

**FACTORS AFFECTING THE IMPLEMENTATION OF YOUTH DEVELOPMENT
PROJECTS IN KENYA: A CASE STUDY OF BAWA LA TUMAINI SELF HELP
GROUP, LANGATA CONSTITUENCY**

BY

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DECLARATION

Declaration by the Student

This proposal/thesis is my original work and has not been presented for a degree in any other University

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Declaration by the Supervisor

This proposal/thesis has been submitted for examination with my approval as
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DEDICATION

This research project is dedicated to my parents Mr. and Mrs. Njuguna who supported me during this period.

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I acknowledge my research supervisor for her professional advice and patience throughout this project. I also thank the management Bawa la Tumaini Self Help group for permitting me to conduct the study at their premises and also thank the entire Management University of Africa staff for their continued support. Thank you all for it is every ones individual support that has contributed to my success in finishing the project.

ABSTRACT

The purpose of this study was to investigate factors influencing implementation of youth development projects in Kenya with its relation on Bawa La Tumaini Self Help Group. The overall objective of the study was to establish the influence of government policy, group leadership, entrepreneurship training, and funding, and socio-cultural factors on implementation of youth development projects in Kenya. The findings of this particular study were relevant to the management Bawa La Tumaini Self Help Group and other researchers. Methods A descriptive research design was adopted, and the study population consisted of 47 people affiliated directly to Bawa La Tumaini Self Help Group. This study was a census where the total target population comprised the sample size of this study. The data was analyzed qualitatively and quantitatively. The result was divided in to qualitative and quantitative part as the descriptive notes, content analysis for qualitative data whereas tables & figures were used for showing frequency of different variables. The researcher suggest that there is a need to should raise awareness on the policy among youth. There should be increased youth groups and leadership structures created. The Ministry of Youth and Sports should facilitate youth groups with quality, comprehensive & convenient training on project planning and how to Approve your income generating projects. Out of this, there were recommendations for youth income generating projects to get enough resources from elsewhere than the Youth Enterprise Development Fund in order for sustainability check on these projects. There is need for creation of channels of information and high education colleges in the Constituency, offering of rehabilitation services, creation of employment opportunities, increase youth and women representation and offering of funding.

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ABBREVIATIONS AND ACRONYMS

BMO	Business Membership Organization
EU	European Union
GDP	Gross Domestic Product
LEs	Large Enterprises
MSEs	Medium and Small Enterprise
PM	Project Management

OPERATION DEFINATION OF TERMS

Youth Group: This refers to an organization of Young people.

Capacity building: Planned development to increase knowledge output rate, management skills and other capabilities.

Government Policy: These are issues with emanate from the governmental structures which affect project implementation.

Cost of living: The average cost of necessities of life.

CHAPTER ONE:INTRODUCTION OF THE STUDY

1.0 Introduction

This study sought to investigate the factors affecting the implementation of youth development projects in Kenya. The study consisted of eight sections that is the background of the study, statement of the problem objectives of the study, research questions and the significance of the study, scope and limitations of the study.

1.1 Background of the Study

The Constitution of Kenya defines youth as individuals aged between 18 and 35 years. They represent a vital segment of the population known for their dynamism and potential for driving change (Devolution and Planning, 2021). Youth unemployment poses a significant challenge to Kenya's economic progress and overall development. The issue carries profound social, economic, and political implications. Firstly, it leads to lost national productivity, as unemployed individuals are unable to contribute effectively to the economy. Secondly, it places an additional economic burden on those who are employed.

Countries such as Australia, the USA, and Canada prioritize the support and growth of small and medium-sized enterprises (SMEs). For example, the US Office for Entrepreneurship Education (OEE) focuses on nurturing entrepreneurial skills among aspiring business owners. Across the globe, a significant majority of young people reside in developing countries. A national youth policy serves as a blueprint for how a country intends to meet the needs of its young citizens, defining their roles in society and outlining the responsibilities owed to them. In Kenya, where the workforce is predominantly youthful and economic growth faces constraints, initiatives like the Youth Enterprise Development Fund (YEDF) aim to combat youth unemployment. By offering accessible loans to young entrepreneurs, this fund is a cornerstone of Kenya's economic strategy to generate employment and empower youth-led businesses, in line with the objectives of Kenya Vision 2030.

The formation of self-help groups in Kenya is pivotal for both social advancement and economic development. However, challenges such as effective group management, member engagement, and successful project implementation pose obstacles to their sustainability. Factors like robust marketing strategies, technological proficiency, and adept financial management significantly influence the long-term success of youth-driven projects supported by initiatives like the YEDF.

Overall, these initiatives underscore a global commitment to bolstering youth entrepreneurship and tackling the economic hurdles confronting young populations worldwide.

Profile of Bawa la Tumaini Self Help group

The Bawa la Tumaini Self Help Group is a dynamic socio-economic organization that has brought together over 700 members. Their collaborative effort involves pooling savings to access affordable loans for various economic needs. They actively encourage participation from adults, children, organizations, companies, and diverse groups who share their vision. Currently, the group operates with a dedicated team comprising 13 Ministry staff members and 200 volunteers.

Their vision is ambitious, aiming to expand their impact by recruiting thousands of volunteers in every county. They envision harnessing technology to connect with youth nationwide, guiding them towards becoming exemplary leaders through evangelism and discipleship. Additionally, they aspire to establish 47 Youth for Christ (YFC) centers, one in each county, to impart transformative messages that advocate not only for abstinence but also for active social engagement within their communities. Central to their mission is empowering youth to recognize and utilize their talents and skills for both ministry and economic empowerment, thereby benefiting themselves and their communities.

The objectives of the Bawa la Tumaini Self Help Group include promoting thrift among members to foster self-reliance and enhancing

pastoral and socio-economic activities for the welfare of their members and society at large. They envision serving as a model self-help group in poverty eradication and promoting community self-reliance.

Their mission centers on advancing the socio-economic empowerment of its members through several key strategies. These include mobilizing savings among members, providing access to affordable credit for various economic endeavors, offering microenterprise training to enhance entrepreneurial skills, and ensuring the prudent management of resources. These initiatives collectively aim to uplift members economically, enabling them to achieve greater financial stability and self-reliance within their communities.

1.2 Statement of the Problem

In Kenya, youth groups have emerged as crucial drivers of socioeconomic development, focusing on empowering young people, improving livelihoods, and combating poverty. These groups are primarily geared towards fostering enterprise development, engaging youth in economic activities that create opportunities for self-employment. The overarching aim is for Kenya to achieve global competitiveness and prosperity by 2030. In support of these goals, the government has implemented youth development programs like the Youth Enterprise Development Fund (YEDF). This fund operates under the premise that initiatives supporting micro, small, and medium enterprises (MSMEs) will play a pivotal role in job creation and addressing unemployment challenges.

Despite government investment, however, the impact of these youth projects has often fallen short of expectations. For instance, reports from Madaraka Sub County reveal that only 40% of the disbursed YEDF funds (totaling Kshs. 3,200,000 over three years) have been repaid. Official data further underscores that many youth-led projects struggle to sustain themselves beyond an initial three-year period. Despite initial support and funding from the government and other stakeholders, the majority of these

initiatives encounter significant difficulties in achieving long-term viability, highlighting substantial sustainability challenges. Several factors contribute to the challenges faced by youth development initiatives in Kenya, including insufficient entrepreneurship skills among young people, leadership issues within youth groups, inadequate internal controls, and varying levels of education among group members. These factors collectively hinder the effectiveness and sustainability of these programs.

Addressing these challenges is paramount for enhancing the operational success and longevity of youth development initiatives in Kenya. Therefore, this study seeks to identify and analyze the underlying factors that influence the success of such initiatives. By bridging these existing gaps, the aim is to improve the overall sustainability of youth development programs across the country. This research intends to provide insights and recommendations that can strengthen entrepreneurship skills, enhance leadership capabilities, establish robust internal controls, and promote educational opportunities within youth groups. Through these efforts, the goal is to empower young Kenyans and foster enduring socio-economic development in their communities.

1.3 Objectives of the Study

1.3.1 Objective

The primary aim of this study was to identify and analyze the factors influencing the successful implementation of youth development projects in Kenya.

1.3.2 Specific Objectives

- i. Evaluate the impact of governmental policies on the implementation of youth development projects in Kenya.

- ii. Assess the influence of group leadership dynamics on the execution of youth development projects in Kenya.

- iii. Analyze the effects of entrepreneurship training programs on the execution and sustainability of youth development projects in Kenya.

- iv. Evaluate the role of funding availability and management in facilitating the implementation of youth development projects in Kenya.

1.4 Research Questions

The following research questions will guide the study;

- i. How significantly does government policy impact the implementation of youth development projects in Kenya?

- ii. To what extent does group leadership influence the implementation of youth development projects in Kenya?

- iii. How does entrepreneurship training influence the implementation of youth development projects in Kenya?

- iv. What is the extent of the impact of funding on the implementation of youth development projects in Kenya?

1.5 Significance of the Research

The study aimed to benefit multiple stakeholders involved in youth development initiatives in Kenya, including young people themselves,

government agencies responsible for implementing youth funding, and other relevant stakeholders providing financial support. By addressing key factors such as governmental policies, group leadership dynamics, entrepreneurship training, and funding impacts, the study seeks to provide valuable insights and recommendations. These insights aim to enhance the effectiveness, sustainability, and overall impact of youth development projects. Ultimately, the goal is to empower young Kenyans, optimize resource allocation, and foster socio-economic growth within their communities.

