

EFFECT OF YOUTH EMPOWERMENT ON COMMUNITY DEVELOPMENT IN DIVERSE COMMUNITIES IN KWANZA SUB-COUNTY, TRANS NZOIA COUNTY, KENYA

¹John, Mbuthia, Wairison, ²Dr. William, Sakataka, ³Dr. Anthony Osoro.

¹Jomo Kenyatta University of Agriculture & Technology (Msc. Development Studies)

²Jomo Kenyatta University of Agriculture & Technology (Lecturer, PhD).

³Jomo Kenyatta University of Agriculture & Technology (Lecturer, PhD).

Abstract: This study investigated the Effect of Youth Empowerment on Community Development in Diverse Communities in Kwanza Sub-County, Trans Nzoia County, Kenya. The specific objectives of the study were: To examine the effect of youth education programs on community development in diverse communities in Kwanza Sub County, Trans Nzoia County, Kenya; To assess the effect of youth involvement on community development in diverse communities in Kwanza Sub County, Trans Nzoia County, Kenya and To assess the effect of cultural diversity on community development in diverse communities in Kwanza Sub County, Trans Nzoia County, Kenya. The study was guided by the empowerment theory and Youth empowerment theory. The target population was 2,249 respondents who were made up of; Chairpersons (560), Secretaries (560), Treasurers (560) and Organizing Secretaries (560) of all the respective registered youth groups in Kwanza Sub County, one (1) Sub-County administrator, Four (4) Ward administrators and Four (4) Chiefs). A descriptive research design was adopted by the study and purposive non-probability sampling method was adopted in selecting the sample size for data collection purposes. Piloting was carried out to test both the reliability and validity of the research instrument (questionnaires). Data collection was carried out using semi-structured questionnaires and was analyzed using the Statistical Package for Social Sciences version 24 from which data analysis tables were extracted, detailing the relationship between the study variables. Analyzed data was presented using; multiple regression analysis, correlation analysis and ANOVA.

The findings from the analyzed data revealed a statistically significant effect among the variables with an F-test of 8.780 which is greater than the 5% significance level adopted with; Youth Education Programs explained 70.1% (t - 1.547), Youth Participation explained 49.6% (t - 1.358) and Cultural Diversity explained 52.1% (t - 1.305) of community development in diverse communities in Kwanza Sub County, Trans Nzoia County, Kenya. The study recommended that youth participation should be encouraged beyond the existing levels as well as devising ways of benefiting from the diversity in the sub-county. The study results are expected to contribute immensely in the work of future scholars as well as towards the existing literature on Effect of Youth Empowerment on Community Development in Diverse Communities in Kwanza Sub-County, Trans Nzoia County, Kenya and other related topics.

Keywords: Youth education program, youth participation, cultural diversity and community development.

1. INTRODUCTION

Background of the study

In the present-day society, the youth still play a peripheral role in policy process. This disenfranchises them and places them in an awkward position of underdevelopment and dependency. If factored in development process, young people can be the nerve-center of development, innovation and change (Anan, 2015). The ever-widening gap between the youth empowerment programs and the reality on the ground is of great concern to international, national and local constituencies. This poses a threat, given the rate at which poverty, unemployment and youth vulnerability mutates (Banks, 2016, Frame, De Lannoy and Leibbrandt, 2016; Min-Harris, 2010). The fact that youth are dis-empowered and are always missing in the policy cycle will delay gains of the efforts of youth empowerment. Equally, it impedes proper accountability and commitment by policy makers across the stratum of the society (Boadu and Isioma, 2017).

Globally, there are bountiful programs dedicated to youth empowerment. This is in realization of the inherent rights of the youth as enshrined in international human rights legal protocols' such as the Convention on the Rights of the Child (UN General Assembly, 1989), which in a broader sphere informs the decision making that affect the youth's lives (UN article, 12). The United Nations Security Council's (UNSC) adoption of resolution 2250 (S/RES/2250), on youth, peace and security (UNSC, 2015), and implementation efforts such as the United Nations Development Program's (UNDP) Youth Strategy 2014- 2017 all point to a positive change in the direction of engagement with youth. Empirical evidence shows that in spite of the benefits that may accrue to youth and the society at large as a result of participation and empowerment, there is little if anything on the ground (Anderson & Sandmann, 2009; Gyampo, 2012). Participation calls for active membership and ability to make decisions in policy process. If not marginalization of the youth will continue (Hope and Kempe, 2012; Narayan, 2002). Involvement of the youth ought to stem from the program formulation stage. Most policy processes, where youth partake, their influence is very dormant if it exists ((Jennings et al., 2006; Okojie, 2003).

Checkoway and Gutierrez (2006) define youth participation as a process involving young people in the institutions and decisions that affect their lives, therefore making them active rather than passive recipients of services in their communities. As Brennan, Barnett and McGrath (2009) explain, due to a host of social and economic obstacles within communities, it is essential that strategies for increasing youth participation in community development be identified and encouraged. Youth Empowerment Programs (YEPs) provide a framework for empowering process, through participation of youth (Ozer and Schotland, 2011). It is both a process and an end in itself. It involves an intersection of various experiences, goals and shared decision-making process (Zimmerman, 1995). There are many definitions and alternative names for youth empowerment, including positive youth development, youth power, youth voice, youth participation, youth engagement, youth agency, youth governance, and youth organizing (Havlicek et al., 2016). According to the United Nations Children's Fund (UNICEF), youth empowerment is "the expansion of assets and capabilities of young people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives" (Homans, 2002). In short, youth empowerment is the inclusion of young people in relevant programming and policy. In Kenya, the subsequent inventiveness presently being employed by the government to reduce youth unemployment include; Youth Enterprise Development Fund (YEDF), Women Enterprise Development Fund (WEDF) and Kenya Youth Empowerment Project (KYEP). The largest cohort in Trans Nzoia County is covered by the youth which takes 80.9% of the population (Trans Nzoia County Integrated Development Plan report, 2013-2017). This is generally the population of people that are 35 years and below. The Trans-Nzoia County Integrated Development Plan report, 2013-2017 further adds that 28% of the population is composed of people that are between the ages of 15 and 29. The youth form 28 percent of the County's population. This will require that the issues affecting youth, such as lack of skills and unemployment, will need to be addressed. The biggest burden that the young people encounter is unemployment, which leads to devastations and consequent engagement to many unsafe behaviors such as drugs abuse, criminality and other forms of decent dissipation.

It is worth noting that the Trans-Nzoia county government appreciates that there is need to work on empowering the youths as a way of increasing their capabilities. One of the ways that this will be achieved is by providing institutions that will attend the youth training and their skill development. Vocational training institutions will also need to be expanded. As at 2013 the County had 18 youth polytechnics and one youth empowerment centre in Kitale. (Trans Nzoia County Integrated Development Plan report, 2013-2017). The empowerment of youths by giving them the skills that they learn in the vocational training institution will be a trigger to development only if it is going to be done hand in hand with creation of opportunity and provision of the financial and material resources that would be needed for the skills to be fully utilized.

Global Perspective of Youth Empowerment

Youth participation in Nepal is a step higher. The youth have designed community projects for which they come up with strategies of raising money and subsequently building and helping maintain the same community projects (MercyCorps, 2015; Mwei, 2016). Inclusion of youth in all phases of development projects enable the Nepalese youth to be perceived as agents of change responsible for their future. The process of youth participation in the country does not refer to actions prescribed by others but rather, a cultivation of opportunities for young people to develop skills and competencies in a realm of mutual understanding and respect (Mwei, 2016). Chess and Purcell (2015) observed that lessons from successful community development projects that involved the youth in western Canada suggest that for community development to be sustainable, it must be demand driven. Chess and Purcell (2015) further noted that the implementing of community development projects programs provide an enabling environment, and that youth be legally empowered to assume control, ownership and responsibility for the completed projects and that participation in which the youth get directly involved in community projects ensures that they can take control of their decisions that have direct influence in their lives. Their conclusion was that youth involvement in the implementation of community development activities would lead to youth empowerment. If the community's economy is to be uplifted, all agents of change ought to guide the youth in the community towards involvement and full participation in the implementation of community development projects which are meant to improve well-being of the youth.

There is however dire need to emphasize on equal participation between youth and older people in decision-making process, implementation, operation and evaluation of community projects. With regard to the decision-making process, the older people participate actively and attend meetings more regularly than the youth (Chess & Purcell, 2015). However, the youth use the facilities derived from these projects more often than older people much as they youth lack general knowledge which makes them unable to do maintenance community development tasks. This therefore means that the sustainability of community project is threatened because youth are not participating actively in the implementation of community development projects. Therefore, it is important to involve both the youth and the older people in the community effectively in the implementation phases for these projects to be sustainable. The United Nations General Assembly sought to harness the youth initiatives, energy and imaginations through proclaiming an international year for the youth. The youth are seen as the first promoters of social reconciliation in the community; therefore, their role as agents of change and developments in their respective communities enhances their competence and participation in the implementation of community development projects. According to the World Youth Report (2003) the youth desire to be treated with respect and their voices heard.

