencies and the community at large.

Previous studies have not adequately assessed youth participation determinants in development projects community. Additionally, previous studies have revealed mixed results on the youth participation determinants in development community projects. Yami et al. (2019) looked at rural youth involvement in agriculture projects. Results revealed that despite some limitations, the interventions carried out by development partners and governments across Africa were successful in achieving positive results. Riswan (2021) explored youth participation in rural water supply projects. This research discovered that the young population wasn't actively involved in the rural water project's planning and selection process.

Ochieng et al. (2020), conducted a study to assess rural youth participation in community projects, finding an inversely proportional relationship between youth involvement and formal education in project planning and community development. In different research conducted by Karugu and Ndungu (2019), the investigators explored the involvement of the community and the results of youth initiatives backed by donors. These studies have identified gaps in knowledge. Ochieng et al. (2020) carried their study in Turkana county, presenting a contextual gap. Ndungu and Karugu

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(2019) focused on donor funded youth projects, thus presenting a conceptual gap. Ali and et al. (2021), examined youth participation in development projects through a literature review, highlighting a gap in methodology. This research delves into the factors that influence young people's participation in community development initiatives in Limuru subcounty, Kiambu county, Kenya.

1.3 General objective

The general objective of this study was to examine determinants of youth participation in community development projects in Limuru subcounty, Kiambu county, Kenya.

1.4 Specific Objectives

The specific objectives of this study are: -

i. To determine the effect of socio-cultural factors on youth participation in community development projects in Limuru subcounty.
ii. To evaluate the effect of youth level of education on youth participation in community development projects in Limuru subcounty.
iii. To establish the effect of information accessibility on youth participation in community development projects in Limuru subcounty.
iv. To determine the effect of access to finance on youth participation in community development projects in Limuru subcounty.

1.5 Research Hypotheses

H_{01} There is no significant association between youth participation and socio-cultural factors in community development projects in Limuru subcounty

H_{02} There is no significant association between youth participation and level of education in community development projects in Limuru subcounty

H_{03} There is no significant association between youth participation and information accessibility in community development projects in Limuru subcounty

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H_{04} There is no significant association between youth participation and access to finance in community development projects in Limuru subcounty

1.6 Justification of the Study

The inclusion of youth in development initiatives is a significant global concern. This study's findings would not only add to the body of literature already in existence but would also assist the government in addressing youth mainstreaming initiatives through the creation and application of appropriate policies. Community development is important in meeting Sustainable Development Goal 11 which aims at achieving sustainable communities. Locally, community development would help achieve the economic pillar of Vision 2030. It is thus important for the youth to be drivers of community development.

The study will provide planners and implementers of projects with knowledge about the difficulties that youth face in light of sociocultural practices, in order to increase their participation in all project-related activities and in taking on leadership roles. It will allow the project's sponsors and financiers to draw attention to the barriers to youth participation in the project that arise from access to funds and, as a result, come up with solutions to support youth capacity building in financial management skills.

Future scholars and researchers keen on studying how young people participate in community project development can find the study's results useful. This study enhances current understanding by expanding on prior research by other researchers on the involvement of youth in community development projects.

1.7 Scope of the Study

The main aim of this research was to investigate the participation of young people in community development initiatives in Limuru subcounty. More specifically, the study examined how socio-cultural factors, level of education, access to information, and financial resources influence the participation of young people in community development projects in Limuru subcounty. The study lasted for three months.

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1.8 Limitations of the Study

The study faced the challenge of non-response from participants, which could have been due to fear of victimization. To mitigate this, the study guaranteed anonymity and assured respondents that there were no risks associated with their participation.

1.9 Assumptions of the study

This study was based on numerous presumptions. The study assumed that participants had knowledge of community development projects and could offer necessary data for the research. Secondly, it assumed that the participation of youth in the development of community projects in Limuru subcounty was influenced by socio-cultural factors, educational level, accessibility to information, and financial access. Thirdly, it assumed that the selected respondents had a comprehensive understanding of community development projects and could differentiate them from other types of projects.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses literature associated with the study. The study's theoretical framework is highlighted. Then, an empirical review of the studies is done as per research objectives. Consequently, review of literature on factors influencing entrepreneurial success is done. A summary of literature gaps is also discussed. A conceptual framework for the study is ultimately proposed. This chapter is important to the study as it collects relevant literature on the topic and synthesizes the literature into the existing knowledge.

2.2 Theoretical framework

A theory is a collection of constructs or concepts and the relationships that are presumptively present between them (Mugenda & Mugenda, 2003). Theories imply a conviction or a set of ideas meant to explain anything based on basic guidelines and provide evidence for adopting and governing a specific subject (Abrahams, 2007). This research was informed by Arnstein's theory of resource-based theory, social learning theory, social systems theory and community participation.

2.2.1 Arnstein's theory on Community Participation

According to Arnstein's idea of community participation, participation can take many different forms (Arnstein, 1969). This theory creates a distinction between genuine optimal engagement and feigned participation, which only serves as a façade. Arnstein (1969) illustrates a ladder of community involvement. The proponent has listed a variety of elements as having an impact on community engagement, including power centres, procedural challenges, technical capability, leadership, and member attitudes. Arnstein (1969) asserts that debates of participatory techniques have given a lot of attention to the idea of young empowerment. It is a theory that has grown in acceptance and tends to view community members as consumers when they have a choice between options, which are viewed as a means of acquiring power. If a participatory approach is necessary for community activities, people should actively participate in the decision-making process since

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they are expected to be responsible for them on a technical level, according to this point of view. Education level and information availability are factors relating to this idea that influence its choice.

2.2.2 Social systems theory

Parsons divided social systems into action units, with each individual action representing a single unit. Talcott (1951) defines a social system as a web of relationships among individuals. Parsons argues that for a society to qualify as a social system, it must possess both a system of language and a culture. Parsons' research laid the foundation for further exploration of social systems theory and generated debate on the most effective structure for social systems - actions, communication, or other connections.

Human behavior is caused by the interplay of different connected systems as per social systems theory. Difficulties impacting one individual are closely connected to families, groups, cultures, and other systems, and must be noted when seeking to assist and understand that individual (Talcott ,1951). This theory holds that each subsystem has an impact on other systems and that all systems are interconnected pieces of a well-ordered whole (Talcott ,1951). When multiple systems are interconnected and have a mutually influencing effect on one another, social systems theory is most effective at creating a comprehensive understanding of people within a given setting. It is applicable in cases where knowing the context of behavior will lead to the most effective interventions. Social workers have access to a wide variety of practice interventions, and their implementations vary widely depending on the circumstance (Talcott ,1951).

The community is composed of various groups or elements that are not only shaped by culture and norms but also play a crucial role in influencing the behavior of its members in social settings (Talcott ,1951). It provides the clearest explanation of how society's socialization process affects local youngsters. Peers have a higher influence on young people's decisions than any other factor in determining what they do or don't do (Talcott ,1951). Young people can play an important role in carrying out community projects by utilizing "sub-systems." Social actors in society are greatly impacted by socio-cultural perspectives, which also shape their function and objectives. The social system is important because it determines if individuals engage in group activities, highlighting the

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connection between society and the individual in the socialization process. This influenced the researcher's decision because it is linked to socio-cultural elements and young involvement in community development initiatives.

2.2.3 Social learning theory

Albert Bandura (1977) posits that social learning theory examines the constant interaction of cognitive, behavioral, and environmental factors to elucidate human behavior. Since individuals learn through watching others, younger generations are encouraged to build their skills and self-assurance to utilize new abilities, foster optimistic attitudes towards doing so, and be backed by their surroundings. The theory aids in understanding human thought, emotion, and behaviour. It enables us to gain self-control. The drawback is that it can't account for all aspects of human nature and doesn't account for biological variations. Monica (2005) claims that youth is merely a further transitional stage between adulthood and childhood to represent the drawn-out process of change brought on by stricter job market constraints for school dropouts, lengthier education, and frequently mandatory training. As a result, it establishes a significant sociological link between the increasing disparities between childhood and adulthood in Western culture. The sociological bridge is always evolving and occasionally lacks the stability needed to confidently lead young people across.

This research is based on the social learning theory as youth share information and learn from each other and various sources (Monica, 2005). When youth have access to information that highlights the positive outcomes and rewards associated with participation in community development projects, it reinforces their belief in the efficacy of such actions. Positive reinforcement, whether in the form of recognition, praise, or tangible benefits, serves to validate their participation and encourages continued engagement. This reinforcement mechanism strengthens their commitment to contributing to community development efforts over time (Bandura ,1977). Accessible information about the recognition and rewards received by peers or community members for their contributions to development projects can inspire youth to seek similar acknowledgment. The prospect of receiving praise, respect, or other forms of positive reinforcement serves as a powerful

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incentive, driving youth to actively participate and make meaningful contributions to community development endeavors (Monica ,2005).

2.2.4 Resource-based theory

The cornerstone of the resource-based theory is the idea that a firm's resources can provide long-term competitive advantage provided they are heterogeneous, immobile, and meet the criteria of scarcity, value and non-substitutability. Human resources, capital resources, organizational capital resources and physical resources are the three fundamental types of resources that can offer a competitive edge (Barney et al., 1991). The resource-based perspective argues that existing companies and businesses are the primary holders of the resources included in organizations. In the entrepreneurial environment, the entrepreneur acts as the bearer of resources, and the unique and customized sets of assets they possess influence the efficiency and competitive edge of their ventures (Barney et al., 1991).

Thanks to human-based entrepreneurial resources, entrepreneurs are better able to mobilize material resources, create and use the appropriate strategies in the appropriate industries, and guarantee the survival and growth of their enterprises (Stinchcombe, 1965). Entrepreneurship is a complex part of the resource-based theory as it relies on entrepreneurial vision and intuition (Connor, 1991; Rumelt, 1987). Empirical studies have investigated the factors influencing microenterprise performance through the use of RBT. Masakure and colleagues (1994) utilized the resource-based theory to investigate if firm-specific resources influenced microenterprise performance as proposed by the theory, and they found that characteristics of company specific resources collectively influence enterprise performance. This theory will help determine how youth engagement in community development projects will be affected by access to financing. Financial resources from institutions enable increased youth involvement in community development.

2.3 Empirical review

Community development is a complex and demanding procedure that necessitates the participation of all sections for it to thrive. It must be a comprehensive effort that considers the frequently ignored young people. Youth are an important but underutilized asset for community development

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projects, both in the immediate future and in the long run. They also bring valuable perspectives to program planning and effective evaluation. By including youth in community development programs, which they have frequently been excluded from, and fostering meaningful connections between them, adults, other youth, and community development experts, we not only recognize their value as citizens of their communities but also provide opportunities for skill development, empowerment, and the building of confidence. This, in turn, enhances their readiness to actively contribute to community development. However, it is common for youth to be viewed as problematic and a potential threat to security and peace. (Maguire, 2007) This section examines relevant literature in relation to the research objectives.

2.3.1 Socio-cultural factors and youth participation in community development projects

Socio-cultural factors involve how a given community views their customs, values, beliefs, and traditions. These elements encompass both the societal and cultural dimensions of a community. They are made up of actual experiences and face-to-face interactions that influence people's characters, mindsets, and ways of living. Discrimination, population dynamics, cultural practices, and the limits of cultural interpretations are among the factors that play a role. Chinguta (2001) suggested that youth entrepreneurship initiatives in developing nations should take into account social and cultural limitations that impede the involvement of young individuals, particularly young women, in business activities that generate income. Youth-led enterprises in developing countries face greater difficulty in accessing credit, as they frequently depend on foreign consultants who may not be familiar with local societal norms.

Understanding culture is the first step in understanding development, the principles that underpin human behaviour, and the conduct of administrators. Technocrats might not have knowledge of local resources and are accustomed to different project management methodologies (Pylypenko et al.,2022). Conflicts of interest result from this, as do increased demands on executives and frustrations that impede project progress. This results in missed chances, cost escalation, and schedule delays. The intended beneficiaries of a project may reject it if the objectives are not culturally compatible, and this can be caused by a lack of local knowledge and awareness. The

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caste structure in India may prevent population mixing freely and some faiths may discriminate against people based on their sexual orientation (Lucie ,2018).