1.5.1 The Management of Bawa La Tumaini Self Help Group

The findings of the study aimed to benefit young people by providing them with strategies to sustain their group projects effectively. The study was deemed important due to the persistently high rates of youth unemployment, underemployment, and low wages in Kenya, despite substantial investments by the government in youth enterprise development. By identifying factors such as effective project management, leadership skills, and financial sustainability, the study aimed to empower young individuals to overcome these challenges. Ultimately, the goal was to equip youth with the knowledge and tools needed to enhance the longevity and success of their entrepreneurial endeavors, thereby contributing to their economic empowerment and overall well-being.

1.5.2 The Government Agencies

The findings were valuable to government agencies as they provided crucial insights into the challenges that impact youth projects in Kenya. This knowledge enabled the agencies to understand the specific hurdles faced by young entrepreneurs and community groups, such as issues with leadership, funding, and sustainability. Armed with this understanding, government agencies could then develop and implement more effective intervention strategies aimed at empowering youth.

By addressing these challenges head-on, government agencies could better support youth initiatives and foster an environment conducive to economic growth and social development. The insights from the study

allowed for targeted interventions that aimed to improve access to resources, enhance skills development programs, and create supportive policies that facilitate the success of youth-led projects. Ultimately, the goal was to enable government agencies to play a more proactive role in empowering youth and driving sustainable development across Kenya.

1.5.3 Stakeholders

To stakeholders, including microfinance firms engaged in community development and providers of microcredit to youth and local communities, the study is expected to deliver significant benefits. It aims to provide actionable insights that enable these stakeholders to develop and implement effective strategies for their programs, ensuring they meet the needs of potential beneficiaries. By addressing identified challenges that affect the sustainability of youth group projects, the study aims to play a crucial role in mitigating youth unemployment specifically within Nairobi County.

The findings are anticipated to equip microfinance firms and other stakeholders with the knowledge and tools necessary to enhance the impact and longevity of their initiatives. This includes strategies for improving project management, leadership skills, financial sustainability, and overall effectiveness in supporting youth-led enterprises and community development efforts. Ultimately, the study aims to contribute to the broader goal of fostering economic empowerment and reducing unemployment among youth in Nairobi County and beyond.

1.5.4 Other Researchers

Scholars and researchers stand to benefit significantly from the readily available information provided by the study on the implementation of youth development projects in Kenya. The study's findings offer valuable insights into the challenges, successes, and best practices associated with such initiatives. This information can serve as a foundational resource for further research, allowing for deeper exploration into the complex dynamics that influence the execution and outcomes of youth development projects.

By documenting and analyzing factors such as government policies, leadership influences, entrepreneurship training impacts, and funding effects, the study provides a comprehensive overview of the implementation landscape. This knowledge not only supports current research endeavors but also sets a framework for future studies to delve into specific aspects of youth development, potentially uncovering new strategies and solutions to enhance project effectiveness and sustainability.

In essence, the study serves as a vital contribution to the academic community by consolidating empirical evidence and insights that can inform policy-making, program design, and scholarly discourse related to youth empowerment and development in Kenya and similar contexts globally.

1.6 Scope of the Study

The study aimed to investigate the factors influencing the implementation of youth development projects in Kenya, with a specific focus on the Bawa la Tumaini Self Help Group located along Langata Road in Nairobi. The target population consisted of 47 individuals, including group officials, community stakeholders, and group members. The research was conducted over a six-month period, spanning from January 2024 to July 2024. The goal was to gather comprehensive insights into the challenges and facilitators impacting the group's initiatives, thereby contributing to a deeper understanding of effective strategies for youth development in the region.

1.7 Chapter Summary

The chapter encompassed a research background that contextualized the study, a problem statement delineating the issue under investigation, research objectives that guided the formulation of research questions, and an overview of the research methodology employed in the study.

CHAPTER TWO:LITERATURE REVIEW

2.0 Introduction

This chapter reviews previous studies conducted on the implementation of youth development projects in Kenya. It covers introductory discussions, theoretical perspectives, critical analyses, a summary of findings, and the conceptual framework used in these studies

2.1 Theoretical Literature Review

Incorporating modernization theory articulated by Seymour Lipset and dependency theory articulated by Hans Singer and Raúl Prebisch enriches the study's theoretical framework. Modernization theory posits that societies progress through stages of economic development, with industrialization and technological advancement leading to social change and improved living standards.

It suggests that development occurs as traditional societies adopt modern practices and values. On the other hand, dependency theory argues that global economic inequalities result from the dependency of developing countries on more economically advanced nations. It critiques the notion of progress in modernization theory, emphasizing the structural constraints imposed by unequal power relations and economic dependencies.

By integrating these theories, the study can analyze the dynamics of youth development projects in Kenya within broader socio-economic

contexts. Modernization theory may inform discussions on how technological advancements and economic reforms influence project implementation and outcomes. Dependency theory, meanwhile, provides insights into the challenges posed by external influences and economic dependencies on the sustainability of youth initiatives.

Together, these theoretical perspectives enable a nuanced examination of the factors influencing the implementation and success of youth development projects in Kenya, considering both internal dynamics and external socio-economic forces.

2.1.1 Modernization Theory

Modernization theory proposes that societal development progresses along a predictable path from traditional to modern forms, emphasizing internal factors such as education, market economies, and democratic governance. While it acknowledges external influences like foreign aid, its primary focus is on domestic forces driving socioeconomic advancement.

In Kenya, a significant portion of the youth population faces profound challenges, underscoring the critical need for both state and non-state actors to plan and implement policies and programs that address their specific needs. Youth are influenced by societal structures and processes that often limit their control, shaping their opportunities and actions.

Effective policies must view youth as active participants rather than passive recipients. They should foster inclusive partnerships that are sensitive to gender dynamics and responsive to the unique circumstances of vulnerable groups, such as youth in conflict with the law or affected by HIV/AIDS. Despite the potential benefits of youth-focused policies, they frequently encounter barriers that impede meaningful youth engagement in decision-making processes.

These policies typically adopt a future-oriented perspective, recognizing young people for their potential contributions as future adults and emphasizing their role as cultural and social assets of society. By addressing these considerations, policies can better support youth development and enhance their integration into broader socioeconomic frameworks in Kenya. Olanrewaju, O. O. (2021).

2.3.2 Dependency Theory

Dependency Theory critiques and expands upon Modernization Theory by incorporating neo-Marxist perspectives and advocating for a model of "revolution of underdeveloped nations." It focuses on the global division between dominant, imperialistic countries of the first world and underdeveloped countries, highlighting structural conditions and historical patterns within nation-states. According to Dependency Theory, the international system is characterized by dominant and dependent states,

where external forces significantly shape economic activities in dependent states. The relationships between these dominant and dependent states are dynamic and rooted in history, perpetuating inequalities through exchanges that reinforce existing power dynamics.

In the context of Youth Polytechnics (YP) in Kenya, YP education serves not only as a direct pathway to immediate employment but also as a long-term investment made by parents and households. This investment aims to equip youth with skills in anticipation of a more promising future. Policies that emphasize the future potential of young people as adults often adopt a governmental approach, justifying monitoring and regulation of young people's lives to safeguard their future prospects and contribute to societal well-being.

Thus, Dependency Theory provides a critical lens through which to examine how global dynamics and historical patterns influence the educational and developmental pathways of youth in Kenya, shaping policies and societal expectations regarding their roles and contributions in the future. Harris, J. (2023).

2.2 Empirical literature review

An empirical literature review, also referred to as a systematic literature review, is a methodical examination of previous empirical studies that focuses on addressing a specific research topic. Unlike theoretical reviews that primarily rely on theories and concepts, empirical research is grounded in observations, measurements, and data to derive conclusions.

By synthesizing findings from multiple empirical studies, an empirical literature review aims to provide evidence-based insights and identify potential gaps or inconsistencies in the existing body of research on a particular subject. This rigorous approach ensures that conclusions are firmly supported by empirical evidence rather than speculative or theoretical assumptions.

2.2.1 Group Leadership and Implementation of Youth Development project

The United States provides a notable example of prioritizing the development of leadership and entrepreneurship skills. The

US Office of Entrepreneurship Education (OEE) is a national institution dedicated to fostering these skills. It offers online toolkits, resources, and targeted programs aimed at enhancing entrepreneurial capabilities. Leadership, defined as the ability to influence a group towards achieving common goals, is crucial in this context. Effective leaders listen actively, manage diverse teams, and oversee decentralized operations. Their success hinges on their communication skills, empathy, and ability to inspire and persuade skeptics. Collaborative management and teamwork are pivotal for local leaders' achievements.

Communication plays a vital role in leadership. Poor communication within leadership can lead to behavioral changes, emotional reactions, and distrust among group members, especially concerning financial matters. These negative emotions can undermine trust, increase turnover intentions, and hinder productivity. Effective communication and delegation are essential entrepreneurial skills that enable leaders to coordinate team efforts and manage member concerns diplomatically.

In group dynamics, leadership roles include settling disputes, linking team members, motivating, facilitating, and negotiating. The participatory nature of leadership suggests roles should rotate based on the group's needs. Effective leaders are comfortable sharing responsibilities, adopt various leadership styles, perform fundamental tasks, and balance stakeholder demands without compromising their values. Youth group leadership and organizational leadership share competencies necessary for achieving objectives and ensuring sustainability. These competencies encompass vision communication, team inspiration, individual motivation, and transformative initiative.