Regional Perspective of Youth Empowerment

In Nigeria, Youths have been seen for their active involvement in community development programs, greater social propensity, faster reaction time, prowess, and innovation. Therefore, it becomes important to utilize their active features for progressive change in the community through active and meaningful participation in programs directed towards their development. Masanyiwa and Kinyashi (2018) in a study in Tanzania observed that young as well old community members participate effectively when they perceive that interventions being undertaken by a project address their immediate needs as identified in community consultation processes. Further, Bhatnagar and Williams (2012) observed that people support and participate in projects that account for their needs. Beneficiary communities participate collectively to take initiative for their own socio-economic development which results in empowerment through asset and capacity building. Youth participation can be based on the fact that people have the ability to carry out activities suited to their needs by becoming empowered to develop themselves in a collective effort to improve living conditions in the community which is dependent on the people determining their wants and needs and how to do it (Samah and Aref, 2019). Bhatnagar and Williams (2012) supported the premise that participation in community activities is associated with behavioral well-being among adolescents.

According to Curtain (2014), in South Africa, a youth is defined as a person who is between the age of 15 and 35 years. The National Youth Policy (NYP) of 2012 in Mali defines youth as a person between the age of 18 and 35 years and emphasizes that the youth should be part of the solution to global, national and local problems affecting the community and specifically those affecting the youth. In the results of a study in Mali, Brett, Margaret and Tammo (2017) indicated that while implementation of community development projects is a positive step in responding to the needs of the youth in Mali, the operation process and consultative participatory approaches extension does not necessarily provide sustainable community development.

Local Perspective of Youth Empowerment

According to the Kenya Youth Voice and Empowerment Organization (KYVEO) the youth today have various problems and challenges particular to them, and while they aspire to have full participation in the life of society, their voices tend to be ignored by the relevant authorities. The youth hold the key to developing strong, healthy and caring communities in Kenya and in their professional endeavors which can be entrusted to lead all aspects of society. The problems facing the Kenyan youth is not only the present society but also future generations. It is, therefore, crucial that youth be given a role and a voice in seeking to address these challenges because they understand the challenges they face in their day-to-day lives (Mwei, 2016). It is imperative for youth leadership today and for Kenya's future, that we develop youth by ensuring that they participate or are part and parcel of community development initiatives for the continuity of the community development programs. By paraphrasing Nang'ole (2020), Kwanza sub-county has a number of self-help groups and other youth groupings that bring the youth together for fruitful initiatives towards community development. These initiatives have enabled the youth to harness income through the participation in community development projects implementation. Youth groupings and sensitization enables them to utilize adequate and relevant information as they exercise their right to be involved in the governance programs of the Sub-counties from the election of their leaders to their full involvement in community development programs that also benefit them individually especially by equipping them with pertinent knowledge and understanding so as to enable them to monitor the performance of the projects and overall community well-being (Boadu and Isioma, 2017).

Culture and cultural Diversity

In the years leading to the adoption of the (Sustainable development Goals) SDGs, several global networks campaigned, under the banner 'The Future We Want Includes Culture', for the inclusion of one specific goal devoted to culture, or for the integration of cultural aspects across the SDGs. Four documents, including a manifesto, a declaration on the inclusion of culture in the 2030 Agenda, a proposal of possible indicators for measuring the cultural aspects of the SDGs, and an assessment of the final 2030 Agenda, were produced between 2013 and 2015. Although none of the 17 SDGs focuses exclusively on culture, the resulting Agenda includes several explicit references to cultural aspects. (United Cities and Local Governments (UCLG), 2018). There are different considerations of what culture entails and should entail. One of these is the linguistic aspect of communities which may be informed by the different languages spoken by people again based on the roots of their origins, their ethnicity. Target 4.7 of the SDGs aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. The UNESCO Universal Declaration on Cultural Diversity (2001) equates cultural diversity to the level of "the common heritage of humanity", "as necessary for humankind as biodiversity is for nature." Culture is the totality of learned, socially transmitted customs, knowledge, material objects, and behavior. It includes the ideas, values, and artifacts of groups of people, Schaefer (2012). In an article titled What Makes Schools Multicultural, sociologist C. Rotando argues that multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society. (Rotando, 2010). In Europe, European states follow distinct state traditions, citizenship regimes and welfare models, all of which address the balance between homogeneity and diversity not only at the institutional but also at the cultural level. From the very beginning, European Integration has been based on the acceptance if not encouragement of diversity both across but also within countries and member states (Hlepas, 2013).

Hlepas argues that the scale of cultural diversity within a country can have distinct impacts on development prospects and growth. In Africa, sub-Saharan Africa's poor economic performance has been ascribed to its' high ethno-linguistic diversity (Easterly and Levine, 1997 cited Hlepas (2013), the ethno-linguistic fractionalization leading to poor policy decisions, because strong competition among solid interest (ethnic) groups for the provision of public goods and the control of limited resources is expected, also resulting in higher levels of government consumption (Alesina et al. 1999, Cited Hlepas 2013). Kenya as a country has 44 different language groups that are spread all over her boundaries. These ethnic groups have their own cultures and makes Kenya a very culturally diverse country. The Kenyan 2010 Constitution recognizes culture as the foundation of the nation and as the cumulative civilization of the Kenyan people and nation. (Constitution of Kenya, 2010). The constitution treats all cultures equally and is against any form of discrimination of

peoples based on their characteristics or cultural inclinations. Article 11 and 27 of the constitution makes it unlawful to discriminate against people by recognizing that culture as the foundation of the nation and by stating that every person is equal before the law. Negative ethnicity has been a major problem in Kenya that requires intervention. (Kibui, et al, 2015). Some efforts have been put in place which includes affirmative action, creation of constitutional bodies that are aimed to address forms of discrimination in the past and at present. The Truth Justice and reconciliation commission was formed to address past injustices against people and communities while the National Cohesion and Integration commission addresses any acts that may threaten peaceful coexistence and integration in the country including acts of hate speech against a community either ethnic or religious.

On examining what culture and cultural diversity is, we see that cultural matters contribute to integral parts of people's lives. If development can be seen as enhancement of our living standards, then efforts geared to development can hardly ignore the world of culture (Sen 2001). Culture is recognized as a fundamental element of many diverse workforce groups, ranging from the ones formed around ethical, racial, and religious dimensions to ones based on occupational and professional clusters (Trice and Beyer, 1993; Knafo and Sagiv, 2004; Wilson and Schwabenland, 2012) also recognizing that diversity exists within a cultural context, and that culture is an element of diversity (Gundling and Zanchettin, 2007; Shemla and Meyer, 2012). The UNESCO world report titled 'Investing in Cultural Diversity and Intercultural Dialogue' states 'Ensuring a level playing field for cultural encounters and guaranteeing equality of status and dignity between all participants in initiatives to promote intercultural dialogue involve recognizing the ethnocentric ways in which certain cultures have hitherto proceeded.' UNESCO, (2009) Considerations that good coexistence and participation of individuals including the youth is an important recipe for the development of communities.

A large population of the youths in Trans-Nzoia County lives in the rural areas. They therefore face different and unique challenges compared to their counterparts in the urban areas. There are limitation that are often experienced by the rural youth while accessing the Livelihood opportunities which include high dependence on the services and networks which enable entry into work and help to support youth at work. There is a broad requirement for multiple livelihood strategies in rural areas which encompass the search of white-collar jobs (Gina Porter, 2008; Nyale, 2018). This introduces the need of youth inclusive empowerment programs for them and by the youths themselves.

Statement of the Problem

A central principle of the Vision 2030 is the assurance that "no one will be left behind"; the Sustainable Development Goals (SDGs) and targets are meant for all nations, all peoples of all ages, and all societies (UN world youth Report, 2018). It is a fact that the achievement of Sustainable Development Goals also depends on how the youths are going to be included in the decision-making process. Youth are among those most affected by the economic, social and environmental challenges facing the world today, including the poverty and deprivation that the Internationally Agreed Development Goals (IADGs) and, in particular the United Nations Millennium Development Goals (MDGs) aim to alleviate poverty. They also have great potential to be partners in designing effective responses to these challenges. Therefore, we must engage the energies, the idealism and the fresh perspective of youth in our endeavors to foster peace and sustainable development (UNESCO, 2011). Just as this was important for the achievement of the MDGs, it remains a fact that youth empowerment is key in the achievement of the Sustainable Development Goals. There are numerous studies that have been done globally and locally on youth empowerment and how this affects community Development. These studies however have not included the important aspect of how youth empowerment affects development in culturally diverse communities. Kwanza sub-county which is the target area of this proposed research has diverse communities with diverse beliefs and knowledge on development aspects. Youth bring creativity, innovation and energy in community development. The United Nations article 12 also identifies youth empowerment as one of the inherent rights of the Youth in development. The Kenyan economic blueprint - Vision 2030, earmarks the youth as the creative force behind its realization. Investing in knowledge, skills and competencies' development in an integrated holistic process has been touted as the panacea to youth empowerment and development. Culture as a vector for youth development and civic engagement has the transformational power in communities, ability to strengthen local constituencies and forge a sense of identity and belonging for people of all ages and future generations. However, cultural diversity has yet to be factored in empowerment in specific communities given their diverse composition. Therefore, this study seeks to examine the effect of youth empowerment on community development in culturally diverse communities, in Kwanza Sub-County; Trans-Nzoia County, Kenya.