Sumawijaya et al. (2020) analyzed socio-cultural contribution to Indonesia's development. This study took a qualitative approach, analyzing the data gathered with descriptive techniques. The findings demonstrated that exposure to the outside world brought the group into contact with contemporary technology, which had been unavailable for hundreds of years, resulting in a number of societal changes. The study also uncovered elements that both aid and impede the growth of the community, such as intercultural interaction, open community systems, community unhappiness, a lack of linkages to other communities, a slow rate of knowledge acquisition, and ingrained customs.

Tebay et al. (2021) identified a link between the socioeconomic status of regional communities in Asia and the degree of public perception. The survey is done at the research site using the descriptive exploratory method. To explain the data discovered in this study, acquired data were tabulated, descriptively analyzed, and then presented as images, tables, and graphs. Multiple regression was employed to examine the association between perception level and socioeconomic and cultural facets of society. The perception of the community was positively connected with occupation, education, gender, and age. Age is a key social factor that affects how people see development. The community, which is the primary driver of development, performs a significant role in maximizing local potential, whether it be in terms of sociocultural development or boosting the local economy through the growth of marine tourism.

Pylypenko et al. (2022) assessed how socio-economic factors influence rural territorial communities' perception of current challenges and their strategies for resolving them through a community-focused method. The study compared the results of a survey of community members in a town in Ukraine. To pinpoint the difficulties that communities face on a daily basis and their goals for future growth, a sociological study was done. Primary data was gathered by questioning, and respondents were chosen using a combined sample that took the socioeconomic and demographic makeup of the population into account. 649 persons in all responded to the survey. Five hundred and fourty four were subjected to in-person interviews with interviewers and 105 to

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online questionnaires from Google. The research uncovered specific patterns, with the most important being economic concerns and the effectiveness of infrastructure for people living in rural areas. This decides which economic growth projects receive the most attention. Locals generally believe implementing development tasks will be difficult, but they are also very willing to take an active role in the process. Only a very tiny portion of the population in both communities believes that people' entrepreneurial energy and activity are the primary resources for development; instead, they look to natural resources and progressive governments as the key sources. However, there are some differences of opinion regarding how specific aspects affect the evaluation of the present situation and future development prospects, necessitating further study in this area.

The youth in Africa are consistently encouraged to get part in projects for local development. Youth have not completely engaged in such programs, despite the government's efforts to empower them through their engagement in community-based initiatives. Lucie (2018) investigated the factors that influence the participation of youth in community-driven development projects in Rwanda. The study utilized a descriptive research design that focused on collecting primary data. The study included a group of 6965 young individuals in its target population. For the study, 364 young people from the targeted sectors served as the sample size. homes in the sectors were chosen using a simple random sample procedure, and youths were chosen using the census method from the chosen homes. To collect data for this research, a closed-ended survey was utilized. By utilizing descriptive analysis, frequencies and percentages of different variables were able to be determined. According to the study's findings, sociocultural variables, educational attainment, and youth characteristics all have a big impact on how many young people participate in the initiatives.

Peer pressure is a key social factor that can influence whether or not young people choose to participate in community development initiatives. Peer pressure is one of the major drivers of young participation in community development projects (Mohamudi et al. ,2018). Except for a few rare cases where it can help kids who have trouble feeling connected to a specific group, peer pressure often negatively affects young people. The degree to which a particular adolescent participates in community development projects is inevitably influenced by the society and culture in which he or she finds himself or herself. A young person's attitude, personality, and way of life

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are greatly influenced by their social environment, cultural norms, and worldview. Young people, especially young women in patriarchal nations, are often excluded from community development projects, depriving them of opportunities to get involved.

2.3.2 Education level and youth participation in community development projects

Education is a key element in raising the level and scope of young people's involvement in development initiatives. Mohamud et al. (2018) conducted a study in the Garowe District, which revealed a connection between education and the attitudes of young people towards participation. It is crucial to understand that education nurtures and cultivates positive qualities that motivate youth to show more concern for issues impacting their own lives and surroundings. Therefore, younger individuals with more education tend to have a favorable outlook on community progress and involvement in community development projects.

In their study, Fakhruddin and Shofwan (2019) examined how non-formal education contributes to social progress. The study combined a forum group conversation with a qualitative descriptive technique. Data was gathered through observation to get a firsthand look at field conditions, documentation to provide supporting information, and interviews or meetings with actors or stakeholders. Data were gathered in the field, reduced to choose information or data to be used, presented in sequence, and conclusions or verification were made using this method of data analysis. This study discovered that the community had a top-notch non-formal education program. This study concluded that non-formal education significantly enhances community development.

Young people are at the heart of the development of society. In a study conducted in Nkwanta, Ghana, Issaka et al. (2022) assessed the impact of youth groups on community development. The research employed a combination of methods, specifically concurrent triangulation, where both quantitative and qualitative methods were utilized simultaneously to examine a phenomenon. Two hundred participants were selected for the study through a simple random sampling method. The research found that youth organizations perform a range of activities, including teaching members about the importance of education and implementing projects for community development. Furthermore, research demonstrated a significant correlation between the growth of young people

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and their involvement in local community development projects (Issaka et al., 2022). The research suggested that providing training opportunities could improve the skills of young people to encourage their involvement in community development.

Kenya was among the initial African countries to integrate aspects of entrepreneurial education into its educational and training systems. Entrepreneurship and business development are increasingly seen as viable options for youth in different economies, particularly those facing high unemployment rates in their age group. Sambo (2018) looked into the variables that influence youth entrepreneurial development. Three hundred young entrepreneurs were chosen as a sample for this study. We employed structured survey questionnaires to gather primary information from business owners. Findings showed a slight positive link between education level and the growth of youth entrepreneurship, whereas a large positive correlation was found between the supply of entrepreneurship education and that phenomenon.

Otieno et al. (2018), conducted research examining the value of formal education for 360 rural youth engaged in community project planning, and identified a strong connection between youth involvement and educational attainment. Otieno et al. (2018) stated that young people with more education tend to have a favorable mindset when it comes to engaging in projects that benefit the community. This discovery confirms the assertions by Oduor & Muriu (2018) that limited education and training are some of the many barriers hindering Kenyan youth from engaging in different activities. Compared to their peers, young people with higher levels of education participate more frequently in community development-related participatory activities. Education helps students' cognitive growth by teaching them "analytical skills" that are beneficial in dealing with difficult life situations. Therefore, educated young have the skills necessary for problem-solving as well as decision-making, which improves their attitude towards taking part in development programs in their communities (Ringo, 2020).

In developing countries, significant economies struggle with the fact that many young individuals do not have the required skills, leading to a situation where a big part of their lively populations cannot join in economic progress. The government of Kenya acknowledges that most graduates from different academic institutions in the country have skills that do not match the needs of the job

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market. Because most young people are not being integrated into the workforce, the unemployment rate in the country is noteworthy (Githinji, 2022). Youth must be motivated to engage in economic development and empowered to cooperate in addressing the economy's needs through the implementation of productive policies by key stakeholders and other participants.

2.3.3 Information accessibility and youth participation in community development projects

Information and support are crucial components in empowering young people. Utilizing effective advocacy strategies can lead to increased engagement of young people in development efforts across diverse global regions. This can be done by creating forums with the same goals as the United Nations Annual Youth Assembly of August 2010: to encourage the exchange of ideas so that participants will gain knowledge and skills. With the purpose of having a comprehensive awareness of their responsibilities and roles in promoting young engagement in development projects, youth leaders from all over the world were appropriately prepared with the necessary skills on leadership, conflict, and conflict resolution in this forum (Riswan, 2021).

Africa must develop in order to lay the groundwork for a long-lasting democracy, but doing so will present unique challenges. Bester (2018) highlights the significance of an all-encompassing and unified information management model within the project management field. This model is designed to facilitate the smooth flow of information between communities and development teams. In order for development programs to succeed, information availability is essential. This is especially true for initiatives aimed at promoting sustainable democracy. Governments should establish a growing information community that supports and sustains the development effort while aligning with it.

Uhegbu (2021) conducted a study exploring the obstacles faced by information services for community development, specifically focusing on the challenges encountered by rural communities in Nigeria. The research examined the needs of the community and the services required for information dissemination, as well as the characteristics and nature of the community itself. The community information was classified into four parts: the data, the source, the channel, and the receiver. The research found a number of obstacles to successful community information

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services, such as the unfavorable view and strong doubts from rural residents towards information, the inadequate state of rural roads, the nonchalant behavior of government authorities, and the presence of conflicts among community members. The research indicates that to successfully share knowledge with the public, traditional institutions and town development associations should be utilized.

The goal of community radio is to provide local residents, particularly youth, with the opportunity to communicate in order to create and share content that discusses topics impacting their community. In their research, Kankam and Attuh (2022) investigated how community radio could influence youth development. The investigation employed a qualitative research approach to analyze the dissemination of information on youth development by community radio in Ghana. For the project, qualitative data was collected by conducting semi-structured interviews with 42 participants selected from two community radio stations. The group included two program managers, four radio producers, and 36 youth participants. Qualitative research methodology enabled a deep understanding of the phenomenon under study. The research found that community radio stations aired youth-oriented programs, resulting in an increase in the number of young people residing in the stations. Furthermore, community radio provided young people with opportunities and platforms to engage with political leaders for developmental purposes while also offering an element of enjoyment and entertainment.

While community-driven development and decentralization aim to bring public decision-making closer to the people, elites frequently control local institutions. Limiting knowledge about chances for residents to influence group choices is one-way local elites stifle community-driven growth. Buntaine, Daniels and Devlin (2018) looked into whether providing individuals with timely and relevant information on how and when to participate in community-driven development projects will boost their familiarity, engagement, and happiness with neighbourhood institutions. In collaboration with the Uganda Wildlife Authority, the authors carried out a pre-registered randomised field experiment that involved sending 60 or so text messages over the course of eight months to residents of 60 randomly chosen villages close to Bwindi National Park explaining how a park-sponsored revenue sharing programme functioned and how and when residents could participate. There was no proof, according to the study, that the information raised people's

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perceptions of their local institutions' efficacy, participation, or satisfaction. Exploratory results revealed that information treatment among women backfired in relation to perceived participation chances. According to the study, spreading information to more individuals in a community has positive effects on park involvement and satisfaction. Unless they are used widely and in ways that encourage group action, informational treatments are unlikely to generally empower participation.

There is mounting evidence that ICTs can contribute positively to development, particularly when used in rural parts of developing nations where telecenters provide public services. ICTs are more effectively used as tools for social inclusion, social transformation, and general access when proactive actions are prioritized, especially for underprivileged and poor areas. Githinji (2022) investigated how information and communication technologies could be used for development in a rural Kenyan community. The study employed an ethnographic participatory research methodology, which blends participatory practises and ethnographic research. When assessing communication and ICTs for development, the research used the communicative ecology approach. Results demonstrated that ICTs greatly improve people's living situations by facilitating access to information that assists in resolving actual problems. The level of understanding community members has about how these ICTs can improve living conditions and advance development initiatives is reflected in their expectations when using them. The research shows the changing institutional environment and context of ICTs in Kenya, indicating the government's dedication to engaging in the information society, especially in rural regions. Nevertheless, there is a gap between policymakers' predictions and the actual situation in rural areas due to inadequate ICT and overall infrastructure.

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2.3.4 Access to finance and youth participation in community development projects

Access to finance refers to a person's or an enterprise's capacity to obtain and make use of financial services at a reasonable price (Garca, 2021). Financial access includes both accessibility to financial institutions as well as the capacity to get and use financial services. Physical access, cost, relevance to user's needs, and inclusive terms are the key components of financial access according to Lucie (2018). Under specific terms and circumstances, financial services including loans and

insurances are accessed in the official banking sector. Many times, the requirements are unreachable, which excludes many vulnerable groups, particularly the kids.

In the United States, banks provide approximately $100 billion in loans to support community development initiatives annually, and they also hold equivalent stakes on their balance sheets in this field. Various government policies targeting specific geographic areas aim to promote the availability of these loans and investments, with the objective of fostering growth, employment, and affordable housing access in underserved communities. However, the success of privately provided community development funding has been limited due to a lack of comprehensive information regarding local bank activities in this realm (Ringo, 2020). To address the endogeneity issue related to community development financing and local demand factors, this study leverages the continuous involvement of banks in community development financing across different markets. The research finds that the proportion of local deposit markets controlled by banks with a higher inclination to grant community development loans changes in response to increases in overall employment and wages. Estimations suggest that around $56,000 in community development loans is needed to create just one job (Rios et al., 2021). However, there is no observable impact on property price increases or the availability of affordable housing. Counties that are seeing a change in their local deposit market towards community development-focused banks show similar patterns in economic and credit market outcomes as the rest of the country before the transition (Ringo ,2020).