Effective leadership is indispensable to any organization's stability and success. It requires special skills, capacity building through training and mentoring, and empowering emerging

leaders through public speaking development. Emotional intelligence, the ability to recognize and manage one's own emotions and those of others, is crucial. Leaders with high emotional intelligence can motivate themselves and others effectively, demonstrating self-awareness, self-management, social awareness, and adept relationship management within groups.

Group leadership demands a unique blend of inward management skills and outward influencing abilities, coupled with strong communication, networking prowess, resilience, and emotional maturity. Effective leaders are distinguished by their emotional intelligence and ability to mobilize it in diverse and challenging situations. As self-help group projects emerge amid complex challenges characterized by uncertainty and rapid change, leadership skills are pivotal in navigating and resolving these issues. It is suggested that in today's complex and rapidly changing environment, leadership is required from all members within organizations. The ability to lead, especially during crises, is a highly valued skill. However, many young people may lack these skills, potentially leading to business failures. Effective leadership is crucial for organizational sustainability, particularly in times of complexity, where finding solutions is challenging, behavioral change is necessary, and there's a history of policy failures.

Young entrepreneurs, due to their age and limited experience, require tailored training and counseling. Factors such as poor management, lack of planning, product quality issues, weak relationships, inadequate financing, and poor marketing skills are identified as major causes of business failure among youth entrepreneurs. These challenges can prevent them from servicing their loans effectively.

Research indicates that successful group endeavors require clearly defined goals, leaders with specific training and skills,

and consideration of member expectations, participation willingness, cultural norms, and values when planning and executing projects. Understanding the group's goals and its purpose encourages participation and commitment.

Many groups fail due to a lack of common goals or interests. Groups formed out of external necessity may become overly reliant on external support, risking collapse if promises aren't fulfilled. For instance, some groups formed in response to available youth funds disbanded due to a lack of long-term vision. This underscores the importance of focused group leadership.

Effective leadership also hinges on factors such as well-defined goals, established processes, clear delegation of tasks, and regular communication and feedback mechanisms. Leadership plays a pivotal role in the success of businesses. Lack of business advice, training, and guidance from youth enterprise support agencies can increase the risk of failure.

Political factors, such as interference from community leaders, can also impact group leadership. Studies from India highlight how political influence can dictate project choices, implementation locations, and beneficiary selection, compromising group leaders' ability to make impartial decisions.

Moreover, the group lending methodology used by microfinance institutions may not always be suitable for all groups, as inactive members can jeopardize loan repayments. This emphasizes the importance of leadership in fostering member commitment and accountability within groups.

Leadership traits like self-confidence, assertiveness, emotional stability, and integrity are essential. Self-confident leaders inspire trust and commitment, while those with integrity uphold

principles and values that contribute to long-term project success.

In conclusion, effective leadership is indispensable for navigating the complexities of business and group dynamics. Tailored support, clear goals, and strong leadership are critical for the sustainability and success of youth enterprises and community groups alike.

2.2.2 Entrepreneurship Training and Implementation of Youth Development Project

Kenya too has an education and training system that is inadequate to the task of preparing individuals for self-employment. The 8-4-4 education system, which was introduced in 2015 and lasting up to the University (High School/tertiary)/ SOURCE: TUKO NEWS The objective of this reform was to add technical and practical subjects alongside the previous academic focus. The youth education opportunities remains a key challenge as high education cost, poverty and lack of proper facilities have given rise to the higher rate of school dropouts among this population. But even those who do complete their education experience a significant shortfall in employability skills (Gok, 2020).

According to the United Nations Development Programme (UNDP) Report of 2021, poverty levels have increased in four out of eight provinces in Kenya, exacerbating conditions for those living in extreme poverty. This situation has compromised their ability to access proper nutrition, medical care, and clean living conditions .

lack of appropriate facilities, the country's training institutions are criticized for their inadequacy in preparing students for the demanding labor market (Gok, 2019). Additionally, these institutions often lack essential facilities and modern technology, further hindering students' readiness for employment. There is also a disconnect between these institutions and the labor

market, exacerbating the challenge of employability for graduates (Gok, 2020).

Negative societal attitudes towards the informal sector discourage many youth from considering it as a viable career path. This perception contributes to the reluctance of youth to venture into informal sector opportunities, fearing social stigma and the label of failure .

In response to these challenges, the National Youth Policy (NYP) proposes several strategies to enhance education and training for youth. These include improving the affordability and accessibility of quality education, promoting non-formal education, and enforcing policies like re-admission for girls who drop out of school due to pregnancy . Moreover, creating stronger linkages between educational institutions and the private sector through research, technical education, internship opportunities, and financing is crucial.

Many youth either drop out of school or graduate without the necessary skills for self-employment, exacerbated by the emergence of sub-standard training institutions exploiting desperate youth. Consequently, efforts are needed to improve the provision and quality of existing vocational training programs, focusing on imparting life skills and enhancing employability.

Youth trained in these institutions cannot, be immediately absorbed into the job market. Besides this, society's attitude towards the Jua Kali sector discourages many youth from venturing into it, as they do not want to be regarded as failures in life. To enhance education and training for the youth, strategies that will be applied include developing a curriculum for use in youth polytechnics, identifying, supporting and partnering efforts of communities the board has invested

heavily in public sensitization and education on the fund's operation and progress since inception .

The absence of public space for individuals to communicate their needs, interests and aspirations reduces the ability of formal institutions to understand which forms of participation are meaningful to youth and how they can be integrate into the established societal institutions. This view has been used to legitimize young people restricted scope of participation .

To enhance education and training for the youth, the NYP proposes to: improve affordability and accessibility of quality education, promote non-formal education, enforce re-admission policy for girls who drop out of school due to pregnancy and create linkages between educational institutions and the private sector through research, technical education, internship opportunities and financing. Most of the youth either drop out of school or graduate without necessary skills for self-employment. Many girls drop out of school due to pregnancy. Recently, sub-standard institutions have come up to take advantage of shortage of training opportunities to exploit desperate youth. Shah, C. (2021).

This view has been used to legitimize young people restricted scope of participation. This is especially manifested in politics, whereby, youth are locked out of political parties' decision making processes. However, the studies dealing with the success of projects funded by youth enterprise fund are limited and hence assessment of factors affecting It is argued that greater entrepreneurial human capital enhances the productivity of the investment which results to higher profits and therefore lowers profitability of early exit.

Higher productivity of the investment means the business owner is more efficient in organizing and managing operations or is able to attract more customers, negotiate better contracts with suppliers and raise money. Entrepreneurial readiness among the youth entrepreneurs who benefitted from youth fund program in Nairobi is still low and that 48% of those youth surveyed had less than 50% likelihood of business success and hence impacting on repayment rate.

It is observed YEDF prime objective is not only the development of SMEs by providing loans to youth owned enterprises but also to attract and facilitate investment in micro, small and medium enterprise - oriented commercial infrastructure such as business or industrial parks, markets or business incubators that will be beneficial to youth enterprises. It also provides franchise financing and linkages with large enterprise. This implies that that the youth cannot take full advantage of these beneficial programs from the fund if they lack requisite entrepreneurial skills for doing such businesses.

In a study of youth enterprises in Gatundu South, successful entrepreneurs were found to be passionate and obsessive about making their business opportunities work with strong vision. Their determination to succeed is due to their strong will and setbacks and risks will not discourage them as they are relentless in their pursuit of goals.

Their sheer belief and conviction in an idea of action is an entrepreneurial skill which help them to sustain and endure. Motivation influence entrepreneurial process and performance, and that hard work and commitment are some of the strong entrepreneurial skills which to most of the youths are lacking. It is noted the individual capabilities of an entrepreneur such as entrepreneurial skills, motivation, training and prior experience in business have significant effect in growth of

business ventures and therefore efforts have to be up scaled and as well identify means and strategies of improving youth access to entrepreneurship development.

Entrepreneurial training is usually defined as a continuous process leading to the development of knowledge required for starting and managing a firm. It is evident that young entrepreneurs require a diverse skill set including business planning, financial management, budgeting, time and stress management, sales improvement, cost management, debt recovery, stock control, marketing, and recruitment. Therefore, there is a crucial need for programs focused on skills training, business counseling, mentorship, support for business expansion, and the creation of networks. Many youth start businesses out of passion or necessity, but often lack the necessary entrepreneurial skills, which can lead to challenges in loan repayment. Niyonsaba, B., Muathe, S., & Namusonge, M. J. (2022).

Research highlights that fear of failure is prevalent among youth entrepreneurs, compounded by inadequate entrepreneurial skills and the perceived risk of business failure and legal repercussions. Moreover, the influence of entrepreneurial parents in fostering independence, achievement, and responsibility is significant but often lacking in some communities, where role models for sustainable group leadership are scarce.

Effective leadership is paramount for organizational success, particularly in navigating complex issues, finding solutions, fostering behavioral change, and overcoming chronic policy failures. Young entrepreneurs, due to their age and limited experience, require tailored training and counseling to address specific challenges like poor management, planning, product quality, relationships, financing, and marketing skills, all of which contribute to business failure and loan repayment difficulties.

Group dynamics underscore the importance of clear goals, specific leadership training, and an understanding of member expectations, cultural norms, and values. Successful groups are driven by shared goals and a structured approach that includes clear delegation of tasks and regular feedback. Conversely, groups formed without a clear long-term vision or reliant solely on external funding are at risk of collapse, emphasizing the critical role of focused group leadership. Carroll, B., & Firth, J. (2021).