Objectives of the Study

General Objective

The main objective of the study was to examine the effect of youth empowerment on community development in diverse communities, in Kwanza Sub County; Trans-Nzoia County, Kenya.

Specific Objectives

The study was guided by the following specific objectives;

1. To examine the effect of youth education programs on community development in diverse communities in Kwanza Sub County, Trans Nzoia County, Kenya.
2. To assess the effect of youth participation on community development in diverse communities in Kwanza Sub County, Trans Nzoia County, Kenya.
3. To assess the effect of cultural diversity on community development in Kwanza Sub County, Trans Nzoia County, Kenya.

Research Questions

The study sought to answer the following questions;

1. What is the effect of youth education programs on community development in diverse communities of Kwanza Sub County, Trans Nzoia County?
2. What is the effect of youth participation on community development in diverse communities of Kwanza Sub County, Trans Nzoia County?
3. What is the effect of cultural diversity on community development of Kwanza Sub County, Trans Nzoia County?

Scope of the Study

In terms of Scope, this study sought to understand what the effect of youth empowerment on community development in diverse communities in Kwanza Sub County; Trans-Nzoia County, Kenya. The time scope was between 2010 and 2019. This period was chosen as the era of the new constitutional dispensation and Government action Plan 2010-2020. The geographical scope focused on Kwanza Sub County; Trans-Nzoia County, Kenya. The area was chosen due to the Trans-Nzoia 2019 Report.

Significance of the Study

The findings of this study will add to the existing body of knowledge on youth empowerment by bringing to the fore the need for the integration of youth in policy cycle and its significance, if any, to economic growth of the communities. Their inclusion in decision making and capacity building will be important in empowering the Youth. In the peripheral areas of the state, empowerment of youth equips them with necessary skills and competencies coupled with creativity; it can spur employment and development. Secondly, on the academic and research front, this study will be invaluable in filling the gaps in practice by examining how empowerment of youth in a culturally diverse environment impacts community development. In the long run this community development would be used as a model for the development of different societies but in a context specific way. In Policy cycle, the study findings will be invaluable to the Ministry of Youth and Gender at the National and County Level in planning and implementation of youth projects in the community. This will cut across the stratum of the society from Non-Governmental Organizations (NGOs), legislators and other executive members.

Justification of the Study

A central principle of the Vision 2030 is the assurance that “no one will be left behind.” The Sustainable Development Goals and targets are meant for all nations, all peoples of all ages, and all societies. (UN world youth Report, 2018) The general objective of this study was to examine the effects of youth empowerment and participation on community development in Kwanza Sub County. It was justified on the following grounds: First, the studies on effects of youth empowerment on development have not focused in culturally diverse areas. Secondly, on the methodological front the use of a case study on youth development and youth empowerment theory which encompass activities and contexts that allow youth to engage in organizational, institutional and societal structures is key. Equally, this study sought to provide a voice to the participants through a recursive participatory approach geared towards change or transformation.

Limitations of the Study

The study was carried out during a very difficult period of COVID-19 pandemic. The challenge of social distancing greatly affected the process of data collection since everybody seemed to doubt whether the next person to him/her was COVID-19 free or not. The data collection exercise was however carried out with strict adherence to the laid down government rules to contain the pandemic. This was possible because the scope of the study was in Kwanza Sub-County, a remote area in Trans Nzoia County, where majority of the people still believed the disease was for the rich who travelled from one country to another. This misconception was a blessing in disguise for the researcher since it assisted in data collection.

2. LITERATURE REVIEW

Introduction:

This section discussed different published works and literature with a purpose of analysis and synthesis of the objectives and to identify the gaps there-in. It further discussed the theoretical and conceptual frameworks that guided the study and finally the summary of the chapter.

Theoretical Framework

The study was anchored on the empowerment theory and Youth empowerment theory.

The Empowerment Theory

This theory was considered relevant to the study because it covers the area of empowerment which is the foundation of this study and youth who are the backbone herein. The theory was propagated by Julian Rappaport (1987). He posits that people gain power from a sense of personal influence within the structure of social and political power. Empowerment is a multi-stage theory that addresses people from an individual as well as within a broader community context, such as schools, neighborhoods, social service organizations, etc. Through participation in decision making positions, individuals are empowered and form “an environment of empowerment” (Rappaport, 1987). The United Nations Educational, Scientific and Cultural Organization, (UNESCO) shares Rappaport’s definition of empowerment as a multi-level concept which affects both individuals and organizations/communities, and is self-dictated: “Empowerment: How individuals/communities engage in learning processes in which they create, appropriate and share knowledge, tools and techniques in order to change and improve the quality of their own lives and societies. Through empowerment, individuals not only manage and adapt to change but also contribute to/generate changes in their lives and environments (UNESCO).” According to the UIE report (1995), a true definition of empowerment must include “cognitive, psychological, political, and economic components”. The cognitive component dictates that participants (in this case Youth) must develop an understanding of themselves, their rights, and the conditions that affect their existence.

Critical Youth Empowerment Theory (CYE)

The Critical Youth Empowerment Theory (CYE), according to Jennings *et al.*, (2006), was derived from four youth empowerment models, namely; the adolescent and empowerment cycle (Chinman and Linney, 1998), the youth development and empowerment program model (Kim et al, 1998), the transactional partnering model, and the empowerment education model (Freire, 1970). The CYD theory builds on these theories and their contribution to youth development and youth empowerment, forming the core of this study, which encompass activities and contexts that allow youth to engage in organizational, institutional and societal structures (Jennings *et al.*, 2008). The authors add that the aim of the theory is to support and foster young people’s contribution in positive community development activities and thus assist them to become critical citizens who are capable of meaningful participation.

Social Systems Theory

This study adopted the social systems theory. The theory was utilized in the analysis existing youth community situations and various sub-systems including family, peer-groups, school and other social institutions (Mwei, 2016). The resulting scenario on self or personality of the individual youth which affects their participation and involvement in the implementation of community development was therefore analyzed using the system theory. Boadu and Isioma (2017) defined a system as a complex of elements or components that are related directly in a specific network such that each component is related to at least some others in a more or less constant way within a period of time. According to Nyale (2018), a social system therefore is a special order of system in that it is composed of persons or groups of persons who interact and influence each other’s behavior. Within these order, families, organizations, communities, societies and

cultures are included. Umar and Mohamed (2014) averred that the social system model can be validly applied to all forms of the association of human beings. It is, however, vital to specify that this study was based on social system theory, which looked into the way the youth's individual as well as community social life is organized and transformed through participation in community initiatives. It questions the usual assumptions that sharpen individual lives and depicts issues as the division of power, identity, rationality and human experiences as a way of improving and encouraging community development and youth empowerment. Social system theory offers a diverse selection of subjects that seeks to depict the complexities of social human behavior in a community and in particular, the youth.

Miller and Page (2007) argued against traditional social theory for doing little more than chanting old theoretical subjects and irrelevant to the dynamic changes taking place in society hence unable to play any meaningful role towards youth empowerment to help them understand where the society is headed. Sociological theory therefore must have a purpose and role in the functionality of the society. The scholars were in favor of social theory that is interested not just in knowledge but also in a search for knowledge for the improvement of the society and more so the youth. they argue that both corporate and individual actors in the society have roles and purposes of moulding the youth in the particular society. The social system theory emphasizes the socialization process and a close relation between the youth and society because it affects involvement of individual youth in the participation of group activities. This invariably affect the implementation of community development projects for the youth and their organizations' productivity, involvement and their worthiness within the social system in the society/community. The interaction of young people with human actors and the community in Kwanza sub-county encourages youth involvement in the community development activities in high, medium or low momentum for the betterment of both the community and the youth which depict the youth productivity and maturity within the community (Ajayi, 2015). This was based on the consideration of youth empowerment in the participation/involvement in community development projects that were operated in Kwanza sub-county and this was the background against which this study was designed to investigate the effect of youth empowerment on community development in diverse communities in Kwanza Sub-County, Trans Nzoia County, Kenya.

Conceptual Framework

Conceptual framework in figure 2.1 below, was conceptualized for the analysis of variables and showed that youth empowerment play a key role in community development in diverse communities in Kwanza sub-county of Trans Nzoia County.