The lack of costly assets among these entrepreneurs is a significant barrier to their access to funding from traditional banks, as it hinders their ability to provide collateral for loans. This is particularly accurate for the less privileged segments of entrepreneurs. Since relatively few young entrepreneurs hold assets like real estate, cars, or land, they are among the most underrepresented or disadvantaged groups in society (Mashapure et al.,2023). Most young people lack the financial literacy, business planning, and management abilities necessary to take advantage of debt financing from established lending institutions. According to bank records, many applications from young people are turned down at the initial stage of review because they are overly filled out. To support the skill development of youth, mentorship programs and financial education initiatives are essential. These programs need to offer detailed business plans to attract financial institutions

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and prepare young individuals with essential financial management skills to handle their ventures' daily financial responsibilities efficiently. The goal is to help their businesses grow and expand (Akib, 2021).

Crowdfunding is a relatively new alternative financing method with little current application in Ukraine. It also has a lot of potential, which can help bring about a variety of initiatives that aren't appealing to traditional lenders or investors for a variety of reasons. Rysin (2021) conducted a study examining the benefits of crowdfunding for its participants, the unique characteristics of different crowdfunding models, and the potential risks associated with them. The research also aimed to provide practical recommendations for business owners and project authors involved in community development initiatives who are considering crowdfunding as a funding option. The study outlined the advantages of crowdfunding for project writers and validated the function of crowdfunding platforms in achieving these advantages. The authors pointed out that increasing public understanding of the potential for executing social or commercial initiatives using crowdfunding platforms will aid in the growth of platforms, advancement of technological infrastructure, and extension of their offering of services (Rysin, 2021).

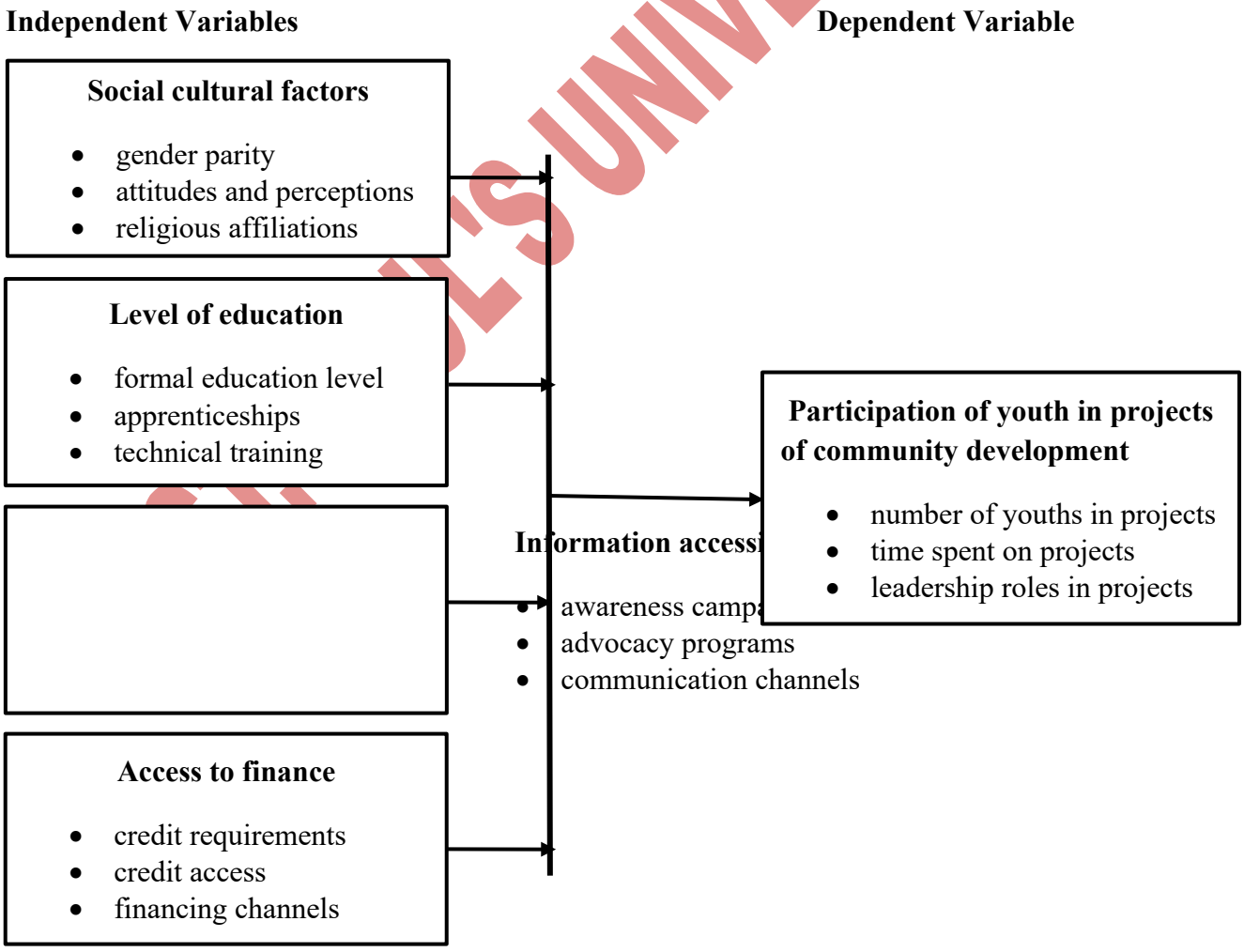
The practice of funding and maintaining rural water systems through community-based approaches is widely accepted in sub-Saharan Africa. According to data from over 90,000 waterpoints in five sub-Saharan African countries, most communities find it difficult to set up and maintain a tax collection system. As a result, if there is insufficient funding for the upkeep of waterpoints, it can result in prolonged periods of non-functioning or desertion, putting the health and well-being of many water consumers at risk as they resort to unsafe or distant options. Foster and Hope (2018) used a social-ecological systems paradigm to assess the existence and drivers of monetary donations among water users at community waterpoints in rural Kenya. Findings showed that payment behaviour can be influenced by factors water use, quality and available resources. Non-payment and late payment are also prevalent. Households in rural Sub-Saharan Africa may not have the willingness or capability to afford a better water supply, and the research emphasizes the social and environmental aspects of waterpoint sustainability in the region. To increase young participation in community development projects, financial support is necessary.

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2.4 Conceptual framework

A conceptual framework consists of connected assumptions or hypotheses that explain how a particular phenomenon works or how its parts are interconnected (Perry & Towers, 2018). Frequently, it is depicted graphically using a diagram to aid in comprehending the suggested connections. The conceptual framework acts as a base for comprehending the correlation or causation between observations and their explanations. This study specifically examines socio-cultural factors, education level, information accessibility, and financial access as independent variables. The study concentrated on the participation of youth in community development projects. Variables measuring the dependent factor include the number of youths involved in community development projects, the time spent by youth on community development, and the number of leadership roles held by youth in managing such projects. Figure 2.1 illustrates the theoretical model.



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Figure 2.1: Conceptual framework

Source: Researcher (2024)

2.5 Summary of knowledge gaps

Previous studies present various gaps that the current study seeks to fill. Sumawijaya et al. (2020) analysed socio-cultural contribution to Indonesia's development. The findings demonstrated that exposure to the outside world brought modern technologies into the society. Tebay et al. (2021) identified a link between the socioeconomic status of regional communities in Asia and the degree of public perception. The perception of the community was positively connected with occupation, education, gender and age. According to Pylypenko et al. (2022), socioeconomic considerations have an impact on how well rural territorial communities in Ukraine are developing and how well they are able to identify and solve problems. Peer pressure is one of the main drivers of young people's participation in community development projects (Mohamudi et al.,2018). These studies were carried out in different jurisdictions. These have different political, legal, economic and social contexts; hence a conceptual gap. The proposed study will be conducted in Limuru subcounty, Kiambu county.

Lucie (2018) examined variables affecting young people's involvement in community-based development initiatives in Rwanda. To collect information for this research, a closed-ended survey was utilized. In their study, Fakhruddin and Shofwan (2019) examined how non-formal education contributes to societal progress. The study combined a forum group conversation with a qualitative descriptive technique. These studies used either quantitative or qualitative only methods in data collection and analysis hence methodological gaps. This study will employ mixed methods in data collection and analysis.

Sambo (2018) looked into the variables that influence young people's entrepreneurial development. The development of young entrepreneurship and the availability of entrepreneurship education were found to be strongly positively correlated. Uhegbu (2021) examined obstacles to information services for community development. Kankam and Attuh (2022) examined the

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possible effects of community radio and its role in youth development. The study discovered that both community radio stations broadcast shows specifically for young people, aiding in the development of youth in their communities. Buntaine, Daniels, and Devlin (2018) investigated if informing residents about the when and how of engaging in community-driven development projects could enhance their understanding, engagement, and satisfaction with local institutions. These studies variables are different from the current study, hence conceptual gaps.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This part explores the specifics of the research methods. The research design utilized in the study is described. Emphasis is also placed on the specifics of the target population and the process for selecting a sample. The specified tools and methodology for data collection are identified. Data analysis explanation is provided next. The chapter concludes with a discussion on ethical considerations within the study.

3.2 Study location

The study was conducted in Limuru Subcounty, located in Kiambu County, Kenya. Limuru is known for its vibrant agricultural activities, particularly tea and horticulture farming, and is situated within the highlands. It is a semi-urban area with a mix of rural and urban characteristics, offering diverse economic opportunities. The subcounty has a huge youthful population, making it an ideal location for studying youth participation in community development projects.

3.3 Research Design

Researchers utilize a structured method known as a research design in their scientific investigations (Abutabenjeh & Jaradat, 2018). The research utilized a descriptive research design. The design includes observing study variables without altering them (Siedlecki, 2020). Besides data gathering, descriptive research design involves categorizing, measuring, analyzing and interpreting data. The design was useful in investigating factors that influence young people's involvement in community project development in Limuru subcounty. More specifically, the study helped to investigate the factors influencing young people's involvement in community project development.

3.4 Target Population

The youth in Limuru sub-county were the target population. There were 38410 youth in Limuru subcounty (KNBS,2019). The youth were appropriate in this study as they are the ones who participate actively in community development projects. Table 3.1 illustrates the target population.

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Table 3.1 Target Population

Ward	Population
Bibirioni	8,819
Ndeiya	7,182
Limuru central	8,892
Ngecha Tigoni	6,466
Limuru east	7,051
Total	**38,410**

Source: KNBS (2019)

3.5 Sample Size and Sampling procedure

Kothari (2004) states that choosing the right sample size is essential for a study to achieve a balance between cost-effectiveness and accuracy. Having a sample size that is not excessively large or too small is important, as a very large sample can lead to unnecessary expenses and a small sample may affect the accuracy of the results. The objective is to reach a sufficient sample size that accurately reflects the available population and meets the research criteria. Mugenda and Mugenda (2003) emphasize the importance of choosing the right sample size from the total population to reach the research objectives. This ensures that the sample represents the whole population accurately, enabling meaningful data analysis and broader application of the findings.

Bluman (2004) argues against haphazard sampling, highlighting the risk of introducing bias into the study. It is essential to carefully select the sample to avoid skewed or unreliable data that could lead to inaccurate conclusions. To determine the sample size (n) when the population size (N) is known, Israel (2013) provides a formula was used. This formula helps researchers calculate an appropriate sample size that is statistically valid and allows for reliable analysis and interpretation of the data. Thus: -

$n=N/1 + N (e)^{2}$

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$n=38410/1+38410(0.05)^2$

Therefore, the sample size is 395

Clustered sampling was employed, with the clusters being the five wards in Limuru subcounty. To determine the number of youths per ward, sampling proportionate to population was applied. Next, the research used a basic random sampling method to choose the young participants. Table 3.2 depicts the size of the sample.