Political influences can also impact group leadership, as seen in instances where community leaders interfere in project selection and implementation, compromising the autonomy of youth group leaders. The group lending model, common in microfinance institutions, may not always suit group dynamics, potentially discouraging active members from further participation.

Effective leadership traits include self-confidence, assertiveness, emotional stability, and integrity. Leaders who demonstrate these traits inspire trust and commitment, thereby contributing to the success and longevity of their projects.

In conclusion, effective leadership is indispensable for the sustainability of businesses and community groups alike. Tailored support programs and mentorship are essential to equip young entrepreneurs with the necessary skills and resilience to overcome challenges and succeed in their endeavors.

2.2.3 Funding and Impementation of Youth Development Project

Non-governmental organizations (NGOs) are reliant on external funding to sustain and grow their operations. This necessity

stems from the fact that while some NGOs can manage short-term emergency responses independently, sustained operations require stable financial support. Key sources of funding include grants from international entities such as the United Nations, as well as governmental grants from countries like the United States and the United Kingdom. Private contributions play a crucial role, coming from foundations, community donations, and individual supporters. Additionally, NGOs may receive funding from umbrella organizations that act as intermediaries for distributing funds from other agencies or organizations.

Understanding the landscape of NGO financing is essential for appreciating the challenges of financial sustainability. Although the sources of revenue vary widely among countries and even within different sectors of NGOs, certain funding trends are identifiable across the sector.

In the study of East African local NGOs, researchers found that a significant portion of their funding originates from international donors. They also identified three primary sectors from which NGOs source their resources: the private sector, the general public, and the government/public sector. Funding from each of these sectors can come from both external (international) and local (domestic or municipal public and private donors).

Similarly, another study indicated that NGO revenue generally falls into three broad categories: government funding, private giving, and self-generated income. Grants from bilateral donors are noted as the next most important source, followed by grants from local governments. Interestingly, the study found that the average NGO is less likely to receive funding from these three primary sources and is more dependent on non-grant income. Eisenreich, L. (2022).

Furthermore, the authors discovered that local NGOs derive very little revenue from members and non-members, with only 2.5 percent of their total funding coming from these sources.

In countries where there is some economic growth recorded with a presence of a vibrant private sector, NGOs look upon the corporate agencies as major sources of funding.

Corporate groups today often integrate corporate social responsibility (CSR) into their agenda, aiming to enhance equity, social justice, and overall development. In recent times, some corporate agencies have expanded their involvement by partnering with NGOs on joint profit-oriented projects.

Private giving, which includes cash donations and in-kind contributions from individuals, businesses, foundations, and other grant-making entities, plays a crucial role in supporting various initiatives and programs undertaken by NGOs. These contributions are essential for advancing their missions and addressing societal challenges effectively.

Additionally, the efforts of volunteers can also be considered a form of philanthropy. Their time, skills, and dedication contribute significantly to the work of NGOs and are embraced within the concept of giving back to society.

Another important source of funding for NGOs comes from private charities, foundations, and international organizations that focus on supporting and equipping local NGOs. These entities provide both financial resources and technical assistance, enabling NGOs to enhance their operations and impact.

Furthermore, donations and gifts from individuals or informal groups such as churches, foundations, and private firms constitute another significant source of funding for NGOs.

These contributions often stem from personal convictions, community support, or corporate social responsibility initiatives, further bolstering the sustainability and effectiveness of NGOs in their efforts to create positive social change.

According to a UNDP, 2020 report some countries, the local governments are a major source of funding as they have different community welfare and development schemes which NGOs can apply and raise resources and implement projects. The public sector provides various types of subsidies to non-governmental organizations (NGOs).

In Kenya, like many other African countries, youth unemployment remains a critical issue hindering economic growth. The United Nations Development Programme (UNDP, 2019) highlights that a substantial portion of NGO funding, up to one-third, comes from government subsidies, grants, and contracts. Tax exemptions also contribute to this support. However, heavy reliance on external funding can limit NGOs' autonomy and flexibility, potentially jeopardizing their operations if funding is withdrawn unexpectedly due to strategic shifts by donors.

Economic factors such as inflation, global fuel prices, and broader economic development significantly impact the implementation of youth projects. Africa, facing challenges like political instability and social unrest, struggles with sustainable economic growth. Rural development indicators include income growth among the rural poor, agricultural productivity, and improvements in education and health services accessibility.

Youth unemployment is particularly acute in Africa, where a large proportion of the population is under 25 years old. According to the United Nations (2020), over 200 million young Africans face considerable challenges in entering the workforce. Despite efforts to improve education and training,

the youth unemployment rate remains high, exacerbated by a slow demographic transition and urbanization challenges. Many young people, especially in rural areas, migrate to urban centers in search of better opportunities, further straining urban job markets.

Policy interventions targeting youth employment need to consider the diverse needs of young Africans, including gender, educational background, and regional disparities. Effective strategies should integrate urban and rural policies to optimize human resource allocation and create sustainable job opportunities across the continent.

2.3 Critical Literature Review

A national youth policy serves as a commitment by a country to prioritize and address the developmental needs of its young men and women, outlining their roles in society and the responsibilities society has towards them (UNESCO, 2022). This study was conducted to assess the impact of government policies on the implementation of youth development projects in Kenya.

Effective group leadership requires a delicate balance of internal management and external influencing skills, coupled with strong communication, networking abilities, resilience, and emotional intelligence. These qualities are crucial as they enable leaders to mobilize their teams effectively. However, the study highlighted gaps in understanding how group leadership specifically influences youth development projects in Kenya, necessitating further research to address this gap.

The education and training system in Kenya, particularly the 8-4-4 system introduced in 2015, has been criticized for not adequately equipping youth with skills for self-employment. While the system emphasizes practical and technical subjects,

its impact on entrepreneurship training and its relevance to youth development projects in Kenya requires further exploration. Hence, this study aimed to fill this research gap.

Various economic factors such as youth unemployment, inflation, economic development, and global fuel prices significantly impact the implementation of youth projects in Kenya. Despite their acknowledged influence, the specific ways in which funding affects the operational aspects of youth development projects have not been fully explored by previous authors. Therefore, conducting a study was deemed essential to address this knowledge gap.

Youth who experience secure family attachments are more likely to engage in community development projects, as attachment theory suggests that strong family bonds provide a supportive foundation for interpersonal relationships. However, the specific impacts of socio-cultural factors on the implementation of youth development projects in Kenya have not been adequately demonstrated in existing literature. Hence, this study aimed to investigate these influences and contribute to filling this gap in knowledge.

2.4 Summary and Research gaps

It's clear that youth policies play a crucial role in amplifying the voices of young people and reshaping outdated perceptions to better meet their needs. Effective leadership within youth groups requires a unique blend of inward-looking management skills and outward-looking influencing abilities. This includes strong communication and networking skills, alongside resilience and emotional intelligence. Leaders who exhibit high emotional intelligence are better equipped to mobilize their teams and navigate challenges effectively.

Entrepreneurial skills are identified as a significant gap among youth, impacting their ability to take risks and demonstrate resilience. Research suggests that children of entrepreneurial parents are more likely to pursue entrepreneurial endeavors themselves. This is attributed to the values of independence, achievement, and responsibility instilled by entrepreneurial parents from a young age.

In summary, fostering entrepreneurial skills among youth is crucial for enhancing their ability to take risks, build resilience, and ultimately contribute positively to their groups and communities. Effective leadership that combines emotional intelligence with strategic management and influencing skills can further empower youth groups to achieve their goals and aspirations.

In Kenya, the lack of prominent entrepreneurial role models within society could potentially hinder youth from aspiring to sustainable leadership roles within groups. Role models are crucial as they provide examples that youth can emulate, instilling values such as risk tolerance and problem-solving abilities that are essential for entrepreneurship and project sustainability.

Economic factors also significantly influence the implementation of youth projects in Kenya. Youth unemployment rates, inflation, economic development levels, and global fuel prices all impact the feasibility and success of these initiatives. The overall economic environment, including sustainable growth and stability, plays a critical role in shaping the opportunities available to youth and the communities they serve.

Social factors, particularly cultural norms and traditions, can also pose challenges to youth and women's participation in decision-making processes and community development projects. Some communities in Kenya may still uphold traditional practices that limit the involvement of youth and women in

governance and development activities. However, affirmative action policies are gradually addressing these disparities, aiming to promote equity and inclusivity in development initiatives.

Moreover, the need for social belonging and peer pressure can influence community members' participation in development projects. These dynamics underscore the importance of fostering inclusive environments where all members, regardless of gender or age, feel empowered to contribute meaningfully to community advancement.