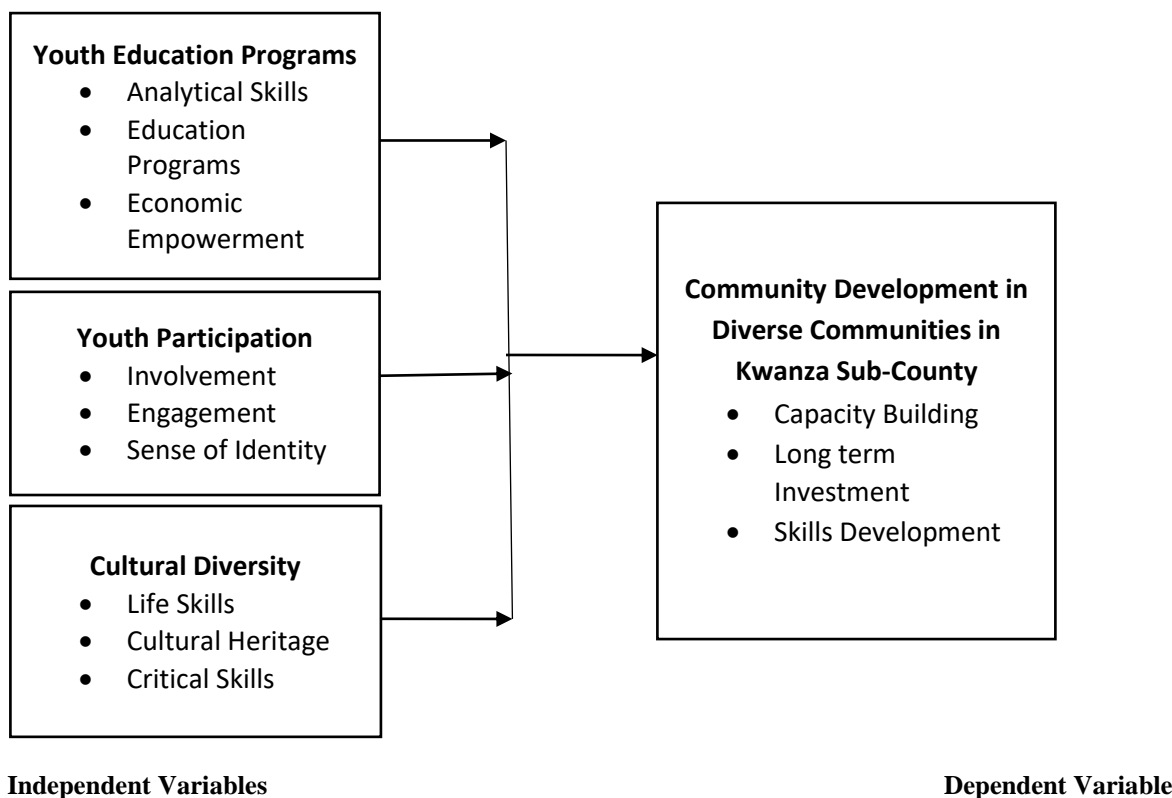


Figure 2.1: Conceptual Framework

Review of Variables

Youth Education Programs on Community Development

Education system is a critical component when it comes to preparing the youth for adequate participation in the community development projects implementation and decision making processes (Department for International Development (DfID), 2014; Mwei, 2016). Educated youth possess necessary analytical skills that drive them to become critical thinkers and problem solvers in community development initiatives (Mwei, 2016). According to DfID (2014), well-educated youth are more involved in community development activities because of their exposure through education programs. Education is a tool that enables youth to possess desirable qualities that promote them to participate in community development initiatives implementation (Nikkhah and Redzuan, 2009; Mwei, 2016). The degree of interest towards development in well-educated youth is believed to be relatively high compared to less-educated youth. They are also more involved in community development initiatives implementation which contributes greatly towards community development (Mwei, 2016). Educated youth are also understood to be more concerned with the economic empowerment unlike the uneducated youth who are depicted to have a strong apathy towards community development. Youth participation is the greatest recipe to community development and hence the importance of empowering the community youth academically as well as skills empowerment to enhance community development. A well-educated youth is a great plan for the future of the community and safety & sustainability of the development programs put in place today together with the individual youths' personal development. Accessibility and attainability of high and quality education by the youth is a catalyst to the attainment of further opportunities towards the development of social mobility and relations. Prosperous social-economic development in the community is therefore dependent on the education levels of the populace, particularly the youth because it is in itself a promise of continuity and a bright future (Nyale, 2018).

Youth Participation on Community Development

The youth in contemporary society are contextualized on the periphery of mainstream policy process that disadvantages them. There are various conceptualizations of the youth. According to Kurth-Schai (1988) they can be mapped along a youth-in-society continuum. The "children as victims of adult society" take on the vulnerability of the youth hence calls for protection. The second continuum is "children as threats to adult society" this one presupposes that children are a threat and therefore need to be put under control. Between these two positions is "children as learners of adult society". This assumes that youth are incomplete, incompetent and in need of adult guidance. These notions continue to influence the ways societal institutions interact with youth and nowhere on this continuum is a position where youth are valued or appreciated for what they have to contribute. As expressions of participation, young people are organizing groups for social and political action, planning programs of their own choosing, and advocating their interests in the community. They are raising consciousness, educating others on matters that concern them, and providing services of their own choosing. No single strategy characterizes all approaches to participation. Activities like these can be conceptualized in various ways. For example, Roger Hart (1997) identifies activities and places them on the rungs of a vertical "ladder of participation" in accordance with the power they exercise; Danny HoSang (2003) analyzes youth organizing, youth development, and other models on a horizontal continuum; and David Driskell (2002) describes several "steps in the process" from gathering information to program evaluation.

Checkoway and Gutierrez (2006) contend that youth participation is a panacea to building organizational capacity and strengthen social development. Jennings *et al.*, (2006) further argues that youth participation provides a platform for transformation of the society. As such, the youth ought to be empowered for their centrality in community development and for themselves (United Nations (UN), 2010). In the process of participation, the virtues of social responsibility are nurtured in youth (Pittman, 2000). As such, it creates an arena for the youth to envision the type of the society they would like to be in as they take developmental responsibilities (Phaswana, 2009). Culture has the power to transform entire societies, strengthen local communities and forge a sense of identity and belonging for people of all ages. As a vector for youth development and civic engagement, culture plays an important role in promoting sustainable social and economic development for future generations (UNESCO 2013)

At the same time, young women and men are particularly affected by development challenges at all levels, frequently faced with disproportionately high levels of unemployment, insufficient access to education and professional training, intolerance, exclusion among others. Investing in local cultural resources including intangible heritage, traditional knowledge and skills as well as music, dance, theatre and festivals can develop sustainable creative economic open up

opportunities for youth, and help strengthen identity and social cohesion. Promoting creativity for and among youth and harnessing young people's creative potential and energy therefore need to be a priority in finding creative solutions to today's challenges. Currently young people in Kwanza sub-county are involved in different activities meant to improve their livelihoods. There are development projects harnessed both by the government and non-governmental organizations. The recent case is "Kazi Mtaani" initiative by the national government aimed at providing job opportunities to unemployed youths. However, these projects have been marred with misappropriation of funds and lack of proper planning. Kenya Youth Employment Opportunities (KYEOP) by World Bank has enabled and promoted youth empowerment in Kwanza sub-county. This happens when youths of different backgrounds are trained on various projects and entrepreneurial skills. After training, funds are allocated to them to start their own projects or businesses. There has been improvement of the lives of youth as a result of such projects. But on the hand sustainability of these projects have been compromised due to misappropriation of resources, misplaced priorities, and changing environments; social, economic and political.

Cultural diversity on Community Development

The nurturing of creative talents goes together with investing in human capital. Evidently, and as Hearn *et al.* (2007) suggest, 'investing in education and training activities, and facilitation of learning and communicating among key stakeholders will yield long-term benefits for the health of the ecology' (Hearn, Roodhouse and Blakey 2007). Second, life skills that could help young people work successfully and independently are necessary. At the outset, the term 'life skills' is used in diverse ways based on context, environment or discipline. United Nations (2010), the scope and coverage of the term cultural policy differ from country to country (United Nations 2010). As an illustration of the point mentioned above, the UN report (2010) states that some countries' cultural policy comprises the creative arts, others stick to cultural heritage, and for many countries the concept has broadened to comprise aspects of cultural exports, the vulnerable domestic creative industries and creative economy as an aspect that falls under the creative industries (United Nations 2010). For the social policy and connections to the creative economy purpose, the new turn of cultural policy now includes but is not limited to tourism; urban and regional regeneration; cultural rights and cultural diversity; education and training; and aspects of copyright and intellectual property rights (United Nations 2010).