Table 3.2 Sample Size

Ward	Population	Sample
Bibirioni	8,819	91
Ndeiya	7,182	74
Limuru central	8,892	91
Ngecha tigoni	6,466	66
Limuru east	7,051	73
Total	**38,410**	**395**

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3.6 Research Instruments

Information was gathered through a variety of research techniques. Surveys were distributed to the adolescent participants in the study in order to collect authentic information. Stefan (2019) noted that using a questionnaire had drawbacks, including the need for a substantial time commitment. This issue was solved by effective planning and clearly communicating the study's goals to the participants. The participants were assisted by the researcher in completing the questionnaires, with anonymity maintained by not collecting names on the surveys. In order to ensure honesty, the researcher assured the participants that their involvement would not create any potential dangers. Jain (2021) noted that conducting face-to-face interviews with leaders of community development projects in Limuru subcounty provided more insight into the factors influencing youth involvement in such projects.

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3.7 Pilot Study

A week before the main data collection field work, a test was conducted to assess the efficiency, suitability, and sufficiency of the data collection instruments. This trial aimed to enhance the tools as needed and address any possible deficiencies in the research methodology and approach. The pilot study took place in Kikuyu subcounty and included a sample of 39 respondents for testing. Connelly (2008) stated that the pilot sample was 10% of the expected sample size for the main study.

The researcher initially detailed the study's goals and expected results to the participants. Questionnaires were provided to the 39 participants for completion, with the researcher and research assistants refraining from offering any assistance or causing disturbances. The pilot process and tasks were evaluated throughout the pilot examination, including assessing the time required to complete the surveys to understand the feasibility aspects of the questionnaire. The researcher recorded any issues related to the wording of statements and the legibility of questions raised by the test participants.

3.7.1 Instrument Reliability

Instrument reliability is characterized by the consistency with which it gauges the specific variables it is designed to assess, as stated by (Mohajan, 2017). Simply put, the device should always yield consistent results or very close results upon repeated testing. During the pilot testing, the reliability of the instruments was assessed using test-retest and internal consistency measures. Test-retest measured the reliability across time periods, whereas internal consistency examined the uniformity of the tool's questions. Segal and Coolidge (2018) deemed an acceptable efficiency level to be a Cronbach's Alpha coefficient of 0.7 or higher.

3.7.2 Instrument Validity

According to Taherdoost (2016), validity of an instrument is the degree to which it accurately assesses the desired attribute during data collection. Construct, content, and criteria validity were employed to evaluate the precision of the data gathering instruments. Construct validity was used to assess whether the instruments accurately gauged the desired concepts. This validity was examined by testing the influence of socio-cultural elements, educational background, availability

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of information, and access to finances on the study variables and their indicators. Only questions pertinent to the study were included in the survey. The main focus of content validity was to assess how well the instruments represented the research objectives. Questions that were not important in the pilot study were removed from the instruments, and important questions were added. During the pilot testing phase, the consistency of various instrument tests was assessed to determine criterion validity. Documentation was created to analyze the correlation levels of results gathered from various instruments given to participants in the pilot study.

3.8 Data Collection Procedure

The researcher recruited and instructed two research aides. The research assistants were informed of the research goals by the researcher. The questionnaire was handed out in person, with the assistance of research assistants. Every district was included to guarantee that survey respondents were chosen in the proper proportion. The youth were presented with the study's goals. Those who agreed to take part in the study received questionnaires and were provided with sufficient time to finish them. The researcher and assistants helped participants if they needed assistance with understanding to complete the questionnaires. Afterwards, the surveys were gathered and verified for precision.

Following the distribution of the questionnaires, the researcher conducted interview sessions. Appointments with the leaders in community development were scheduled ahead of time. The participants were informed of the goals of the study. The interviews were planned in a calm setting, with no disruptions or loud noises. Each session lasted around 30 minutes, aiming to collect thorough information from the participants (Oben, 2021). The interviewees were informed about the recording, and information was collected using a data recording device. The ability to record data allowed for a reassessment of the interview (Al-Yateem, 2012).

3.9 Data Analysis and Presentation

The questionnaires were validated to confirm their reliability and accuracy. The data was examined by means of correlation and regression using the Statistical Package for Social Sciences. The data was subjected to descriptive analysis. Inferential statistics were used to examine the connection between the dependent variables and the independent variables. Pearson's correlation measured the

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association between variables. Regression analysis was employed to evaluate the joint impact of the factors. The study factors were evaluated with a significance level of 5%. The model was utilized in the research:

$Y=\beta_0+\beta_1X_{1+}\beta_2X_2+\beta_3X_3+\beta_4X_4+\varepsilon$

Where: -

Y participation of the youth in development of the community projects

β_0 is a constant

$(\beta i; i=1, 2, 3, 4\}$ are the Beta coefficients of independent variables

X_1 is socio-cultural factors

X_2 is level of education

X_3 is information accessibility

X_4 is access to finance

ε is the error term

Qualitative data were grouped into themes for analysis purposes. The findings of the study were presented using graphs, tables, pie charts, and narratives.

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3.10 Ethical Considerations

Approval was requested from NACOSTI, the National Council for Science, Technology and Innovation. Participants received thorough information about the research's objectives, and their consent was requested. This involved asking respondents verbally to participate in the study. Moral principles were considered during the study, ensuring that no respondent was compelled to provide the required data. Participants' data was kept confidential. To safeguard the confidentiality of participants, the research ensured the accuracy of the gathered data. Every piece of information collected was handled with the highest level of privacy. The study made certain that the confidentiality of each participant was maintained during the surveys and that the rights and privacy of respondents were protected.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This section discusses demographics, descriptive statistics, inferential statistics, interpretations, and discussions. It assesses the data based on the goals of examining how socio-cultural factors impact youth involvement in community development projects in Limuru subcounty; assessing the influence of education level on youth participation in community development projects in Limuru subcounty; determining the impact of information availability on youth participation in community development projects in Limuru subcounty; and evaluating the effect of financial access on youth participation in community development projects in Limuru subcounty. Frequency, inferential statistics, like ANOVA and chi-square, were used to determine the importance of different factors. Both multiple regressions and correlation coefficients were utilized to determine the relationship among different variables.

4.2 Response rate

Three hundred and ninety-five (395) surveys were distributed to young people in Limuru subcounty, with 369 of them being filled out and returned, resulting in a 93% response rate. Wu, Zhao, and Aime (2022) pointed out that survey researchers often face challenges with low response rates, seldom exceeding 50%. The authors suggest that a response rate of 50% or higher is satisfactory and provides a solid foundation for data analysis. Sammut, Griscti and Norman (2021) suggest that a response rate of 50% is acceptable, 60% is praiseworthy, and above 70% is very positive. As stated by López (2023), a response rate of 70% is seen as exceptional. Furthermore, Shiyab, Ferguson, Rolls, and Halcomb (2023) suggest that response rates of at least 50% are considered appropriate for examination. Hence, the research successfully obtained a high, satisfactory, and reliable total response rate of 93%. This is demonstrated in Table 4.1:-

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Table 4.1 : Response rate

Ward	Sample	Responses	Response rate
Bibirioni	91	84	92%
Ndeiya	74	72	97%
Limuru central	91	83	91%
Ngecha tigoni	66	62	94%
Limuru east	73	68	93%
Total	**395**	**369**	**93%**

Source: Research Data

4.3 Validity tests

A trial was carried out to assess the efficiency, suitability, and sufficiency of data gathering instruments, in order to improve them as needed. The research took place in Kikuyu subcounty. The study's goals and objectives were explained to the pilot participants, who then filled out surveys. The researcher evaluated methods and tasks to find possible problems and recorded the time it took to finish surveys. Notes were taken on concerns raised by participants about the clarity and readability of the questions. The data collection tools were evaluated for validity based on construct, content, and criterion. Construct validity guaranteed that the instruments accurately reflected the intended concepts, while content validity focused on appropriately representing research objectives and criterion validity evaluated the consistency of instrument tests through correlation analysis.

4.4 Reliability results

To assess the trustworthiness of the data gathering tools, two techniques were utilized: test-retest and internal consistency analyses. The test-retest method was used to assess the stability of responses across different time points. This required giving the same tool to the same set of individuals at various times and examining their answers to verify reliability. However, internal consistency evaluates the coherence of the questions within the tool itself. It investigated the alignment of questions measuring the same construct. The Cronbach's Alpha coefficient was

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computed to assess the instruments' reliability effectiveness. A Cronbach's Alpha of 0.7 or greater signified a dependable tool, indicating that the instrument's questions consistently assessed the targeted variables (Segal & Coolidge, 2018). Table 4.2 shows the findings of the pilot study in terms of reliability.

Table 4.2: Reliability results

Variable	Item	Alpha Value	Recommendations
Socio-cultural factors	5	0.701	Reliable
Level of education	5	0.729	Reliable
Information accessibility	5	0.732	Reliable
Access to finance	5	0.714	Reliable
Youth participation	5	0.728	Reliable

Source: Research Data

The Cronbach alpha coefficient was computed for every variable. The coefficients for socio-cultural factors, education level, information accessibility, and access to finance were 0.701, 0.729, 0.732, and 0.714, in that order. The alpha coefficient for youth participation is 0.728. Therefore, all variables exhibited reliability measures exceeding 0.7, which was deemed suitable for the research.

4.5 Demographic information

The study aimed to gather data on the participants' demographic details. The research considered: marital status, employment situation, level of education, age and gender.

4.5.1 Respondents' gender

The study aimed to determine the gender of the participants. Table 4.3 displays the findings.

Table 4.3: Respondents' gender

Gender	Frequency	Percent
Male	232	63
Female	137	37

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Total	369	100

Source: Research Data

Table 4.3 shows that 232 out of 369 respondents (63%) were male, while 137 (37%) were female. The study included a higher number of males than females. Thus, male youth were more likely to participate in community development projects in Limuru Subcounty, compared to female youth. This gender disparity could indicate underlying sociocultural or economic factors that either encourage greater involvement of males or limit female participation in such projects.

4.5.2 Respondents' age

The research sought to establish the gender of the respondents. Results are shown in Table 4.4

Table 4.4 : Respondents' age

Age	Frequency	Percent
18-28 years	170	46
29-39 years	199	54
Total	**369**	**100**

Source: Research Data

Findings showed that out of 369 respondents 170(46%) were between the age of 18-28 years and 199(54%) were between 29-39 years of age. Most of the respondents were aged 29-39 years. This indicate that individuals in the 29-39 age group may have greater stability in terms of employment, income, or family responsibilities, allowing them to engage more actively in community initiatives. Conversely, younger individuals (18-28 years) may face barriers such as educational commitments, lack of experience or limited access to resources, which might have hindered their participation.

4.5.3 Respondents' education

The research sought to establish the gender of the respondents. Results are shown in Table 4.5

Table 4.5 : Respondents' education

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Education	Frequency	Percent
Certificate	88	24
Diploma	147	40
Undergraduate	110	30
Graduate	24	7
Total	**369**	**100**

Source: Research Data

Out of 369 respondents 88(24%) were of certificate level of education, 147(40%) were of diploma level of education, 110(30%) were of undergraduate level and 24(7%) were graduate level. Most of the respondents had diplomas. Community development project participation in Limuru Subcounty was largely driven by individuals with mid-level education. This indicates that diploma holders, likely possessing technical and practical skills, were more inclined or better positioned to engage in such projects. The lower participation among those with only certificate-level education reflected limited opportunities or capacities, while the relatively small number of graduate participants indicated that those with higher qualifications were either less available or more focused on other professional or academic pursuits.

4.5.4 Respondents employment status

The study aimed to determine the position of the participants. Findings are displayed in Table 4.6.

Table 4.6 : Respondents employment status

Employment	Frequency	Percent
Self Employed	221	60
Employed	43	12
Unemployed	105	28
Total	**369**	**100**

Source: Research Data

Findings showed that out of 369 respondents 221 (60%) were self-employed, 43 (12%) were employed and 105 (28%) were unemployed. Most of the respondents were self-employed. Self-

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employed youth may have had more flexibility in managing their time, allowing them to engage in community projects. Their involvement may also have been driven by the need to build networks or enhance local development opportunities that can support their businesses

4.5.5 Marital status

The study aimed to determine the marital status of the participants. Table 4.7 displays the outcomes.

Table 4.7 : Marital status

Marital	Frequency	Percent
Single	198	54
Married	171	46
Total	**369**	**100**

Source: Research Data

Findings showed that out of 369 respondents 198(54%) were single and 171(46%) were married. Most of the respondents were single. The finding that 54% of respondents were single suggests that unmarried youth may have had more time, fewer familial responsibilities and greater flexibility to participate in community development projects.