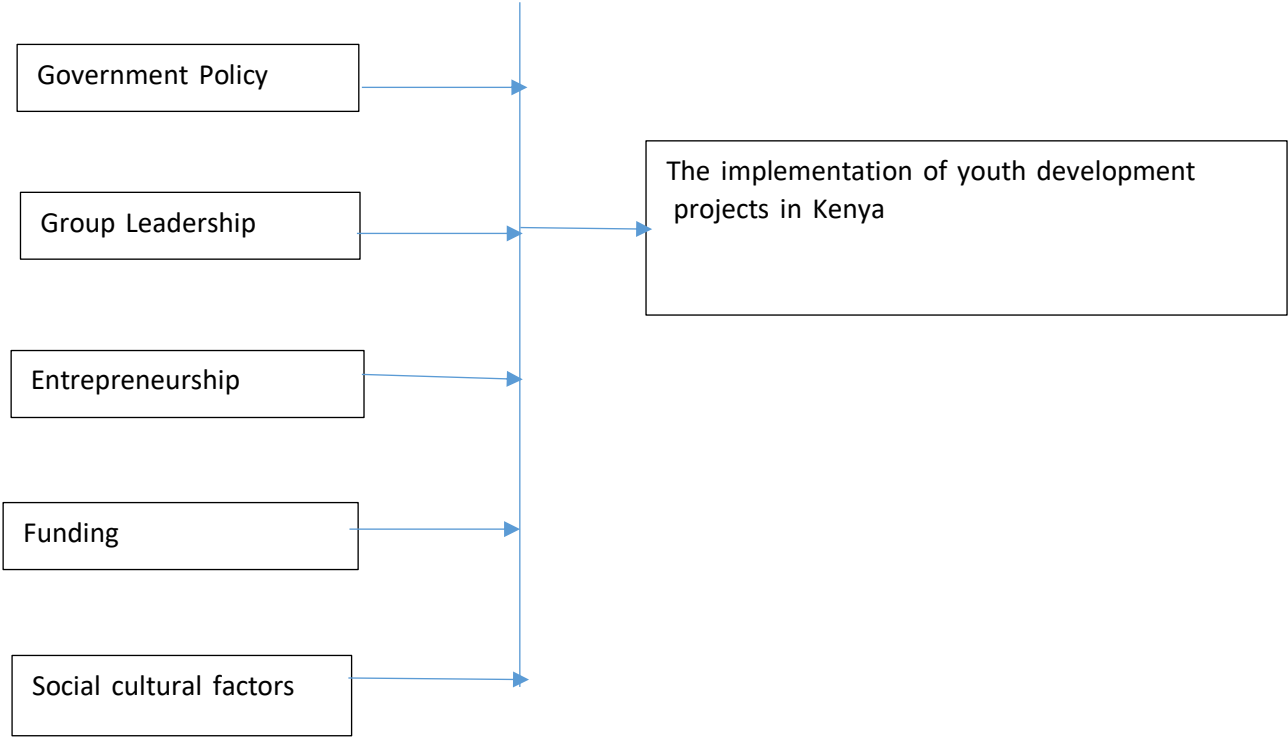
In summary, addressing these contextual factors—such as providing entrepreneurial role models, improving economic conditions, challenging cultural norms, and promoting inclusive participation—is essential for enhancing the sustainability and impact of youth development projects in Kenya. By creating supportive frameworks and opportunities, Kenya can empower its youth to lead and drive positive change within their communities effectively.

2.5 Conceptual framework

Independent Variables

Dependent Variable

Figure: 1



Variable	Indicator	Measurement
Government policy	<ul style="list-style-type: none"> • Community development participation. Youth Cadres • Government commitment. • National youth empowerment strategy(NYES) 	Questionnaire
Group leadership	<ul style="list-style-type: none"> • Concern of people • Creativity • Trust • Communication 	Questionnaire
Entrepreneur training	<ul style="list-style-type: none"> • Access to fund • Market condition • Entrepreneurship culture • Entrepreneurial capabilities. 	Questionnaire
Funding	<ul style="list-style-type: none"> • Budget • Accesibility • Sponsor • Flow of money 	Questionnaire

2.6 Operationalization of Variables

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with research methodology and procedures that were used in carrying out the study. It describes the methods that the researcher applied in carrying out the study. It details the research design, target population, sampling techniques instruments for data collection and data analysis.

3.2 Research Design

Research design refers to the systematic plan and structure of investigation formulated to obtain answers to specific research questions. It encompasses the overall roadmap of the research process, starting from the formulation of hypotheses and theoretical frameworks to the final analysis of collected data. In this study, a descriptive research design was employed. This design was chosen because it is tailored to address questions such as who, what, which,

Descriptive research aims to provide a thorough description of the subject under study, ensuring that data collection is unbiased and minimizing errors in data interpretation. It focuses on capturing the current state of affairs or characteristics of a phenomenon, without manipulating variables or imposing external influences. This approach enables researchers to meticulously document and analyze data, thereby offering a comprehensive understanding of the research topic.

By employing a descriptive research design, the study aimed to meticulously outline and analyze the factors influencing the implementation of youth development projects in Kenya. This methodological choice ensures that the findings are grounded in a detailed and accurate depiction of the situation, facilitating informed conclusions and recommendations for policy and practice

3.3 Target Population

Target population is universal set of the study of all members of real or hypothetical set of people, events or objects to which an investigator wishes to generalize the result. The target population of the study was members and stakeholders of Bawa la Tumaini Self Help Group. The research used target population of 47 employees.

Table 1 Target Population

Category	Targe	Percenta
Group officials	4	9
Community and other	13	28
Group members	30	63
Total	47	100

Source: Author (2024)

3.4 Sample Design

Sample is defined as a definite plan for obtaining a sample from a given population. Sampling is a procedure by which some elements of the population are selected as representatives of the total population through the use of probability to acquire a representative degree of reliability in the selected area. The researcher used census to come up with the right sample size where the entire population formed the sample.

Table 2 Sample and Sampling Technique

Category	Target Population	Sample Population	Percentage (%)
Group officials	4	2	18
Community and other stakeholders	13	9	30
Group members	30	15	52
Total	47	26	100

3.5 Pilot Study

3.5.1 Data Collection Methods and Instruments

The researcher employed a questionnaire as the primary tool for data collection in this study. Questionnaires are widely utilized to gather crucial information from a population, with each question specifically designed to address the objectives, research questions, or hypotheses of the study. However, it's important to note that despite their utility, questionnaires may sometimes omit important details required for comprehensive research.

The questionnaire included structured or closed-ended questions where respondents selected from a list of predefined alternatives that best described their situation. This format facilitated easier analysis, as responses were straightforward and readily quantifiable. Structured questions also proved economical in terms of both time and financial resources.

Conversely, unstructured or open-ended questions allowed respondents the freedom to elaborate on their answers or provide additional insights in their own words. This format encouraged greater depth and richness in responses, providing nuanced perspectives that structured questions might overlook. However, formulating unstructured questions required more effort on the part of the researcher to ensure they elicited relevant and meaningful responses.

In summary, the questionnaire design in this study balanced structured questions for efficiency in analysis and resource use, while incorporating open-ended questions to capture detailed and qualitative insights from respondents. This approach aimed to gather comprehensive data that would effectively address the research objectives regarding the implementation of youth development projects in Kenya.

3.5.2 Administration of the Questionnaire

The researcher obtained permission from the organization's management by clearly outlining the study's objectives and purpose. This step was crucial to gain access to relevant information necessary for the research.

The questionnaires were self-administered, meaning the researcher provided them to the respondents who then filled them out at their convenience. This method allowed participants the flexibility to complete the questionnaires in their own time, ensuring that they could carefully consider their responses.

The questionnaire included both closed-ended and open-ended questions. Closed-ended questions presented respondents with predefined answer choices, making it easier to quantify and analyze their responses efficiently. On the other hand, open-ended questions allowed participants to provide detailed explanations or additional information in their own words. The inclusion of open-ended questions ensured that the study could capture nuanced insights and perspectives that might not have been covered by the closed-ended options.

Overall, this approach facilitated a thorough data collection process that balanced structured responses with opportunities for in-depth qualitative input from the participants. After completion, the researcher collected the questionnaires for subsequent analysis, aiming to derive meaningful conclusions about the implementation of youth development projects in Kenya based on the gathered data.

3.5.3 Validity and Reliability

Validity in research refers to whether the study effectively measures what it intends to measure, ensuring that the conclusions drawn from the data are accurate and meaningful. It ensures that the research instruments, such as questionnaires or tests, are appropriately designed to capture the desired information and variables.

Reliability, on the other hand, refers to the consistency and stability of the measurements or tests used in research. It indicates the extent to which the same results would be obtained if the measurement were repeated under identical conditions. A reliable measurement tool produces consistent results over multiple administrations.

In the context of the study, a pilot study was conducted to enhance the validity and reliability of the research instruments, specifically the questionnaire.

3.6 Data collection procedure

Data collection for the study will involve the use of a questionnaire, which is a structured tool comprising a series of questions designed to gather information pertinent to the research topic. The questionnaire will include both closed-ended and open-ended questions, allowing for the collection of both quantitative and qualitative data from the respondents.

Closed-ended questions will provide respondents with a set of predefined options to choose from, which facilitates quantitative analysis by assigning numerical values to responses. This format enables researchers to quantify and statistically analyze trends, preferences, and opinions among the respondents.

Open-ended questions, on the other hand, allow respondents to provide detailed and qualitative responses in their own words. These questions provide insights into participants' perspectives, experiences, and nuances that may not be captured by closed-ended responses. Open-ended questions are valuable for exploring complex issues and understanding the reasoning behind respondents' viewpoints.

3.7 Data Process and Analysis Methods

Data analysis is the process of developing answers to questions through the examination and interpretation of data. The basic steps in the analytic process consist of identifying issues, determining the availability of suitable data, deciding on which methods are appropriate for answering the questions of interest, applying the methods and evaluating, summarizing and communicating the results.

Data which was collected from respondents were edited to delete errors and detail the vital facts. This ensured that uniformity applied. The data was then analyzed using qualitative and quantitative techniques whereby content analysis and evaluation use of table diagrams is used respectively. After analysis the data was presented in form of tables, pie charts and graphs.