It is encouraging to compare this clarification based on the growing of the cultural web (O'Regan 2001), and the wider ramifications in the contemporary world in relation to cultural policy formulation (Throsby 2008) on one side, with that mentioned in the literature review (Chapter 2, section 2.4) on most African countries taking a new turn of integrating the creative industries' discourse into their cultural policies as a stride forward, on the other side. Furthermore, the study findings show that there are similarities between the attitudes expressed by respondents, and those described by experts (O'Connor 2007; Throsby 2008; United Nations 2010). Social relations for change: changing the mindset of the entire society so as to rescue young people from the challenges that face them in the 21st century, 'the knowledge era' (Hearn and Bridgstock 2012; Teferra and Altbach 2004; UNESCO 2012). Here, a focus must be to make the society learn new ways, and how to solve problems that arise in community settings. Making young people acquire creative skills, and therefore, meeting labor market demands, will thus contribute to creative economy initiatives and lead to better lives. Prior studies have noted the importance of social relations, as an example; they cite critical roles based on economic or productive activities performed by women in most African communities. These include agriculture; cattle farming; and productions in small and medium enterprises like sewing, weaving, basketry, pottery and mats just to mention a few as related creative works. Unfortunately, in some communities the income generated is spent by men or they have the last decision how to spend it. Indeed, cultural norms, economic institutions and legal and business systems contribute to poverty (Delors 1998; Marston and Barrett 2006) in most African communities. As mentioned previously in the literature review, 'it is ignorance that makes the chick go to bed hungry while sitting in the bucket of corn' (Ndugane 2010).

Community Development

Community development, according to Umar and Mohamed (2014) while quoting UN 2002 report, is a term that has come into the international usage to connote the process by which people are united by putting their efforts together with the government authority for purposes of improving economy, social and cultural conditions of the communities and at the same time integrating the community into the nation and enable its members to contribute fully towards national progress or development. Ajayi (2015) on his part defined community development as a social process by which people become more competent to live with and gain some control over local conditions and the changing world. In relation to this study, and according to Nwakaire, Nweke and Nwankwo (2015), community development is a concept emphasizing

the uniquely symbiotic nature of youth development to community development by situating the two practices in a common framework. Community Youth Development combines the natural instincts of young people as they desire to create change in their surrounding environments by developing partnerships between youth-related organizations and community development agencies to create new opportunities for youth to serve their communities while developing their personal abilities.

Community development can be both an occupation (such as a community development worker in a local authority) and a way of working with communities. Its key purpose is to build communities based on justice equality and mutual respect. Community development involves changing the relationships between ordinary people and people in positions of power, so that everyone can take part in the issues that affect their lives. It starts from the principle that within any community there is a wealth of knowledge and experience stemming from the youth which, if used in creative ways, can be channeled into collective action to achieve the communities' desired goals. According to Nwakaire, Nweke and Nwankwo (2015), Community Development involves changing the relationships between ordinary people and people in positions of power, so that everyone can take part in the issues that affect their lives. It starts from the principle that within any community there is a wealth of knowledge and experience which, if used in creative ways, can be channeled into collective action to achieve the communities' desired goals. Moreover, Community Development (CD) is also a broad term applied to the practices and academic disciplines of civic leaders, activists, involved citizens and professionals to improve various aspects of local communities. Community Development Foundation (UK) (2015) further cited "Community development as a skilled process, and an art whose approach is the belief that communities cannot be helped unless they themselves agree to this process. Community development has to be seen as: not only at how the community is working at the grass roots, but also at how responsive key institutions are to the needs of local communities." it also posits that Community Development aims to encourage sharing, and to create structures which give genuine participation and involvement.

Critique of Existing Literature

Rusell and Campen (2011) in their study on the diversity and inclusion in youth development: What we can learn from marginalized youth, concluded that by considering dominant culture as a collection of peculiar norms and habits, it was evident that marginalization/exclusion of youth was majorly through institutions and programs that promote youth marginalization from community initiatives and development in society. This study however, dealt with the youth in the United States, a population which was far away from the scope of this study and with totally different characteristics. Kimakwa (2018) on his part researched on the Influence of Catholic Church funded projects on socio-economic development of youth in Trans Nzoia County and concluded that the Catholic church, in its funded projects had enable majority of the youth in Trans Nzoia County to access necessary health, social and other services as well as have an awareness of how they can keep away from unnecessary conflicts and co-exist peacefully. However, much as the study was within the same area of coverage, it concentrated on the Catholic Church which limited its scope. Mwei (2016) in his study on factors influencing youth participation in the implementation of community development projects in Konoin Sub-County of Bomet County, concluded that youth involvement in the youth projects influenced youth participation in community development projects but they were not involved in the appointment of evaluation committee. This study was carried out in only one county which was again away from the scope of this study. The population also comprised different cultural beliefs and practices from those practiced in Trans Nzoia County.

Research Gap

From the perusal of various previous scholarly works, there was evidently a lack of empirical study on youth empowerment on Community Development in diverse communities in Kwanza Sub-County, Trans-Nzoia County, Kenya. The available studies focused on other areas of study other than youth empowerment in diverse communities and they generalized the research on the entire County but not Kwanza Sub-County in particular. Due to this knowledge gap, this study purposed to cover the effect of youth empowerment on community development in diverse communities in Kwanza Sub-County, Trans-Nzoia County, Kenya to set the stage for other scholars to focus on the sub-county.

Summary

The study focused on the effect of youth empowerment on community development in diverse communities in Kwanza Sub-County, Trans-Nzoia County, Kenya. Scanty information was found from previous literature compiled by other scholars on this topic in the area of study and therefore made it ripe for this study to venture into and set the pace for future research. Kwanza Sub-county is a culturally diverse area which is fully cosmopolitan in relation to the Kenya

community-mix with other people crossing in from the neighboring Uganda because it's a border Sub-County in Trans Nzoia County. The study was anchored on empowerment theory and Youth empowerment theory with a view to bringing out the theoretical and empirical review together with the formulation of the conceptual framework.

3. RESEARCH METHODOLOGY

Introduction

This chapter presented the proposed process of research. It covered the research design, the approach, data collection methods, and how the data was analyzed and presented. Additionally, the ethical consideration and potential limitations anticipated were explained.

Research Design

This is an exploratory type of research in which the researcher intends to use descriptive research design. This help in collecting data, summarizing the information, presenting and construing it for classification reasons (Orodho, 2015). Mugenda and Mugenda (2019) posit that the reason for descriptive research is to report and determine the state at which things are. This research design is one of the mostly used non-experimental research designs cutting across disciplines for collecting large amounts of required data from the sample respondents (Kothari and Garg (2014). This being a case study, the research determined the state of youth empowerment in the area and how this has affected community development.

Target Population

Population is a well-defined set of people, services, items, events groups or households being investigated (Ngechu, 2014). The target population for the study was 2,249 respondents which comprised; Chairpersons, Secretaries, Treasurers and Organizing Secretaries of all the respective registered youth groups in Kwanza Sub County, which according to the department of social services, were 560 registered youth groups, one (1) Sub-County administrators, four (4) Ward administrators and four (4) chiefs). The sampling frame depicting the target population was as shown in the table below;

Table 3.1: Sampling Frame

Category	No. of Respondents
Youth Group Secretaries	560
Youth Group Secretaries	560
Youth Group Secretaries	560
Youth Group Organizing Secretary	560
Sub-County Administrator	1
Ward Administrators	4
Chiefs	4
TOTAL	2,249

Sample Size and Sampling Technique

Study sample is that part of the entire study population, taken as a representative of the entire population for purposes of drawing statistical inferences (Creswell, 2013). No recommended formula exists for the determination of the sample size for any study apart from suggested approached by previous scholars. The sample size for this study was determined using the Yamane formula (Yamane, 1967).

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

Where;

N - Target Population

n - Sample Size

e - Precision rate (5%)

Therefore;

$$n = \frac{2240}{1+2240(0.05)^2} = 340 + 9 = 349 \text{ Respondents}$$

The number of chiefs, the sub-county administrator and the ward administrators totaling to 9 were few and were therefore considered in total thereby bringing the total sample size to 349. A sample size of respondents was drawn from the groups based on the size of each group using proportional sampling with an assumption that not all the members of the groups would be available during the data collection period.

The following table below presented the sample size of the study;

Table 3.2: Sample Size

Category	No. of Respondents	% Sample	Sample Size
Youth Group Secretaries	560	25	85
Youth Group Secretaries	560	25	85
Youth Group Secretaries	560	25	85
Youth Group Secretaries	560	25	85
Sub-County Administrator	1	0	1
Ward Administrators	4	0	4
Chiefs	4	0	4
TOTAL	2249	100	349

The study then used purposive non-probability sampling method in selecting the portion of 340 respondents from the target population for data collection. The purposive sampling was used such that the potential respondents were known in advance, and the selection was based on the fact that they had relevant knowledge and experience with which to contribute to the study.

Data collection Instruments

The study used semi-structured questionnaire as a tool for data collection. The questionnaires were distributed during data collection to ensure an extensive examination and understanding of the phenomenon as well as dynamics of youth empowerment in community development and its effect in the diverse communities in the study area. The data collection process involved various response categories including; respective registered youth groups in Kwanza Sub County, Sub-County administrator, Ward administrators and Chiefs.