4.6 Descriptive analysis

This part includes statistical data that the researcher used to determine the primary results of the research and make conclusions. The analysis is outlined based on the research goals which are: assess the impact of socio-cultural factors on youth involvement in community development projects in Limuru subcounty; assess the influence of educational level on youth participation in community development projects in Limuru subcounty; determine the impact of information availability on youth participation in community development projects in Limuru subcounty and establish the effect of financial access on youth participation in community development projects in Limuru subcounty.

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4.6.1 Socio-cultural factors on participation of youth in projects of community development

The initial goal was to examine how socio-cultural factors impact the involvement of young people in community development initiatives in Limuru subcounty. Respondents were given five questions about how socio-cultural factors impact youth involvement in community development projects in Limuru subcounty. The answers were displayed using a Likert scale. The responses of the study participants are condensed and displayed in Table 4.5.

Table 4.8: Socio-cultural factors on participation of youth in projects of community development

Statements	N	Mean	Std. Dev.	SA	A	N	D	SD
There is gender parity in youth participation in community development projects.	369	4.29	0.599	37	56	7	0	0
Attitudes and perceptions of the youth determine participation in community development projects	369	4.22	0.566	30	63	7	0	0
Religious affiliations are determinants of youth participation in community development projects	369	4.44	0.549	46	51	3	0	0
Traditions in the community determine youth participation in community development projects.	369	4.35	0.557	39	57	4	0	0
The cultural values and traditions of my community encourage youth involvement in community development projects.	369	4.36	0.558	40	56	4	0	0
Mean		**4.33**						

Source: Research Data

Table 4.8 indicates that 37% of 369 participants strongly believed in gender equality in youth involvement in community development projects, while 56% agreed and 7% were unsure (Mean=4.29; SD=0.599). Furthermore, 30% of respondents strongly believed that the participation in community development projects was influenced by attitudes and perceptions of the youth, while 63% agreed and 7% were uncertain about this (Mean=4.22; SD=0.566). 46% strongly agreed

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that religious connections influenced young people's involvement in community development projects, 51% agreed, and 3% were unsure (Mean=4.44; SD=0.549). Furthermore, 39% of respondents firmly believed that traditions in the community played a key role in influencing youth involvement in community development initiatives, while 57% agreed to some extent and 4% were uncertain (Mean=4.35; SD=0.557). Additionally, 40% of respondents strongly believed that the cultural values and traditions of the community promote youth participation in community development initiatives, while 56% agreed and 4% were uncertain (Mean=4.36; SD=0.558). The mean average of 4.33 suggests that respondents mostly agreed on the impact of socio-cultural factors on youth involvement in community development initiatives in Limuru subcounty.

An interviewee noted, "In our community, traditional values place a higher emphasis on the involvement of elders in decision-making processes. This often results in youth being sidelined or not actively encouraged to participate in community development projects. "

It was also indicated by interviewee 1,

"Religious affiliations can either encourage or discourage youth participation. Some religious groups actively support community service as part of their teachings, which increases youth involvement, while others might have restrictive views that limit their engagement. "

Indeed, Chinguta (2001) suggests that youth entrepreneurship programs in developing nations should consider socio-cultural barriers that prevent the involvement of young people, particularly young women, interested in engaging in income-generating activities. Research results align with Tebay et al.'s (2021) study, which found a connection between the socioeconomic status of local communities and involvement in development initiatives. The community, seen as the main force behind development, has a major impact on unleashing local potential, whether through sociocultural growth or enhancing the local economy.

It was explained by an interviewee 2,

"Socio-cultural factors shape the motivations of youth. For instance, if a community values youth involvement, young people are more likely to feel motivated to participate and contribute

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actively to development projects. Then ,cultural norms and gender roles can create barriers. If certain community traditions view youth or specific genders as less capable or appropriate for leadership roles, it can discourage their participation in community projects."

4.6.2 Youth education level on participation of youth in community development projects

The second aim of the research was to assess how a young person's education level impacts their involvement in community development initiatives. Five questions were posed to the participants regarding the goal. Responses were presented using a Likert scale.

Table 4.9: Youth education level on participation of youth in projects of community development

STATEMENTS	N	Mean	Std. Deviation	SA	A	N	D	SD
Youth's formal education level determines their participation in community development projects	369	4.35	0.560	39	57	4	0	0
Apprenticeships for the youth helps in community development projects.	369	4.26	0.570	33	61	6	0	0
Youth with technical training greatly participate in community development projects.	369	4.35	0.546	38	58	4	0	0
There is an equal chance for youth to lead community development projects, in spite of their education level.	369	4.24	0.544	30	65	5	0	0
Highly educated youth seldom participate in community development projects.	369	4.33	0.578	38	56	6	0	0
Mean		**4.30**						

Source: Research Data

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From a total of 369 responses, 39% strongly believed that the extent of a youth's formal education dictates their involvement in community development initiatives, 57% agreed, and 4% were unsure (Average=4.35; Standard Deviation=0.560). Furthermore, 33% of respondents firmly believed that youth apprenticeships contribute to community development initiatives, while 61% agreed and 6% were uncertain (Mean=4.26; SD=0.570). Thirty-eight percent were in strong agreement that young people with technical training played a significant role in community development initiatives, 58% agreed, and 4% were uncertain (Mean=4.35; SD=0.546). Furthermore, 30% of respondents expressed strong agreement regarding the equal opportunity for youth to take the lead in community projects regardless of their level of education, while 65% agreed and 5% were unsure (Mean=4.24; SD=0.544). Additionally, 38% of respondents strongly concurred that highly educated young individuals rarely engage in community development initiatives, 56% agreed, and 6% were unsure (Mean=4.33; SD=0.578). The average mean of 4.33 suggests that respondents mostly agreed on the impact of youth education on participation in community development projects in Limuru subcounty.

It was suggested that the level of education has a significant impact on the involvement of young people in community development initiatives. Young people who have had an education frequently have the necessary knowledge and abilities to comprehend project goals and make a valuable contribution. Increased levels of education can also offer improved access to resources, networks, and leadership opportunities. For instance, college students or alumni are more prone to taking on strategic positions, utilizing critical thinking, and spearheading projects. On the other hand, youth with lower levels of education may not have the necessary confidence or practical abilities, thereby restricting their participation and influence in such initiatives. This is in line with observations of Mohamud et al. (2018), who stated that there is a link between education and the attitudes of youths towards participation. It is crucial to understand that education promotes and nurtures positive qualities that inspire young individuals to be more concerned about matters impacting both their own lives and the world around them. Consequently, young individuals with more education often show a favorable outlook on the advancement of their community, leading to their engagement in projects aimed at community development.

Interviewee 3 said,

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"Education shapes how involved youth are in community projects by providing them with the necessary skills and knowledge. Youth with higher education are generally better equipped to handle complex tasks and contribute innovative ideas. They are also more likely to recognize the importance of such projects and actively seek out opportunities to participate. On the other hand, those with lower levels of education might struggle with project requirements or feel less empowered, which can hinder their engagement and effectiveness in community development activities."

4.6.3 Information accessibility on participation of youth in community development projects

The third goal of the research was to assess how the availability of information impacts the involvement of young people in community development initiatives. Respondents were questioned about the objective through five different questions. Responses were displayed using a Likert scale.

Table 4.10: Information accessibility on youth participation in community development projects

STATEMENTS	N	Mean	Std. Deviation	SA	A	N	D	SD
There have been community development projects awareness campaigns	369	4.56	0.529	58	40	2	0	0
Advocacy programs are conducted for youth participation in community development projects.	369	4.23	0.568	30	63	7	0	0
There are clear communication channels to youth for participation in community development projects	369	4.53	0.500	53	47	0	0	0
The youth are sensitized on the importance of participation in community development projects	369	4.20	0.566	28	64	8	0	0
Information on community development projects is readily available.	369	4.37	0.548	41	56	3	0	0
Mean		**4.38**						

Source: Research Data

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From a total of 369 responses, 58% of respondents strongly indicated awareness of community development projects campaigns, 40% indicated agreement, and 2% were unsure (Mean=4.56; SD=0.529). Furthermore, 30% were in strong agreement that advocacy programs were implemented to encourage youth involvement in community development initiatives, while 63% agreed and 7% were uncertain (Mean=4.23; SD=0.568). Fifty three percent of people strongly believed that there were effective communication channels for youth to participate in community development projects, while 47% agreed (Mean=4.53; SD=0.500). In addition, 28% of individuals strongly agreed that young people were educated about the significance of involvement in community development initiatives, while 64% agreed and 8% were uncertain (Mean=4.20; SD= 0.566). In addition, 41% of respondents agreed strongly that they could easily access information on community development projects, while 56% agreed and 3% were unsure (Mean=4.37; SD=0.548). The average score of 4.33 shows that participants mostly believe that the accessibility of information impacts the involvement of young people in community development initiatives in Limuru subcounty.

Interviewee 4 indicated,

"Information accessibility has a profound effect on youth participation in community development projects. When information about project opportunities, goals, and benefits is readily available, it empowers youth to take initiative and get involved. Easy access to information through digital platforms, community bulletin boards, or local meetings ensures that youth are aware of what is happening in their community and how they can contribute. Conversely, a lack of accessible information can lead to disengagement, as youth may feel uninformed or excluded from opportunities. Effective communication channels that provide clear, timely, and relevant information can significantly boost participation rates by making it easier for youth to understand and engage with community projects."

Interviewee 5 indicated,

"Access to information is crucial for enhancing youth participation in community development projects. When information is easily accessible, it enables youth to make informed decisions

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about their involvement and understand the potential impact of their contributions. This accessibility includes not only knowing about the projects but also understanding the roles they can play and the resources available. For example, online platforms, social media, and local outreach programs that share detailed information can increase engagement by bridging gaps in awareness. Without this access, youth may remain passive or unaware of opportunities, leading to lower participation rates. Therefore, improving information dissemination and ensuring it reaches all youth is key to fostering active involvement in community development."

Indeed, information and advocacy are essential elements in the process of empowering the youth. Using effective advocacy techniques can lead to increased involvement of young people in development projects across the globe. This can be achieved by establishing discussion platforms with similar objectives to promote idea sharing, allowing participants to acquire knowledge and skills. With the purpose of having a comprehensive awareness of their responsibilities and roles in promoting young engagement in development projects, youth leaders from all over the world were appropriately prepared with the necessary skills on leadership, conflict, and conflict resolution in this forum (Riswan, 2021).

4.6.4 Finance accessibility on participation of youth in community development projects

The study's third objective was to determine the effect of access to finance on youth participation in community development projects. Respondents were asked five questions regarding the objective. Likert scale was used to present responses.

Table 4. 11 : Access to finance on youth participation in community development projects

STATEMENTS	N	Mean	Std. Deviation	SA	A	N	D	SD
Credit requirements for youth for community development projects are favorable	369	4.49	0.552	52	45	3	0	0
There is ease in access to credit for community development projects	369	4.53	0.546	56	42	2	0	0
There are various financing channels that aid in youth participation in community development projects.	369	4.35	0.531	37	60	3	0	0

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The youth have a positive attitude to loans for development	369	4.28	0.576	34	59	7	0	0
Youth have ready collateral for access to bank loans for community development projects.	369	4.46	0.546	49	49	2	0	0
Mean		**4.42**						

Source: Research Data

Of the 369 responses received, 52% agreed strongly with the credit requirements for youth in community development projects, 45% simply agreed, and 3% were unsure (Average=4.49; Standard Deviation=0.552). Furthermore, 56% of respondents strongly concurred that accessing credit for community development projects was easy, 42% agreed, and 2% expressed uncertainty (Mean=4.53; SD=0.546). Thirty seven percent of participants strongly believed that there existed multiple financial avenues to support youth involvement in community development initiatives, while 60% agreed and 3% were uncertain (Mean=4.35; SD=0.531). Furthermore, 34% of respondents expressed strong agreement with the idea that young people have a positive outlook on taking out loans for development, with 59% agreeing and 7% being uncertain (Average=4.28; Standard Deviation=0.576). Additionally, nearly half (49%) of the respondents strongly believed that young people had sufficient collateral to secure bank loans for projects benefiting the community, while another 49% simply agreed with this notion. Only 2% were unsure about this (Mean=4.46; SD=0.546). The mean average of 4.42 suggests that most participants in Limuru subcounty believe that access to finance has an impact on youth involvement in community development projects.