3.8 Ethical Considerations

Ethics in research is defined as the capacity of a researcher to report precisely what occurred. It includes keeping up trustworthiness and order in leading and revealing logical research and credit for thoughts and endeavors

3.8.1 Confidentiality and privacy

Participants' privacy will be respected by conveying them with unique identifier codes to protect their identity and their responses. The study has indiscriminate findings, thus information will not be associated to an individual.

3.8.2 Informed Consent

Participants will be knowledgeable and their consent will be sought for the purpose of this study. The informed consent will include anticipated duration of research and right of partakers to decline or withdraw during the process.

3.9 Chapter Summary

The chapter has presented the methodology that was used in the research study. The nature of the study has justified the choice of the descriptive design. Particulars of the target population, sample size and sampling procedure, research instrument, data collection procedure and how the analysis was done have been provided.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter the researcher carries out an analysis of data using both quantitative and qualitative methods. The analysis process is done on the basis of the variables of the research objectives. The analysis and interpretation of data is done by the help of analyzed tools such as graphs, pie charts and through judgment due to observations made.

4.2 Presentations of Findings

4.2.1 Response Rate

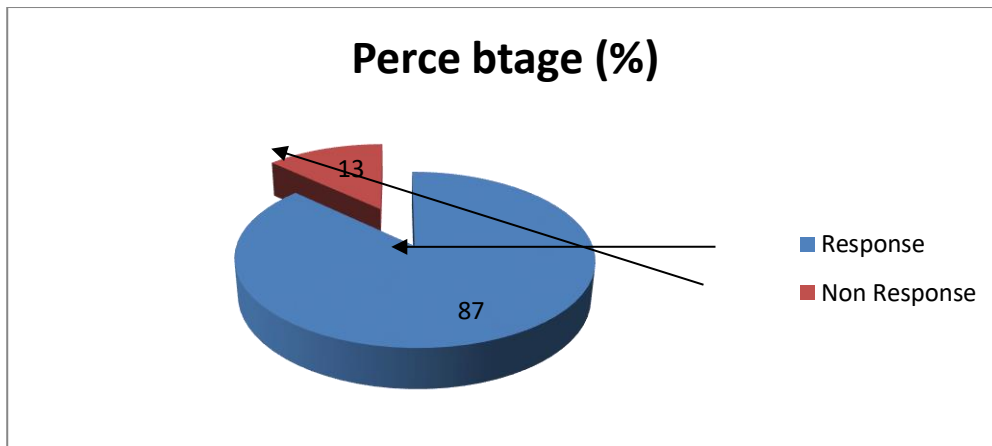
Table 4.1 and figure 4.1 shows the findings on response rate on the effect on the implementation of youth development projects.

Table 3 Response Rate

Category	Frequ	Percentag
Response	41	87
Non Response	6	13
Total	47	100

Source: Author (2024)

Figure 1 Response Rate



Source: Author ((2024)

From the analysis in table 4.1 and figure 4.1 indicates the response rate for the actual representation of the population. Out of 47 questionnaires distributed 41 were returned, that is 87% of the total population and 6 which is 13% was not returned. This means that majority returned their filled questionnaires making it possible for data analysis.

4.2.2 Gender Analysis

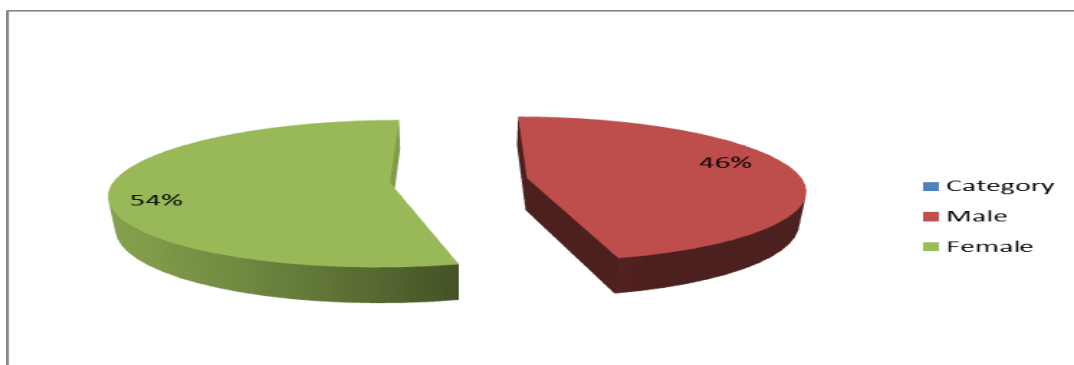
Table 4.2 and figure 4.2 indicates the findings on the effect of gender analysis on the implementation of youth development projects.

Table 4 Gender

Category	Frequen cy	Percentage (%)
Male	19	46
Female	22	54
Total	41	100

Source: Author (2024)

Figure 2 Gender Analysis



Source: Author (2024)

Analysis from the table 4.2 and figure 4.2 shows that 46% (19) of the respondents were male while 54% (22) were female. This can be interpreted that majority of the respondents were female. This implies that Bawa La Tumaini Self Help Group has more female staff than male.

4.2.3 Population Category

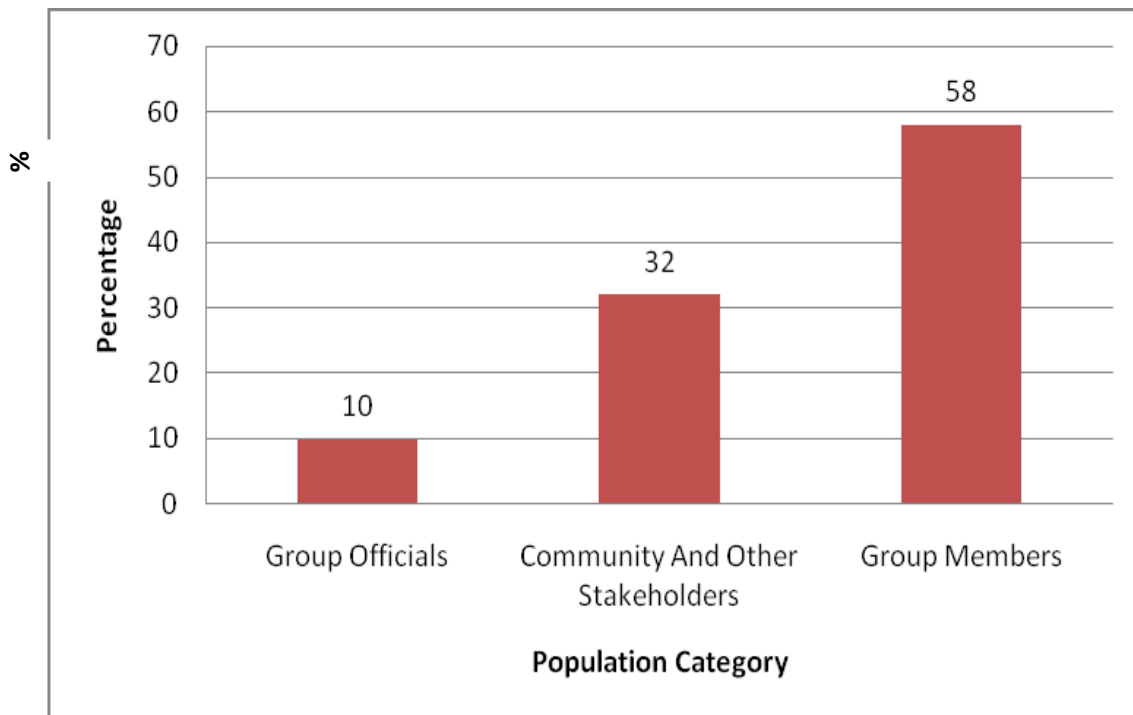
Table 4.3 and figure 4.3 indicates the findings on the effect of level managements on the implementation of youth development projects.

Table 5 Population Category

Category	Fre	Percenta
Group Official	4	10
Community and Other	13	32
Group Members	24	58
Total	41	100

Source: Author (2024)

Figure 3 Population category



Source: Author (2024)

Table 5 and figure 3 indicate the response of the population category which filled the questionnaires. Group official's response was 10%, Community and other stakeholders response was 32%, while the response of Group members was 58%. This means that majority of the respondents were group members.

4.2.4 Number of Years you have been in the group

Table 4.4 and figure 4.4 indicates the findings on the effect of number of years you have been in the group on the implementation of youth development projects.