Pilot Test

The study carried out a pre-testing of the data collection instruments in Kiminini Sub-County, Trans Nzoia County which is an area within the same county with the scope of the study (Kwanza Sub-County). This pilot region was selected because it shares similar characteristics with Kwanza Sub-County. The pre-testing results were used for purposes of adjusting the order of questions and the language used in the data collection instruments where possible.

Reliability of Research Instruments

Reliability analysis is the measure of the study research instruments consistency in reflection of overall reliability of the study variables (Nyukuri, 2020). The scores obtained from the reliability analysis are correlated with other scores from other items in the instrument (Ronoh, 2018). The study will measure the internal consistency and determine the correlation of items using the Cronbach alpha coefficient which is the most commonly used measure of research instrument reliability with the most acceptable alpha being 0.7 and above out of 1.0 (Cohen and Sayang, 2010).

Validity of the Research Instruments

Validity of the research instrument is the degree to which the obtained results from the data analysis is a representative of the phenomena under study (Kothari, 2014). Validity can also be defined as the accuracy and meaningfulness of inferences from the research results (Creswell and Creswell, 2014). Kombo and Tromp (2018) further state that validity considers the extent to which the research instrument asks the right questions relating to the required accuracy and degree to which data analysis results represent the study phenomenon. The data collection instruments validity will be rated according to the effectiveness in sampling significant aspects of the purpose and fulfillment of the study objectives.

Data Analysis and Presentation

According to Mugenda and Mugenda (2019), data analysis includes sorting, editing, coding, cleaning and processing of data. The study used primary data from the different respondents that were reached and responded to the questionnaires. Relevant and secondary data analysis was also used to interpret and discuss the findings of the study. The data was analyzed both qualitatively and quantitatively. The data was analyzed qualitatively by sorting and categorizing data that was obtained from the semi-structured questionnaires according to thematic areas. Precisely the responses from different respondents were compared to determine the most occurring responses from different respondents were compared to determine the most occurring responses and these were used in the analysis and interpretation of the data. Quantitatively, the statistical package for social scientists (SPSS v 24) was employed to draw correlations and other statistical relationships between variables from the semi-structured questionnaire feedback.

4. RESEARCH FINDINGS AND DISCUSSIONS

Introduction

This chapter was very important to the study. The questionnaire response rate, analysis of collected data, findings, discussion and presentation was carried out in this chapter in line with the study objectives. The study employed different data analysis methods such as correlation and regression analysis and ANOVA techniques.

Response Rate

The data obtained from distributed questionnaires to the respondents was analyzed and presented in the table below;

Table 4.1: Response Rate

Questionnaire Response	No. of Respondents	Percentage
Satisfactory	332	95
Not Satisfactory	10	3
Not Returned	7	2
Total	349	100

For purposes of data collection, all the three hundred and forty nine (349) questionnaires were distributed to the target population/respondents in Kwanza Sub County of Trans Nzoia County. 332 questionnaires were satisfactorily filled and returned, 10 questionnaires were not fully and satisfactorily filled although returned while 7 of the distributed questionnaires were not returned. These results returned a 95% response rate. The response rate was considered convenient and acceptable, and was therefore used as the study confidence level (a 5% significance level) for purposes of data analysis.

Background Information for Respondents

Respondents Gender

The table below represented the respondents' gender as collected for the study;

Table 4.2: Respondent's Gender

Gender	Number of Respondents	Percentage
Male	190	57
Female	142	43
Total	332	100

The data on the respondents' gender was collected and presented in the above table. 57% of the respondents were male while 43% were female respondents.

Respondent's Age

Data was collected on the respondent's age, and presented as shown in the table below;

Table 4.3: Respondents Age

Age in Years	No. of Respondents	Percentage
20 - 25	73	22
25 - 30	112	34
30 - 35	66	20
40 and above	81	24
Total	332	100

The data on the ages of the respondents was collected and presented in the table as shown above. The data indicated that majority of the respondents were aged between 25 and 30 years at 34%, 40 years and above was 24% of the respondents, 20-25 years represented 22% of the respondents while the minority was the category of 30-35 year old respondents.

Pilot Results

The study conducted a pilot study whose results were analyzed and presented as shown below;

Reliability of the Data Collection Instrument

Reliability analysis measures the consistency of the research instrument to be used in the study, essentially to reflect the overall reliability of the study variables (Cohen and Sayang 2010). Scores obtained in this approach were correlated with other scores obtained from other items in the instrument (Ronoh, 2016). A computation to test internal consistency and determine how items correlate among themselves was carried out using the Cronbach Alpha Coefficient. Cronbach's alpha is the most commonly used measure of reliability for scored data. According to Cohen and Sayang (2010), the most acceptable alpha is 0.70 and above since values range from 0 to 1. This study considered all variable Cronbach Alpha coefficients to be sufficient because they were above the threshold of 0.7 as shown in the table below;

Table 4.4: Reliability Analysis

Variables	Cronbach Alpha	Number of items
Youth Education Programs	.813	35
Youth Participation	.726	35
Cultural Diversity	.744	35
Community Development	.710	35

The table above indicated the reliability level of pilot results using Cronbach alpha. The Cronbach alpha for Youth Education Programs, Youth Participation and Cultural Diversity and the dependent variable Community Development had internal consistency that met the required threshold and therefore considered reliable for subsequent analysis.

The overall reliability statistics table was as shown below;

Table 4.5: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.748	.751	35

Validity of the Data Collection Instrument

Validity of the research instrument is the degree to which the obtained results from the data analysis is a representative of the phenomena under study (Kothari, 2014). Validity can also be defined as the accuracy and meaningfulness of inferences from the research results (Creswell and Creswell, 2014). Kombo and Tromp (2018) further state that validity considers the extent to which the research instrument asks the right questions relating to the required accuracy and degree to which data analysis results represent the study phenomenon. The data collection instruments validity was rated

according to the effectiveness in sampling significant aspects of the purpose and fulfillment of the study objectives and as per the supervisors' expert advice.

Analysis of Community Development

Data collected and analyzed on community development was presented as shown in the table below;

Table 4.6: Community Development in Diverse Communities in Kwanza Sub-County

Community Development	SD	D	N	A	SA
The youth have participated a great deal in community development programs in Kwanza Sub-county	10	15	15	40	20
Community development programs have been paramount in the improvement of the general welfare of the residents (mostly the youth) in Kwanza sub-county	0	10	0	50	40
A significant proportion of community projects are attributable to youth participation and involvement at all levels	5	10	10	30	45
The intellectual contribution of the youth and their ability to mobilize support has been tapped for community development programs in Kwanza sub-county	5	5	10	50	30

The table above, on the dependent variable (Community Development), 10% of the respondents strongly disagreed when asked whether the youth have participated a great deal in community development programs in Kwanza Sub-county, 15% of the respondents disagreed, another 15% remained neutral to this statement. 40% agreed while 20% of the respondents strongly agreed that the youth have participated a great deal in community development programs in Kwanza Sub-county. Clearly, the respondents verdict indicated that the youth have participated a in community development programs in Kwanza Sub-county, though not as great as the statement posed across to the respondents. This implied that there is need for the concerned persons to ensure that the youth are involved more in such programs due to their oasis of energy and knowledge.

When responding to the statement that Community development programs have been paramount in the improvement of the general welfare of the residents (mostly the youth) in Kwanza sub-county, none of the respondents either strongly disagreed or remained neutral about the statement. On the other hand, 10% of the respondents disagreed, 50% agreed, while 40% strongly agreed that Community development programs have been paramount in the improvement of the general welfare of the residents (mostly the youth) in Kwanza sub-county. These feedback indicated a very strong affirmation by the respondents that indeed Community development programs have been paramount in the improvement of the general welfare of the residents (mostly the youth) in Kwanza sub-county.

As to whether a significant proportion of community projects are attributable to youth participation and involvement at all levels, 5% strongly disagreed, 10% of the respondents disagreed while another 10% of the respondents remained neutral, 30% agreed while 45% strongly agreed that a A significant proportion of community projects are attributable to youth participation and involvement at all levels. Majority of the respondents returned a highly positive verdict on this statement. And finally, when asked whether the intellectual contribution of the youth and their ability to mobilize support has been tapped for community development programs in Kwanza sub-county, 5% strongly disagreed and another 5% agreed that the intellectual contribution of the youth and their ability to mobilize support has been tapped for community development programs in Kwanza sub-county, 10% of the respondents were neutral with 50% agreeing and 30% strongly disagreeing that the intellectual contribution of the youth and their ability to mobilize support has been tapped for community development programs in Kwanza sub-county. These results revealed that the community has been tapping the intellectual contribution as well as the youth mobilization ability for community development programs in Kwanza sub-county.