Youth involvement in community development projects was found to be dependent on their access to finance. When financial resources are readily available, youth can afford to invest time and effort into projects without the burden of financial constraints. Access to grants, loans, or microfinance options allows them to contribute to or lead initiatives that require funding, such as community clean-ups or local business start-ups. Financial support can provide the necessary tools and materials for effective participation. Limited access to finance can act as a significant barrier, discouraging youth from engaging due to lack of resources. Ensuring that there are accessible and

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favorable financial options for youth can greatly enhance their ability to participate and contribute meaningfully to community development projects.

Due to the fact that many young people do not have the necessary resources to ensure the repayment of loans from traditional banks, a lack of collateral is a significant barrier to their access to financing. This is especially true for the less fortunate groups of entrepreneurs. Since relatively few young entrepreneurs hold assets like real estate, cars, or land, they are among the most underrepresented or disadvantaged groups in society (Mashapure et al.,2023). Most youth lack the financial literacy, business planning, and management abilities necessary to take advantage of debt financing from established lending institutions. According to bank records, many applications from young people are turned down at the initial stage of review because they are overly filled out. To support the skill development of youth, mentorship programs and financial education initiatives are essential. These programs need to offer detailed business plans that can appeal to financial institutions and give young individuals the financial management skills they need to handle their ventures' daily finances effectively. The aim is to facilitate the growth and expansion of their businesses (Akib, 2021).

4.6.5 Youth participation in community development projects

The research investigated the factors influencing the involvement of young people in community development initiatives in Limuru subcounty. The participants were given five queries about the objective. Responses were shown using the Likert scale.

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Table 4. 12: Youth participation in community development projects

STATEMENT	N	Mean	Std. Deviation	SA	A	N	D	SD
There is an increase in number of youths participating in community development projects	369	4.30	0.545	34	62	4	0	0
Time spent on community development projects has been shortened.	369	4.25	0.566	32	62	6	0	0
There are more youth in leadership of community development projects.	369	4.36	0.535	39	58	3	0	0

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There is an increase in number of credit facilities to aid youth participation in community development projects.	369	4.23	0.540	29	66	5	0	0
More youth are aware of community development projects in this area	369	4.37	0.548	41	56	3	0	0
Mean		**4.30**						

Source: Research Data

Thirty four percent of respondents strongly agreed that there was an increase in youth participation in community development projects, 62% agreed, and 4% were uncertain out of 369 total responses (Mean=4.30; SD=0.545). Furthermore, 32% of participants strongly agreed that the duration of community development projects had decreased, 62% agreed, and 6% were unsure (Mean=4.25; SD=0.566). Thirty-nine percent clearly agreed that there was an increase in youth leading community development projects, 58% agreed, and 3% were uncertain (Mean=4.36; SD=0.535). Furthermore, 29% of respondents strongly agreed with the statement about an increase in credit facilities for youth involvement in community development projects, while 66% agreed and 5% were unsure (Mean=4.23; SD=0.540). Additionally, 41% of respondents firmly believed that there was increased awareness among young people regarding local development initiatives, while 56% agreed with this notion and 3% were uncertain (Mean=4.37; SD=0.548). On average, the mean score of 4.30 suggests that individuals mostly agreed about the involvement of the youth in community development initiatives in Limuru subcounty.

Interviewee 3 noted,

"The government and counties should create awareness about the importance and benefits of these projects through targeted campaigns can spark interest. Project management should provide platforms where youth can voice their ideas and take on leadership roles is crucial, as it gives them a sense of ownership and responsibility. Projects could be integrated into educational curricula to raise awareness from an early age. This would motivate youth participation in projects."

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4.7 Inferential analsysis

Statistical inference involves analyzing data to make assumptions about the probability distribution it comes from. Inferential statistical analysis draws conclusions about a population by testing hypotheses and making estimates (Hubbard, Haig & Parsa, 2019). The data set observed is a sample taken from a bigger population. Inferential statistics differs from descriptive statistics in that descriptive statistics focuses only on the characteristics of the data that has been observed, without assuming that the data is representative of a larger population (Wolcott, Duarte & Weckerly, 2019). Statistical inference involves making statements about a population based on sampled data. Statistical inference involves choosing a statistical model for data generation and deriving conclusions from this model for a population hypothesis (Sawa & Wu, 2023). The study conducted Pearson correlation analysis and multiple regression analysis.

4.7.1 Correlation Analysis

Correlation is a statistical method that assesses the extent of the association and the orientation between two variables. The correlation coefficient can vary from +1 to -1 based on the level of the association. Pearson correlation analysis was conducted and findings presented in Table 4.13.

Table 4.13 : Correlation analysis

		Youth participation
Youth participation	Pearson Correlation	1
	Sig. (2-tailed)	
	N	369
Socio_cultural_factors	Pearson Correlation	.839**
	Sig. (2-tailed)	0.000
	N	369
Level of education	Pearson Correlation	.694**
	Sig. (2-tailed)	0.000
	N	369
Information accessibility	Pearson Correlation	.670**
	Sig. (2-tailed)	0.000
	N	369
Access to finance	Pearson Correlation	.740**
	Sig. (2-tailed)	0.000
	N	369

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

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Source: Research Data

The findings of the study show relationships between the dependent variable and each of the independent variables. The importance of these associations is assessed based on p-values. In this scenario, p-values under 0.05 are considered significant, whereas those exceeding 0.05 are considered not significant. The findings showed a significant relationship between socio cultural factors and youth involvement in community development initiatives (r=0.839, p=0.000). A significant relationship was found between educational level and involvement of young people in initiatives for community development (r=0.694, p=0.000). Youth participation in community development projects showed a significant and positive relationship with the availability of information (r=0.670, p=0.000). Access to finance and youth participation in community development projects had a significant direct relationship with a strong positive correlation (r=0.740, p=0.000).

4.7.2 Linear regression model

Linear regression is a statistical technique utilized in statistics for estimating the linear relationship between a single dependent variable and one or more independent variables (Hirsch, 2024). Simple linear regression involves one explanatory variable, while multiple linear regression involves more than one explanatory variable (Pisică, Dammers, Boersma & Volovici, 2022). A multiple regression analysis was conducted to investigate the impact of the independent variables on the dependent variable. Table 4.14 displays a summary of the linear regression model.

Table 4.14 : Model summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.882[a]	0.778	0.775	0.12248	1.732

a. Predictors: (Constant), access to finance, information accessibility, level of education, socio-cultural factors
b. Dependent Variable: youth participation

Source: Research Data

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The findings indicate that the coefficient of determination is 0.778. This implies that the level of involvement of young people in community development initiatives in Limuru subcounty could be influenced by 77.8% because of shifts in socio-cultural elements, education level, availability of information, and financial access, with a confidence level of 95%. Other factors can only explain 22.2% of the variations in youth involvement in community development projects in Limuru subcounty. The correlation coefficient, symbolized by R, evaluates the connection between variables. The findings demonstrated a strong and positive relationship between the variables, as indicated by a correlation coefficient of 0.882. Having a Durbin-Watson statistic of 1.732 suggests that there is no autocorrelation present in the variables.

Table 4.15 ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.103	4	4.776	318.344	.000[b]
Residual	5.461	364	0.015		
Total	24.564	368			

a. Dependent Variable: youth participation

b. Predictors: (Constant), access to finance, information accessibility, level of education, socio-cultural factors

The ANOVA findings showed a significance level of 0.000, indicating a significant correlation between the dependent and independent variables. The obtained F-value was found to be higher than the critical F-value (318.344 > 2.372). The model utilized in the research is therefore dependable. As a result, the outcomes are sufficient for establishing definitive conclusions and trustworthy suggestions.

Table 4.16: Coefficients

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.	VIF
(Constant)	0.055	0.122		0.451	0.653	
Socio_cultural_factors	0.491	0.044	0.497	11.116	0.000	3.276
Level of education	0.070	0.035	0.077	1.979	0.049	2.469

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Information accessibility	0.156	0.028	0.181	5.555	0.000	1.744
Access to finance	0.257	0.037	0.251	7.030	0.000	2.083
a. Dependent Variable: youth participation						

Table 16 shows the model equation regressed:

$Y = 0.055 + 0.491\ X_1 + 0.070\ X_2 + 0.156\ X_3 + 0.257\ X_4 + \varepsilon$

The constant indicates that, if the values of socio-cultural factors, level of education, information accessibility and access to finance are fixed at zero, youth participation in community development projects in Limuru subcounty would remain at 0.055. The VIF values for the FOUR variables, 3.276,2.469,1.744 and 2.083 are all below 10. VIF shows how much the variance of the weight coefficient is increased because of multicollinearity. It shows the extent to which each weight is correlated with the other predictors in the model. The small VIF values indicate that the weights are not highly correlated with the predictors in the model. This indicates absence of multicollinearity.

A study indicates that socio_cultural_factors have a significant and positive effect on the involvement of young people in community development initiatives in Limuru subcounty ($\beta = 0.491$, $p = 0.110$). Chinguta (2001) suggests that youth entrepreneurship programs in developing nations should take into account socio-cultural barriers that impede the involvement of young individuals, particularly young females, interested in participating in income-generating opportunities. The results align with Tebay et al.'s (2021) research, which found a connection between the economic standing of local areas and involvement in developmental initiatives. The community, being the main force behind development, has a crucial impact on enhancing local potential, whether it is through sociocultural advancements or economic growth. Similarly, Lucie (2018) studied factors influencing the engagement of youth in community-driven development projects in Rwanda and asserted that sociocultural aspects, educational level, and youth traits play a crucial role in shaping their participation in such initiatives. Furthermore, Pylypenko and colleagues (2022) examined how socio-economic factors impact the assessment of challenges in the development of rural territorial communities and the determination of suitable solutions. The

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research uncovered specific patterns, with economic concerns and infrastructure functionality being the most important for rural residents. This decides the economic growth projects that receive the highest priority.

Education level significantly influences youth involvement in community development initiatives in Limuru subcounty, with a positive effect ($\beta = 0.568$, $p = 0.000$). Mohamud et al. (2018) confirmed a relationship between education and the attitudes of young people towards getting involved. Education plays a crucial role in nurturing positive characteristics in the youth, motivating them to become more concerned about issues that impact their lives and surroundings. Consequently, younger individuals with more education often maintain a favorable outlook on community progress and improvement, resulting in their active involvement in community development projects. These findings are consistent with the study conducted by Fakhruddin and Shofwan (2019), which examined the impact of education on social progress and highlighted its significant role in promoting community growth.

Similarly, Sambo (2018) examined the factors impacting the development of youth entrepreneurship and found a strong connection between educational attainment and the expansion of young entrepreneurs. Similarly, Otieno et al. (2018) indicated that individuals with higher levels of education tend to possess a positive attitude towards participating in initiatives that support the community. Young individuals with a good education possess the abilities needed for solving problems and making decisions, leading to a more positive outlook on participating in community development programs (Ringo, 2020). Furthermore, Issaka et al. (2022) assessed how youth organizations impact community development. It was observed that youth groups perform a range of activities, including educating members on the importance of education and starting up community development projects. Furthermore, research demonstrated a significant connection between the development of young people and their involvement in local community projects (Issaka et al., 2022). The research recommended that to involve young people in community development, their skills could be improved with training opportunities.

Findings show that information accessibility positively and significantly affects youth participation in community development projects in Limuru subcounty ($\beta = 0.071$, $p = 0.110$).

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Indeed, Bester (2018) highlights the significance of an all-encompassing and unified information management model in community development. In order for development programs to succeed, information availability is essential. Governments should establish a growing information community that supports and sustains the development effort while aligning with it. Buntaine, Daniels and Devlin (2018) examined whether providing individuals with timely and relevant information on how and when to participate in community-driven development projects would boost involvement in community development. It was found that spreading information to more individuals in a community has positive effects on park involvement and satisfaction. Unless they are used widely and in ways that encourage group action, informational treatments are unlikely to generally empower participation.