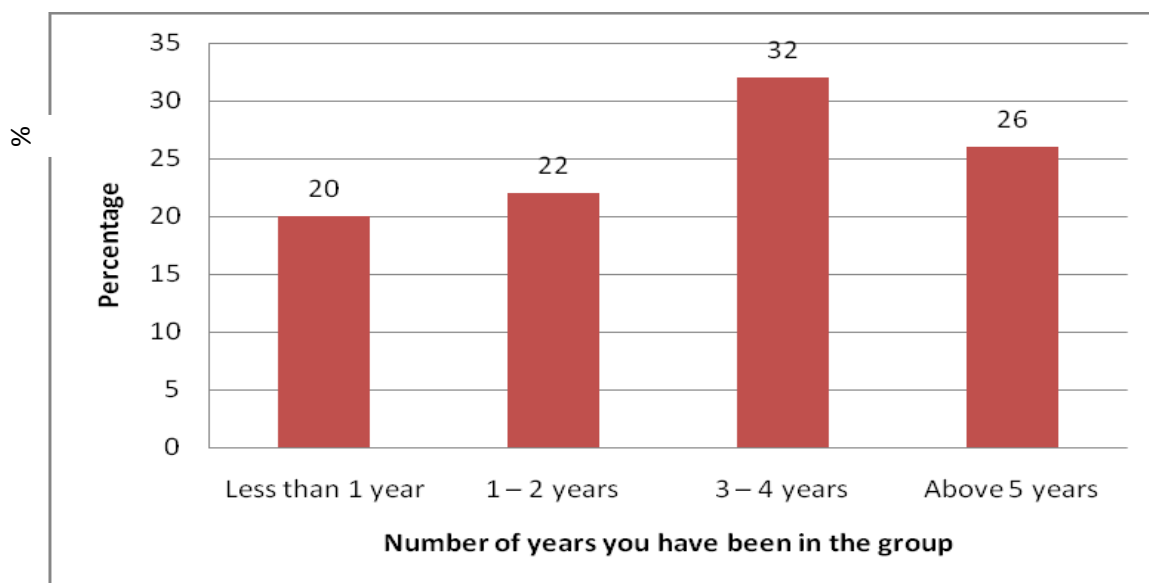
Table 6 Number of years you have been in the group

Category	Frequency	Percenta
Less than	8	20
1 – 2	9	22
3 – 4	13	32
Above 5	11	26

Total	41	100
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Source: Author (2024)

Figure 4 Number of years you have been in the group



Source: Author (2024)

Table 6 and figure 4 indicate the analysis of number of years each member has been in the group. Twenty percent of the respondents had been members of the group for less than 1 year, 22% had been members of the group for between 1-2 years, 32% (13) had been members of the group for between for 3 –4 years while and 26% had been members of the group for above 5 years. This can be interpreted that majority of the respondents had been members of the group for a longer period and therefore they understand better group dynamics.

4.2.5 Highest Level of Education

Table 7 and figure 5 indicates the findings on the effect of highest level of education on the implementation of youth development projects.

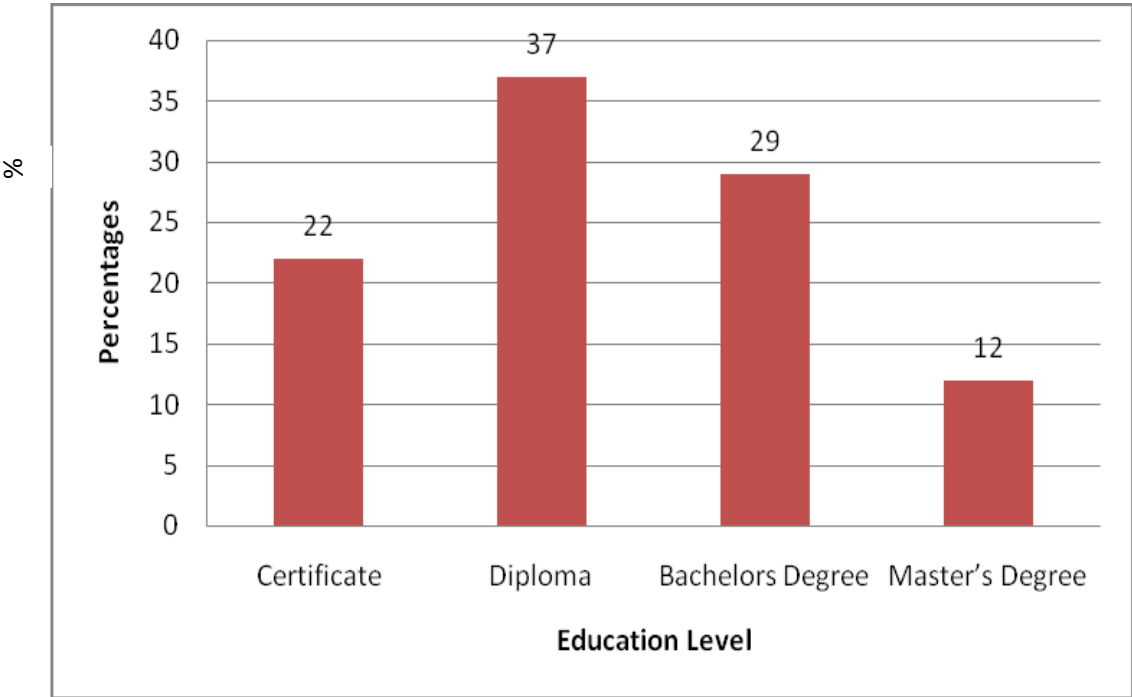
Table 7 Highest Level of Education

Category	Frequency	Percent
Certificate	9	22

Diploma	15	37
Bachelor's	12	29
Master's	5	12
Total	41	100

Source: Author (2024)

Figure 5 Highest Level of Education



Source: Author (2024)

Table 7 and figure 5 shows the levels of education of respondents where 22% were certificate holders, 37% of the respondents had a diploma, 29% of respondents had a bachelor's degree while 12% had master's degree. This indicates therefore that most of the respondents were learned, hence well informed of the organization expectations.

4.2.6 Government Policy

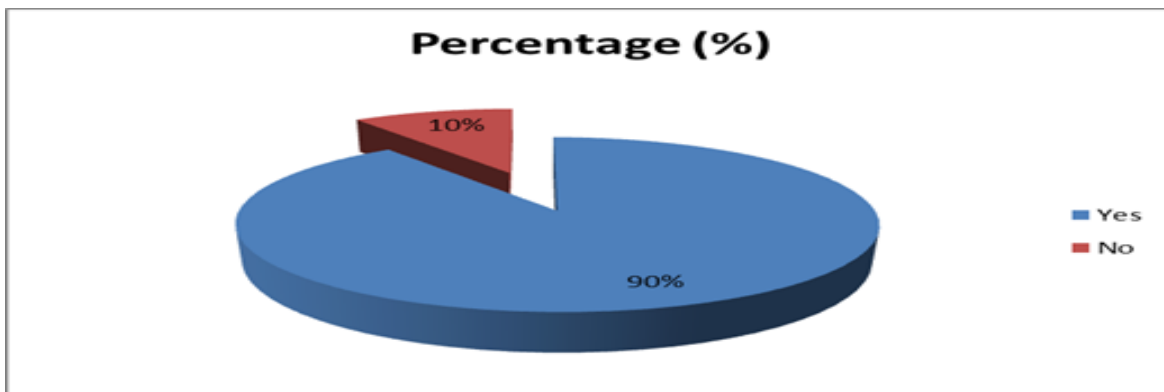
Table 8 and figure 6 indicates the findings on the effect of government policy on the implementation of youth development projects.

Table 8 Whether government policy affects the implementation of youth development projects

Category	Frequency	Percentage
Yes	37	90
No	4	10
Total	41	100

Source: Author (2024)

Figure 6 Whether government policy affects the implementation of youth development projects



Source: Author (2024)

Table 8 and figure 6 shows the response on the effect of government policy on the running of youth development projects. It was established that 90% respondents said government policy affect the implementation of youth development projects while 10% said there is no effect. It can be concluded therefore that government policy is a significant factor that affects the implementation of youth development projects.

4.2.7 Government Policy

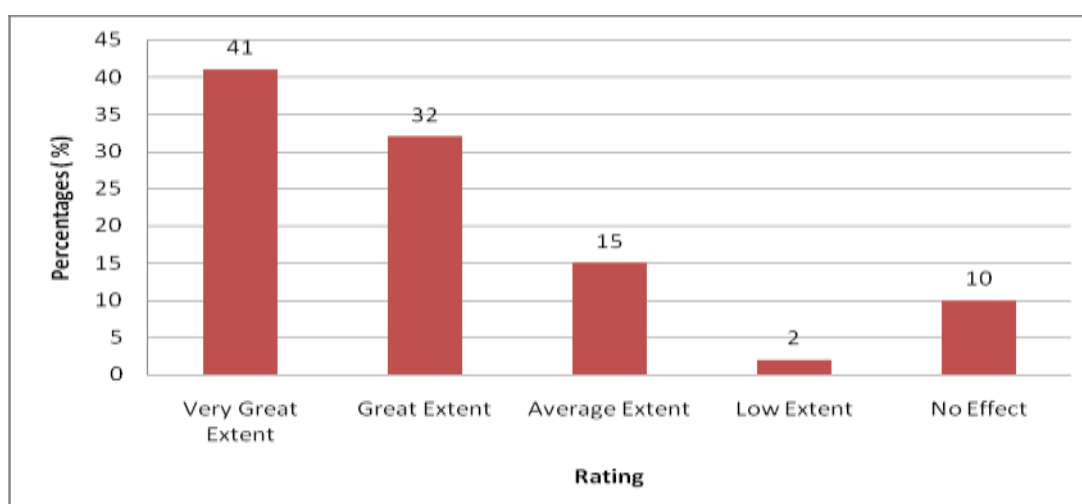
Table 9 and figure 7 indicates the findings on the effect of government policy on the implementation of youth development projects.

Table 9 Rating the effect of government policy on the implementation of youth development projects

Category	Frequency	Percentage
Very	17	41
Great	13	32
Average	6	15
Low	1	2
No Effect	4	10
Total	41	100

Source: Author (2024)

Figure 7 Rating the effect of government policy on the implementation of youth development projects



Source: Author (2024)

Table 9 and figure 7 show that the extent of which government policy affects the implementation of youth development projects. 41% (17) of respondents indicated the extent as very great, 32% (13) said the effect is great, 15% (6) indicated it as average, 2% (1) said the effect is low while 10% (4) said there is no effect. This means that government policy affects the implementation of youth development projects. This indicates that government policy

has a great effect on the implementation of youth development projects.