Analysis of the Study Specific Objectives

Effect of Youth Education Programs on Community Development

The findings on the effect of youth education programs on community development in Kwanza Sub-County were presented in the table below;

Table 4.7: Effect of Youth Education Programs on Community Development

Youth Education Programs	SD	D	N	A	SA
Relevant youth education programs empower the youth to participate in community development	5	10	5	50	30
The differences in education levels by the youth affect their collective participation in community development initiatives	5	15	10	40	30
Well educated youth appreciate community development initiatives	15	25	5	40	15
Educated youth are empowered for community development projects participation	10	15	10	35	30

The study collected data on the youth education programs and tabulated it as shown above. On whether relevant youth education programs empower the youth to participate in community development in Kwanza sub-county, 5% of the respondents strongly disagreed, 10% disagreed while another 5% of the respondents remained neutral. 50% agreed that indeed relevant youth education programs empower the youth to participate in community development in Kwanza sub-county while 30% strongly agreed. As to whether the differences in education levels by the youth affect their collective participation in community development initiatives, 5% of the respondents strongly disagreed, 15% disagreed, 10% of the respondents remained neutral, 40% agreed while 30% of the respondents strongly agreed that the differences in education levels by the youth affect their collective participation in community development initiatives. Asked whether well educated youth appreciate community development initiatives, 15% strongly disagreed, 25% disagreed, 5% were neutral. 40% of the respondents agreed while 15% strongly agreed that well educated youth appreciate community development initiatives. Finally on this variable, respondents were asked whether educated youth are empowered for community development project participation, 10% strongly disagreed, 15% disagreed, 10% were neutral respondents while 35% agreed and 30% strongly agreed that educated youth are empowered for community development projects participation.

Relationship between Variables

By employing the multiple regression models, the study measured and tested the nature of the relationship between the dependent variable (Community Development) and the independent variables (Youth Education Programs, Youth Participation and Cultural Diversity). The eventual results from research data analysis aided in the prediction of the variables. These results were presented in the ANOVA table below;

Table 4.8: ANOVA^a

Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	9.834	1	9.834	8.780	.05 ^b
	Residual	36.951	33	1.120		
	Total	1020.053	34			

a. Dependent Variable: Community Development

b. Predictors: (Constant): (Youth Education Programs, Youth Participation and Cultural diversity)

The study concluded that the regression results were fit for use in the fitting of the multiple regression model as well as arriving at the conclusions of the study at .05 significance level. This was due to the Analysis of Variance (ANOVA) results (F-Calculated value) being greater than the F-critical (table) value ($8.78 \geq 2.89$; at $p < .05$).

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter presented the summary, findings, conclusions, recommendations and the suggested areas for further study. All these areas were presented in line with the study objectives and from the data collected and analyzed for purposes of this study.

Summary of the Findings

Community Development

From the data analysis and results therefrom, the youth participate in community development programs in Kwanza Sub-county, though not in commendable proportion. The study results indicated a very strong affirmation by the respondents that indeed Community development programs have been paramount in the improvement of the general welfare of the residents (mostly the youth) in Kwanza sub-county. Majority of the respondents also acknowledged that a significant proportion of community projects are attributable to youth participation at all levels. And finally, under this variable, it was revealed that the community has been tapping the intellectual contribution as well as the youth mobilization ability for community development programs in Kwanza sub-county.

Youth Education Programs

The study established, on the variable of youth education programs, that majority of the respondents supported the statement that relevant youth education programs empower the youth to participate in community development in Kwanza sub-county. The respondents also seemed to be united in agreement that the differences in education levels by the youth affect their collective participation in community development initiatives. The respondents were however found to be divided right in the middle as to whether well educated youth appreciate community development initiatives. And finally, the response as to whether educated youth are empowered for community development project participation, was also not very strong in affirmative since more than a third of the respondents seemed not convinced that educated youth are empowered for community development project participation.

Conclusion

The study arrived at a conclusion, from the findings; that correlation between the predictor variables (Youth Education Programs, Youth Participation and Cultural Diversity) and the predicted variable (Community Development) was positive, strong and significant as depicted by the correlation matrix. The predictor variables were correlated with the predicted variables at the following coefficients; Youth Education Programs at $r=0.821$; Youth Participation at $r=0.685$ and Cultural Diversity at $r=0.714$ at $p<0.01$ significance level. This conclusion was also supported by the regression results which opined that the model comprehensively measured the study variables at the following effect on the variables; a unit increase in the youth education programs led to a 0.701 unit increase in community development; a unit increase in youth participation led to a 0.496 unit increase in community development and that a unit increase in cultural diversity led to a 0.521 unit increase in community development in Kwanza Sub-county respectively of Trans Nzoia County. From the same data, *ceteris paribus*, community development was constant at 7.65.

Recommendations

The following recommendations were made from the study findings;

Youth Education Programs

That the community takes keen interest in the education programs undertaken by the youth to ensure that the youth acquire education qualifications in different relevant fields since the findings have confirmed that youth education programs empower the youth to participate in community development in Kwanza sub-county. Since a third of the respondents did not seem convinced that the differences in education levels by the youth affect their collective participation in community development initiative, there is need for the youth to be encouraged to continue working together regardless of their differences in education levels. The midway division of the respondents as to whether well educated youth appreciate community development initiatives indicated that the more well educated the youth were the more their appreciation of community development initiatives dropped in equal measure. This study therefore

recommended that there is need to make the youth understand that it is their responsibility to initiate and see community programs to their successful end, since home is always best as per the old adage goes. There is also need to participate in the education programs by the youth by the community to ensure that after they acquire the education qualifications, the youth are empowered for community development project participation, this was because more than a third of the respondents seemed not convinced that educated youth are empowered for community development project participation.

Areas for further research

This study was carried out in only one sub-county in Trans Nzoia County. The findings, conclusions and recommendations therefore concern a single and small area within the county which may not be a representation of a clear picture of how and what happens in the entire county. The study therefore recommended similar studies to be carried out in other sub-counties in Trans Nzoia county and even beyond for more inclusive and comparable findings and conclusions to be made. Other variables other than those in this study should also be employed to broaden the scope of the studies.

ACKNOWLEDGEMENT

First, I want to thank the Almighty God for the grace to go through this training. He is indeed a miracle worker. I am also grateful to my Supervisors, Dr. William Sakataka and Dr. Anthony Osoro for their invaluable support through the process of developing this project.

REFERENCES

- [1] Ajayi, A. R. (2015). Community Self-help Project Implementation Procedures: A Case Study of Ekiti South-West Local Government Area of Ondo State. *Agrosearch*, 1 (1),47-55.
- [2] Anderson, K, S., & Sandmann, L. (2009). Towards a Model of Empowering Practices in Youth-Adult Partnership. *Journal of Extension*, 47(2), 1–8.
- [3] Anan, K. (2015). “International Day of Democracy. Engaging Youth on Democracy”. Retrieved September 13 2020 from: www.way.org.my/press-releasemenu/419-international-day-of-democracy.
- [4] Banks, N. (2016). Youth Poverty, Employment and Livelihoods: Social and Economic Implications of Living with Insecurity in Arusha, Tanzania. *Environment and Urbanization*, 28(2), 437–454. Doi: 10.1177/0956247816651201
- [5] Bhatnagar, B. & Williams, A. (2012). "Participatory Development and the World Bank, Potential Directions for Change," *World Bank Discussion Papers*, 183, Washington: World Bank.
- [6] Bhattacharya, M. & Sharma, S., K. (1979). ' Institutional Issues in India's Rural Development' in *Community Development Journal*, 14(2). Oxford University Press.
- [7] Boadu, S. E., & Isioma, I. (2017). “Rethinking Participation in Monitoring and Evaluation. Beneficiaries’ Perspectives from the Local Enterprises and Skills Development Programme (LESDEP) in Ghana”. *Loyola Journal of Social Sciences*, 31(2), 209-227.
- [8] Chan, C. G., & Elder, G. H., Jr. (1999). Family Influences on Civic Involvement. Unpublished Manuscript Cited in Fletcher *et al*, 2000.
- [9] Checkoway, B. & Gutierrez, L. M. (2006). Youth Participation and Community Change: An Introduction. *Journal of Community Practice*, 14, 1-9.
- [10] Chess, C. & Purcell, K. (2015). Youth Participation and the Environmental Community Projects: Do we Know What Works? *Environmental Science and Technology*, 33 (16), 2685–2692
- [11] Cohen, J. M. (1995). 'Capacity Building in the Public Sector: A Focused Framework for Analysis and Action' in *International Review of Administrative Sciences*; 61,407-422. Sage (London, Thousand Oaks, New Delhi).
- [12] Coombs, P. H. (Ed.) (1980). Meeting the Basic Needs of the Rural Poor Pergamon Press (London).
- [13] Curtain, R. (2014). *Towards a Youth Employment Strategy’*. Report to the United Nations on Youth Employment.
- [14] DFID. Department For International Development. (2014). Youth Participation in Development.