Moreover, Githinji (2022) explored the potential of using information and communication technologies for enhancing development in rural Kenya, emphasizing that access to information enhances community engagement and interest. Uhegbu (2021) carried out research to investigate obstacles encountered by information services in promoting community development. The study investigated the needs of the community, the necessary services for sharing information, and the characteristics and essence of the community. The research discovered various obstacles to efficient community information services, such as the adverse opinion and ingrained doubt among rural residents towards information, the inadequate state of rural roads, the lackadaisical approach of government officials, and the presence of conflicts among community members. The research indicates that to efficiently share information with the public, it is recommended to utilize conventional institutions and town development associations. Kankam and Attuh (2022) carried out research on how community radio could affect youth progress and development. A qualitative research methodology was employed in the study to investigate how community radio in Ghana disseminates information about youth development. It was observed that community radio stations aired content targeted towards the young audience, resulting in an increase in the number of youths residing in the stations. Moreover, community radio gave young individuals chances and mediums to interact with political figures for purposes of development, while also providing a sense of enjoyment and entertainment.

Youth involvement in community development projects in Limuru subcounty is greatly impacted

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by access to financial resources, with a strong, positive, and significant relationship ($\beta = 0.568$, $p = 0.000$). The results support Rysin's (2021) research on how financing for development benefits communities, highlighting the important and positive impact financial assistance has on community involvement in development projects. The writers noted that improving the public's awareness of the opportunities for carrying out social or business projects through funding platforms would help increase involvement in development initiatives.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section outlines the study results in summary, in accordance with the stated objectives. The study's findings are presented. Suggestions from the research are put forward. Next, recommendations for future research and studies are outlined.

5.2 Summary of findings

This section provides an overview of the results in relation to the study's goals.

5.2.1 Socio-cultural factors on youth participation in community development projects

The research aimed to investigate how socio-cultural influences impact young people's involvement in community development initiatives in Limuru subcounty. Studies indicate that socio-cultural factors have a mixed impact on the involvement of young people in community development initiatives in Limuru subcounty. Youth participation in community development projects had equal representation of genders, with attitudes and perceptions influencing involvement, and religious affiliations playing a role in determining participation. Additionally, youth involvement in community development projects was influenced by community traditions, while cultural values and traditions of the community also prompted youth participation in such projects.

5.2.2 Level of education on youth participation in community development projects

The research assessed how the educational level of young people in Limuru subcounty affects their involvement in community development initiatives. The level of education greatly impacts how involved young people in Limuru subcounty are in community development initiatives. The educational background of young individuals influenced their involvement in community development initiatives, and young people engaging in apprenticeships also played a role in community development projects. Young people who received technical training played a

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significant role in community development initiatives, with an equal opportunity to take on leadership roles in such projects. Youth with advanced education levels rarely took part in community development initiatives.

5.2.3 Information accessibility on youth participation in community development projects

The research determined how information availability impacts the engagement of young people in community development initiatives in Limuru subcounty. Results indicate that the ease of accessing information has a strong and positive impact on the involvement of young people in community development initiatives in Limuru subcounty. Awareness campaigns and advocacy programs were held in community development projects to promote youth involvement in the projects. Youth had access to clear communication channels for involvement in community development projects, they were educated on the significance of taking part in such projects, and information on these projects was easily accessible.

5.2.4 Finance accessibility on participation of youth in community development projects

The research analyzed how access to financial resources impacts young people's involvement in community development initiatives in Limuru subcounty. Having access to financial resources greatly impacts the participation of youth in community development initiatives in Limuru subcounty. Youth involved in community development projects found the credit requirements to be typically advantageous, as access to credit for such projects was convenient and there were different financing options available to support youth participation. Moreover, young people were optimistic about using loans for development and had assets available to secure bank loans for community projects.

5.3 Conclusions

The research findings suggest that equal numbers of males and females are involved in community development projects among the youth, influenced by their attitudes, perceptions, and religious beliefs. Moreover, youth engagement is greatly influenced by community traditions and cultural values, creating a nurturing atmosphere for their involvement in such initiatives.

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The level of formal education among the youth is also a critical factor in their participation in community development projects. Although apprenticeships and technical training play a significant role in encouraging participation, educated young people are less inclined to take part. Youth of any educational background have an equal chance to lead community development initiatives, with those possessing technical skills taking on more hands-on responsibilities.

Raising awareness and promoting advocacy are key in motivating young people to get involved in community development initiatives. Clear communication channels and educating young people on the importance of their participation ensure that they are knowledgeable and motivated to engage. The availability of information also aids their involvement, helping them to participate efficiently in these initiatives.

The financial conditions are typically conducive to young people engaging in community development initiatives. Accessing credit is quite simple and there are several funding options to assist their participation. The youth's positive attitude toward loans, coupled with their readiness to provide collateral, facilitates their ability to secure funding for community development initiatives, thereby enhancing their participation and effect.

5.4 Recommendations

Ensuring gender equality and providing equal opportunities is crucial for increasing involvement of young people in community development initiatives. Strategies need to be customized to involve a wider range of young people and promote their active participation.

Educational programs and initiatives should be designed to address the varying levels of formal education among the youth. While apprenticeships and technical training have proven effective in increasing participation, there is a need for the Government of Kenya to create pathways that also engage highly educated youth. Providing leadership opportunities that do not solely depend on technical skills can help to balance participation across different educational backgrounds, ensuring that all youth have a role in community development projects.

To further encourage youth involvement, it is recommended that community development project managers should continue to implement effective awareness campaigns and advocacy programs. These efforts should be supported by clear communication channels that ensure all youth are

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informed about opportunities and the importance of their participation. Additionally, making information readily accessible will empower youth to take initiative and contribute to community development efforts.

The financial environment supporting youth participation in community development projects should be continually monitored and improved. Ensuring that credit requirements remain favorable and that access to financing is maintained is crucial. County and national development programs should focus on promoting a positive attitude towards loans among the youth, while providing guidance on managing collateral and securing funding.

5.5 Suggestions for further studies and research

This research looked into the factors that influence young people's involvement in community development initiatives in Limuru subcounty. The research was restricted to Limuru sub county, so the results may not be applicable to other areas. Additional research could center on different regions to provide additional insights on the subject.

The study assessed the effect of socio-cultural factors, education, information access and financial support on community development projects. Further studies should focus on other variables for example the effect of training and communication channels on youth participation in community development projects.

Qualitative methods like detailed interviews and focus groups can provide a more comprehensive understanding of the personal experiences, motivations, and challenges encountered by young people.

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APPENDICES

Appendix I: Letter of introduction

Dear Participant,

I am a master's student at St. Paul's University. I am undertaking a research project on, ***"determinants of youth participation in community development projects in Limuru subcounty, Kiambu county, Kenya."*** The study's findings would assist the government in addressing youth mainstreaming initiatives through the creation and application of appropriate policies. The study will provide planners and implementers of projects with knowledge about the difficulties that youth face in light of sociocultural practices, in order to increase their participation in all project-related activities and in taking on leadership roles. It will allow the project's sponsors and financiers to draw attention to the barriers to youth participation in the project that arise from access to funds and, as a result, come up with solutions to support youth capacity building in financial management skills. You are thus requested to be a participant in the study. Thank you.

Yours Faithfully,

Denis Gachuri

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Appendix II: Questionnaire for youth

Kindly answer all the questions. Use a Tick (√) as appropriate.

Section A: **Background Information**

1. Indicate gender.
   i. Male ()
   ii. Female ()

2. What is the age bracket?
   i. 18-28 years ()
   ii. 29-39 years ()
   iii. 40- 50 years ()
   iv. 51 – 60 years ()
   v. 60 – 70 years ()
   vi. Above 70 years ()

3. What is your education level?
   i. Certificate ()
   ii. Diploma ()
   iii. Undergraduate degree ()
   iv. Postgraduate degree ()

4. What is employment status?
   i. self-employed ()
   ii. employed ()
   iii. unemployed ()

5. What's your marital status?
   i. single ()
   ii. married ()

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Section B: socio-cultural factors on youth participation in community development projects

In this section, and the subsequent four sections, use the below scale and tick (√) the score that you agree with most scale: ***5=strongly agree ,4= agree, 3=not sure, 2=disagree and 1=strongly disagree***

Statement	**5**	**4**	**3**	**2**	**1**
There is gender parity in youth participation in community development projects.					
Attitudes and perceptions of the youth determine participation in community development projects.					
Religious affiliations are determinants of youth participation in community development projects					
Traditions in the community determine youth participation in community development projects.					
The cultural values and traditions of my community encourage youth involvement in community development projects.					

How do community values affect youth participation in community development projects?

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Section C: level of education on youth participation in community development projects

Statement	5	4	3	2	1
Youth's formal education level determines their participation in community development projects					
Apprenticeships for the youth helps in community development projects.					
Youth with technical training greatly participate in community development projects.					
There is an equal chance for youth to lead community development projects, in spite of their education level.					
Highly educated youth seldom participate in community development projects.					

How does one's level of education help in leadership role for community development projects?

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Section D: information accessibility on youth participation in community development projects

Statement	5	4	3	2	1
There have been community development projects awareness campaigns.					
Advocacy programs are conducted for youth participation in community development projects.					
There are clear communication channels to youth for participation in community development projects.					
The youth are sensitised on the importance of participation in community development projects.					
Information on community development projects is readily available.					

What communication channels are used to enhance knowledge on community development projects?

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Section E: access to finance on youth participation in community development projects

Statement	5	4	3	2	1
Credit requirements for youth for community development projects are favourable.					
There is ease in access to credit for community development projects.					
There are various financing channels that aid in participation of youth in community development projects.					
The youth have a positive attitude to loans for development.					
Youth have ready collateral for access to bank loans for community development projects.					

What challenges do youth encounter in access to finance for their participation in community development projects?

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Section E: Youth participation in community development projects

Statement	5	4	3	2	1
There is an increase in number of youths participating in community development projects					
Time spent on community development projects has been shortened.					
There are more youth in leadership of community development projects.					
There is an increase in number of credit facilities to aid youth participation in community development projects.					
More youth are aware of community development projects in this area.					

THANK YOU

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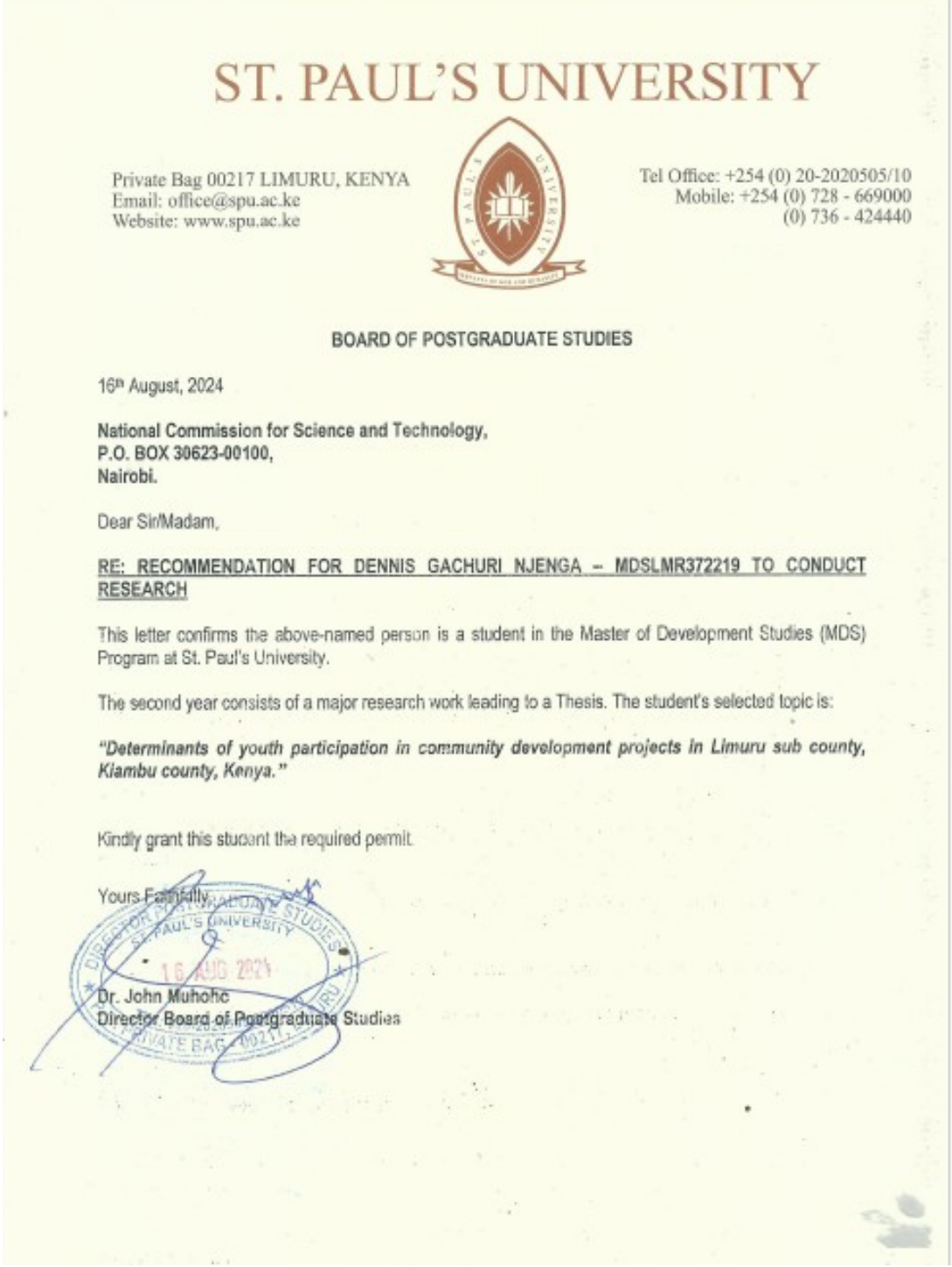
Appendix III: Interview guide for community development projects leaders

i. What are the socio-cultural factors that affect participation of the youth in development of the community projects?
ii. How do the social cultural factors affect participation of the youth in development of the community projects?
iii. How does the level of education affect participation of the youth in development of the community projects?
iv. What is the effect of information accessibility on participation of the youth in development of the community projects?
v. How does access to finance affect participation of the youth in development of the community projects?
vi. In your opinion, how could the youth be encouraged to participate in community development projects?