- [15] Driskell, D. (2002). *Creating Better Cities with Children and Youth: A Manual for Participation*. Paris/London: Earthscan/Unesco Publishing.
- [16] Eade, D. (1997). *Capacity-Building: Aan Approach to People-Centered Development* OXFAM (Oxford, U. K.).
- [17] Eccles, J. S. & Barber, B. L. (1999). Student Council, Volunteering, Basketball, or Marching Band: What Kind of Extracurricular Involvement Matters? *Journal of Adolescent Research, Educational and Psychological Measurement*, 14, 10-43.
- [18] Fiszbein, A. (1997). 'The Emergence of Local Capacity: Lessons from Columbia' in *World Development* 25(7), 1029-1043 Elsevier Science Ltd. (Great Britain).
- [19] Flanagan, C., & Van Horn, B. (2001). *Youth Civic Engagement: Membership and Mattering in Local Communities*. Focus. Davis: 4-H Center for Youth Development, University of California.
- [20] Fletcher, A. C., Elder, G. H., & Mekos, D. (2000). Parental Influences on Adolescent Involvement in Community Activities, *Journal of Research on Adolescence*, 1, 29-48.
- [21] Gyampo, R. E. (2012). Youth Participation in Youth Programs: The Case of Ghana's National Youth Employment Program. *The Journal of Pan African Studies, Vancouver*. 5(5), 13–28.
- [22] Gyampo, R. E., & Obeng-Odoom, F. (2013). Youth Participation in Local and National Development in Ghana: 1620-2013. *The Journal of Pan African Studies*, 5(9), 129–150.
- [23] Hart, R. D. (1997). *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. New York/London: Unicef/Earthscan.
- [24] Hope, S. R., & Kempe, R. (2012). Engaging the Youth in Kenya: Empowerment, Education, and Employment. *International Journal of Adolescence and Youth*, 17 (4), 221–236. doi:10.1080/02673843.2012.657657
- [25] HoSang, D. (2003). *Youth and Community Organizing Today*. New York: Funders' Collaborative on Youth Organizing.
- [26] Ile & Boadu, (2018). *Cogent Social Sciences*, 4: 1528709 <https://doi.org/10.1080/23311886.2018.1528709> (Lacks Abbreviations).
- [27] Jennings, L. B., Parra-Medina, D. M., Hilfinger-Messias, D. K., & McLoughlin, K. (2006). Towards a Critical Social Theory of Youth Empowerment. *Journal of Community Practice*, 4(1-2), 31–55.
- [28] Kothari, C., R. & Garg, G. (2014). *Research Methodology: Methods and Techniques*. (3rd Ed.), New Delhi: New Age.
- [29] Kurth-Schai, R. (1988). *The Roles of Youth in Society: A Re-conceptualization*. *The Educational Forum*, 52(2), 113-132.
- [30] Lamborn, S., Brown, B., Mounts, N., & Steinberg, L. (1992). Putting School in Perspective: The Influence of Family, Peers, Extracurricular Participation, and Part-Time Work on Academic Engagement. In F. M. Newmann (Ed.), *Student Engagement and Achievement in American Secondary Schools*. (pp. 153- 181). New York: Teachers College Press.
- [31] Masanyiwa, Z. & Kinyashi, G. (2018). "Analysis of Community Participation in Projects Managed by Non-Governmental Organizations: A Case of World Vision in Central Tanzania," UK: Institute of Development Studies.
- [32] MercyCorps. (2015). *Trusting in Youth in Zimbabwe Project: Final report*. https://pdf.usaid.gov/pdf_docs/PA00KF3J.pdf.
- [33] Miller, J. H., & Page, S., E. (2007). *Complex Adaptive Systems. An Introduction to Computational Models of Social Life*. Princeton: Princeton U.P.
- [34] Moore, M. (1995). 'Promoting Good Governance by Supporting Institutional Development' in *IDS Bulletin*, 26(2), 89-96: Institute of Development Studies (Sussex).

- [35] Mwei, O. J. (2016). Factors Influencing Youth Participation in the Implementation of Community Development Projects: A Case of Konoin Sub-County, Bomet County, Kenya. *Unpublished Master of Arts Degree in Project Planning and Management Thesis*
- [36] Narayan, D. (2002). Empowerment and Poverty Reduction: A SourceBook". Washington, DC: World Bank. © World Bank. Retrieved from <https://openknowledge.worldbank.org/handle/10986/15239> License: CC BY 3.0 IGO. 11 doi: 10.1044/1059-0889(2020/er01)
- [37] Narayan, D. (2005). Measuring Empowerment: Cross-Disciplinary Perspectives". Washington, DC: World Bank. © World Bank. Retrieved from <https://openknowledge.worldbank.org/handle/10986/7441> License: CC BY 3.0 IGO.
- [38] Nang'ole, I., N. (2020). Effect of Governance Practices on Effective Public Participation in Kwanza Sub-County, Kenya. *International Journal of Recent Research in Commerce, Economics and Management*, 7(2), 107-127.
- [39] Nikkiah H., A. & Redzuan M. (2009). Participation as a Medium of Empowerment in Community Development. *European Journal of Social Sciences*, 11(1).
- [40] Nwakaire, O. N., Nweke, P., O. & Nwankwo, B., C. (2015). Factors that Influence Youth Participation in Community Development Projects. *Unpublished Masters Thesis*
- [41] Nyale, N. M. & Wanjira, J. (2018). Youth Empowerment and Livelihoods: A Case of Rural Youth Registered in Groups Involved in Horticulture Production in Trans Nzoia County, Kenya. *International Journal of Current Aspects in Project Management*, 1(1), 41-56
- [42] Nyukuri, D. W. (2020). Influence Of Project Management Practices On Project Sustainability: A Survey Of Trans Nzoia County Government, Kenya. *International Journal of Recent Research in Commerce Economics and Management*, 7(1), 230-254.
- [43] OED (Onions, C. T. Ed.) (1965). *The Shorter Oxford English Dictionary* Clarendon Press (Oxford).
- [44] Okojie, C. E. (2003). Employment Creation for Youth in Africa: The Gender Dimension'. Jobs for Youth. Expert Group Meeting on Job for Youth: 15-16, National Strategies for Employment Promotion, Geneva, Switzerland, 1-26.
- [45] Pittman, K. J. (2000). Balancing the Equation: Communities Supporting Youth, Youth Supporting Communities. *Community Youth Development Journal*, 1, 33-36.a
- [46] Samah, A. & Aref, F. (2019). "People's Participation in Community Development: A Case Study in a Planned Village Settlement in Malaysia" *World Rural Observations*; 1(2):45-54
- [47] Scales, P. C., & Leffert, N. (1999). *Developmental Assets*. Minneapolis, MN: Search Institute.
- [48] Schaefer, R. (2006). *Sociology: A Brief Introduction* (New York, NY: McGraw-Hill,)
- [49] Sherrod, L. R., Flanagan, C., & Youniss, J. (2002). Dimensions of Citizenship and Opportunities for Youth Development: The What, Why, When, Where and Who of Citizenship Development. *Applied Developmental Science*, 6(4), 264-272.
- [50] Stake, R. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage.
- [51] Umar, L.,Y. & Mohammed, A., M. (2020). An Assessment of Youth Participation in Community Development Programs in Damaturu Local Government Area Yobe State, Nigeria. *Journal of Humanities and Social Science*, 19(7), 13-24.
- [52] UN General Assembly. Convention on the Rights of the Child, 20 November (1989), United Nations, Treaty Series, vol. 1577, p. 3.
- [53] UN Security Council (UNSC), Security Council Resolution 2250 (2015). [on Youth, Peace and Security], 9 December 2015, S/RES/2250

- [54] United Nations. (2006). "World Youth Report Youth Civic Engagement, Department of Economic and Social Affairs of the United Nations Secretariat". Nations. from <http://www.unworldyouthreport.org>/Retrieved.
- [55] Whyte, A. (2004). Landscape Analysis of Donor Trends in International Development: *Human and Institutional Capacity Building 2* Rockefeller Foundation.
- [56] Yin, R. K. (2003). *Case Study Research: Design and Methods* (3rd ed.). Thousand Oaks, CA: Sage.
- [57] Youniss, J. & Yates, M. (1997). *Community Service and Social Responsibility in Youth*. Chicago: University Press.
- [58] Youthpolicy.org (2017). "National Youth Policy Overview". Retrieved 19 September 2020, from <http://www.youthpolicy.org/nationalyouthpolicies>.
- [59] Zimmerman, M. A. (1993). "Empowerment Theory, Where Do We Go From Here?" Paper Presented at the Annual Meeting of the Midwest Psychological Association Chicago.
- [60] Zimmerman, M. A., Israel, B. A., Schulz, A., & Checkoway, B. (1992). Further Explanations in Empowerment Theory: An Empirical Analysis of Psychological Empowerment. *American Journal of Community Psychology*, 20, 707-727. doi:10.1007/BF01312604