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Appendix IV: Recommendation Letter



ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728 - 669000
(0) 736 - 424440

BOARD OF POSTGRADUATE STUDIES

16th August, 2024

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR DENNIS GACHURI NJENGA – MDSLMR372219 TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Master of Development Studies (MDS) Program at St. Paul's University.

The second year consists of a major research work leading to a Thesis. The student's selected topic is:

"Determinants of youth participation in community development projects in Limuru sub county, Kiambu county, Kenya."

Kindly grant this student the required permit.

Yours Faithfully,

DIRECTOR POSTGRADUATE STUDIES ST. PAUL'S UNIVERSITY 16 AUG 2024 PRIVATE BAG - 00217 LIMURU

Dr. John Muhoho
Director Board of Postgraduate Studies

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Appendix V: ISERC Approval Letter

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ST. PAUL'S UNIVERSITY

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Kenya
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Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/232/2024 **Date: 9th August 2024**

TO: Dennis Njenga
St. Paul's University

Dear Dennis,

==========

REF: Determinants of Youth Participation in Community Development Projects in Limuru Sub County, Kiambu County, Kenya

==========

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 241, for the period between 9th August 2024 – 9th August 2025 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect

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the integrity of the research must be reported to *SPU- Institutional Scientific Ethics Review Committee* within 72 hours

v. Clearance for export of biological specimens must be obtained from relevant institutions.

vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.

vii. Submission of an executive summary report within 90 days upon completion of the study to SPU- Institutional Scientific Ethics Review Committee.

viii. **Please note that it is within the ISERC's mandate to monitor your research and to do random visits to the site. All research is subject to post approval monitoring.**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) ***https://research-portal.nacosti.go.ke*** **and also obtain other clearances needed.**

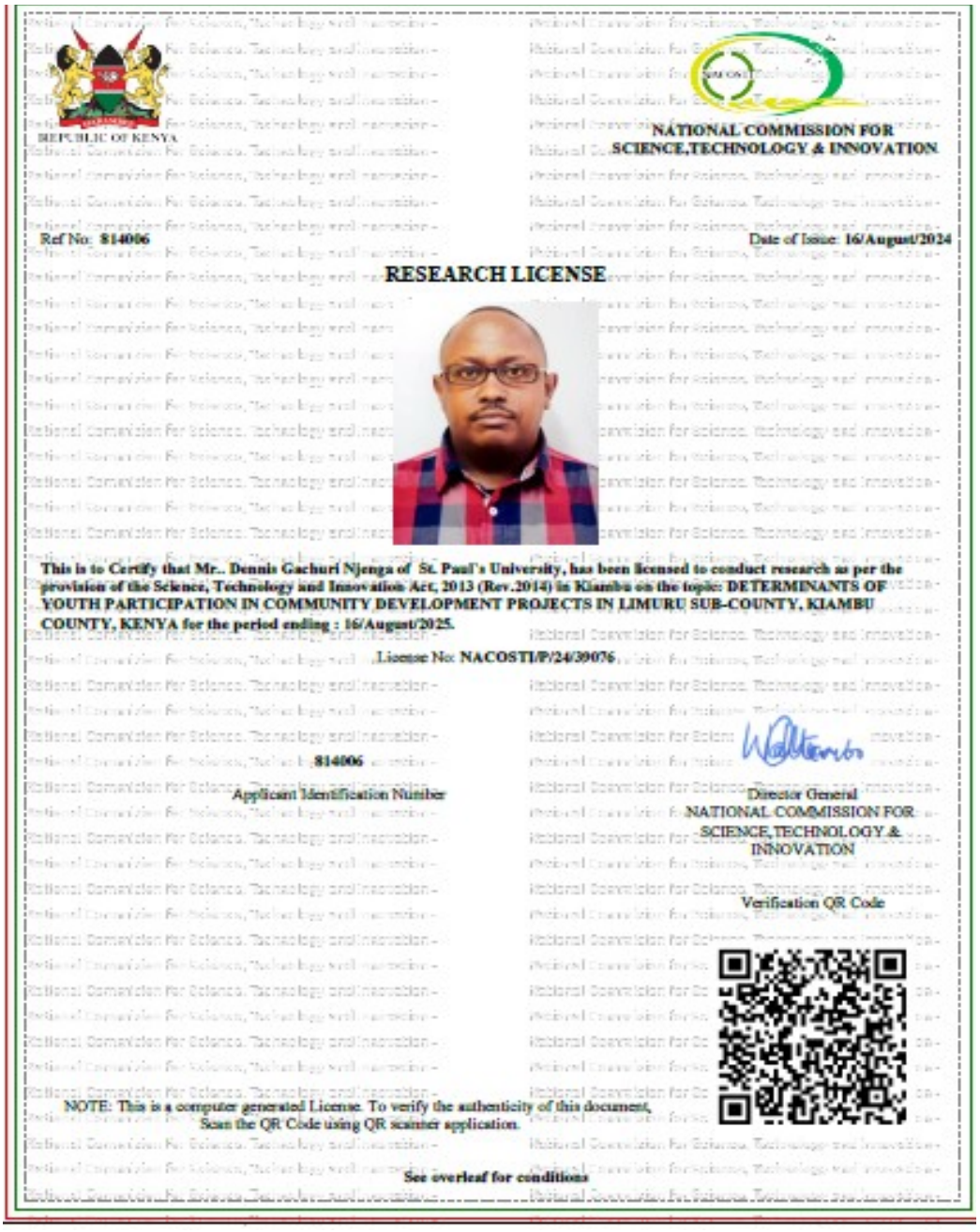
Yours sincerely,



Dr. Daniel Nzengya, PhD
Chairperson
SPU- Institutional Scientific & Ethics Review Committee



Appendix VI: NACOSTI Licence



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 814006

Date of Issue: 16/August/2024

RESEARCH LICENSE

This is to Certify that Mr.. Dennis Gachuri Njenga of St. Paul's University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: DETERMINANTS OF YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS IN LIMURU SUB-COUNTY, KIAMBU COUNTY, KENYA for the period ending : 16/August/2025.

License No: NACOSTI/P/24/39076

814006

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

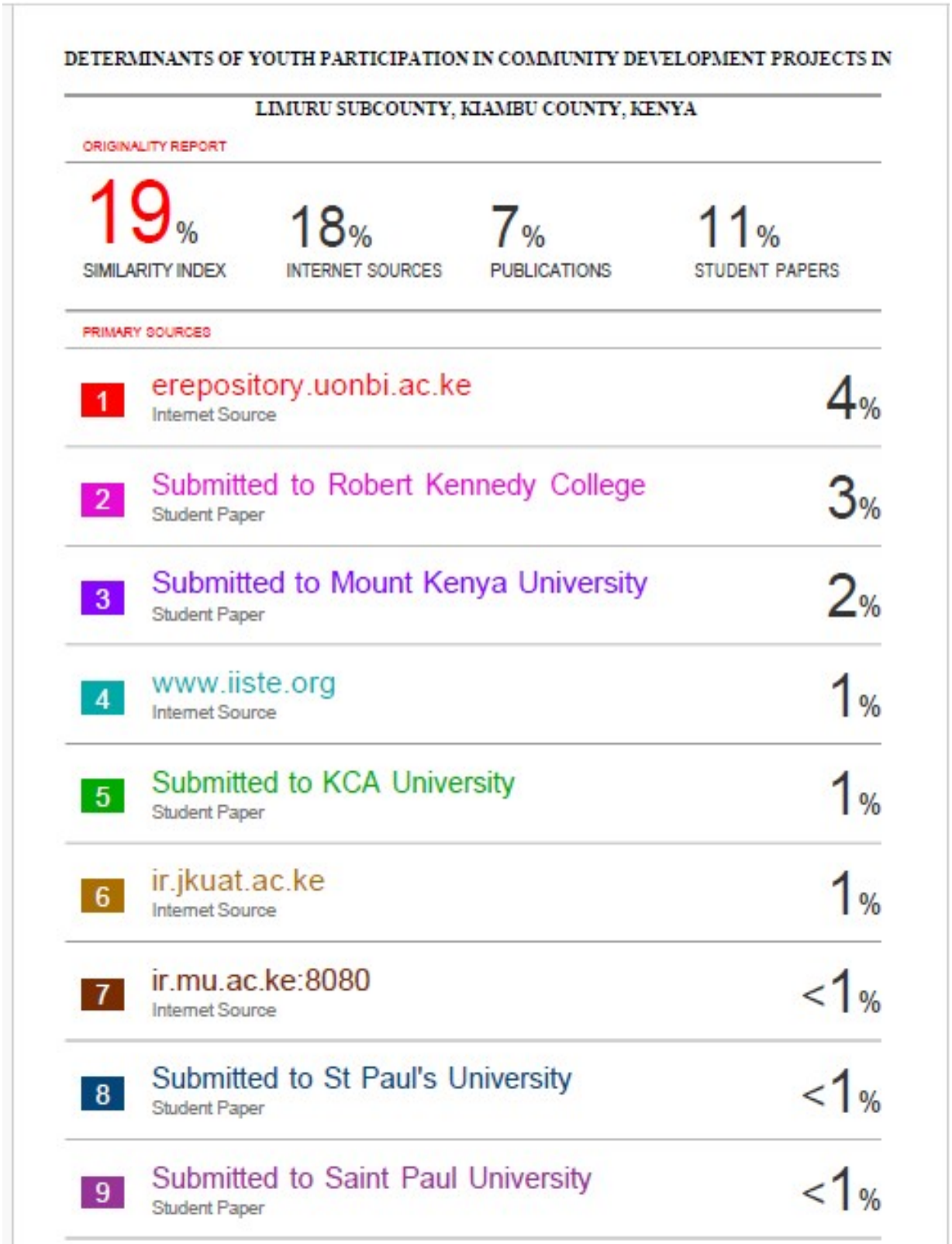
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See overleaf for conditions

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Appendix VII: Similarity index report

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DETERMINANTS OF YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS IN LIMURU SUBCOUNTY, KIAMBU COUNTY, KENYA

ORIGINALITY REPORT

19%	18%	7%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	erepository.uonbi.ac.ke Internet Source	4%
2	Submitted to Robert Kennedy College Student Paper	3%
3	Submitted to Mount Kenya University Student Paper	2%
4	www.iiste.org Internet Source	1%
5	Submitted to KCA University Student Paper	1%
6	ir.jkuat.ac.ke Internet Source	1%
7	ir.mu.ac.ke:8080 Internet Source	<1%
8	Submitted to St Paul's University Student Paper	<1%
9	Submitted to Saint Paul University Student Paper	<1%