4.2.8 Group Leadership

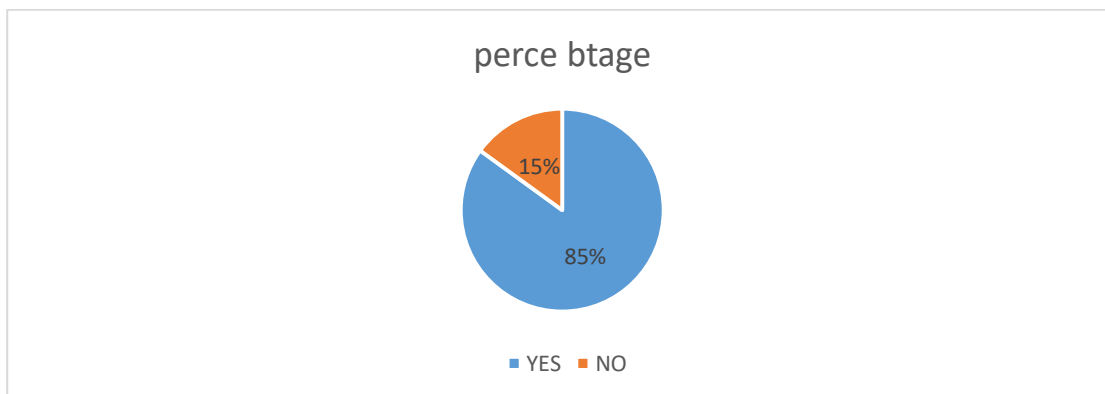
Table 10 indicates the findings on the effect of group leadership on the implementation of youth development projects.

Table 10 Whether group leadership affects the implementation of youth development projects

Category	Frequency	Percentage
Yes	35	85
No	6	15
Total	41	100

Source: Author (2024)

Figure 8 leadership



From the table 11 and figure 8, the study revealed the effect of group leadership on the running of youth development projects. It was established that 85% (35) respondents said group leadership affect the implementation of youth development projects while 15% (6) said there is no effect. Based on this finding it can be inferred that group leadership is a key factor affecting the implementation of youth development projects.

4.2.9 Group Leadership

Table 11 and figure 9 indicates the findings on effect

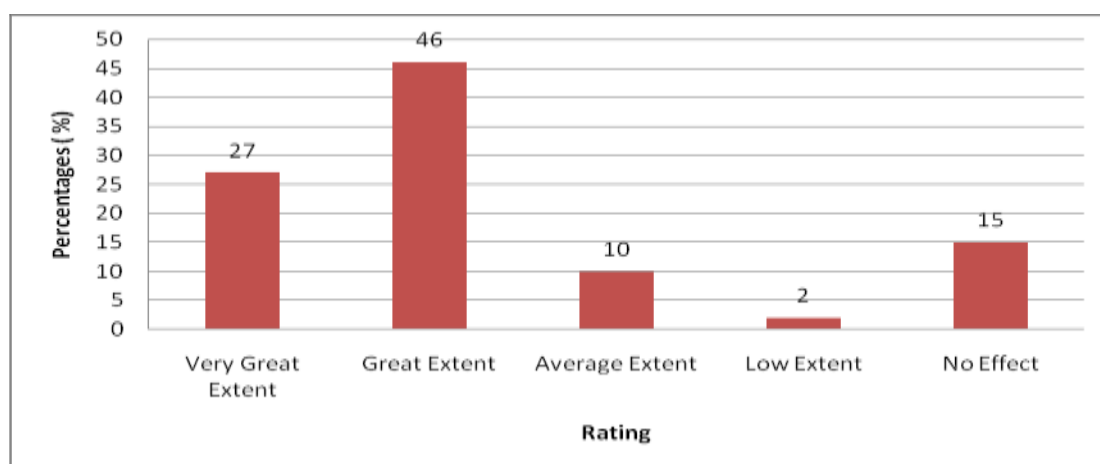
of group leadership on the implementation of youth development projects.

Table 11 Rating the effect of group leadership on the implementation of youth development projects

Category	Frequenc	Percentage
Very	11	27
Great	19	46
Average	4	10
Low	1	2
No Effect	6	15
Total	41	100

Source: Author (2024)

Figure 9 Rating the effect of group leadership on the implementation of youth development projects



Source: Author (2024)

The table 11 and figure 9 indicates effect group

leadership on the implementation of youth development projects. 27% (11) of respondents indicated that the effect is very great, 46% (19) said the effect is great, 10% (4) said the effect is average, 2% (1) said it is low whereas 15% (6) said there is no effect. This means group leadership affects the implementation of youth development projects. This implies that group leadership has a great effect on the implementation of youth development projects.

4.2.10 Entrepreneurship Training

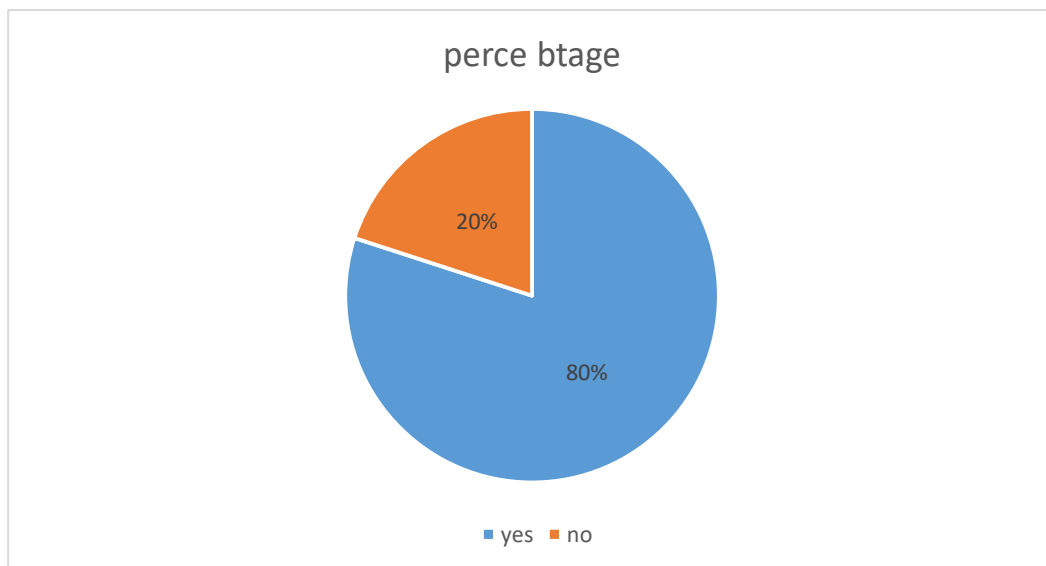
Table 12 and figure 10 indicates the findings on the effect of entrepreneurship training on the implementation of youth development projects.

Table 12 Whether entrepreneurship training affects the running of youth development projects

Category	Frequency	Percent
Yes	33	80
No	8	20
Total	41	100

Source: Author (2024)

Figure 10 Whether entrepreneurship training affects the running of youth development projects



From the table 12 and figure 10 the study revealed the effect of entrepreneurship training. It was established that 80% (33) respondents said entrepreneurship training affect the implementation of youth development projects while 20% (8) said there is no effect. Based on this finding it can be deduced that entrepreneurship training is a key factor affecting the implementation of youth development projects. This means that entrepreneurship training affects the implementation of youth development projects in parastatals.

4.2.11 Entrepreneurship Training

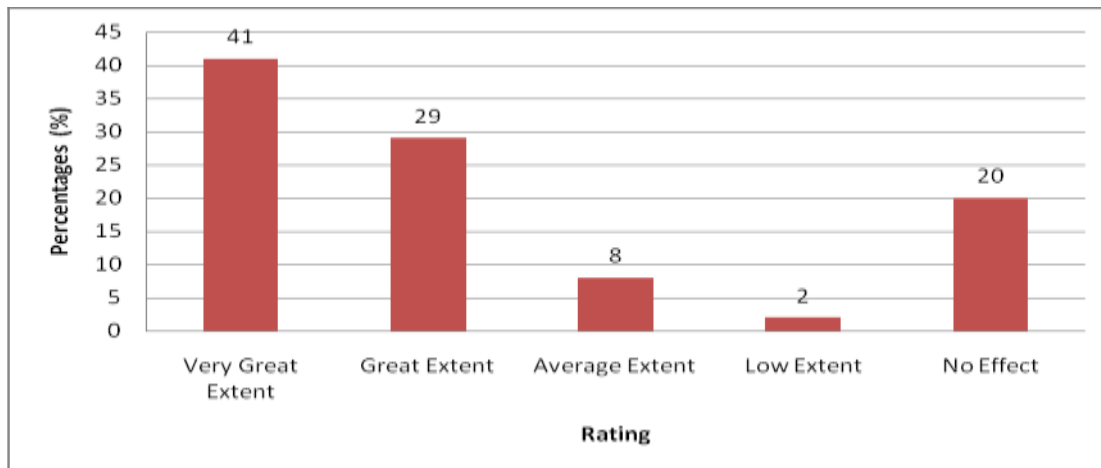
Table 13 and figure 11 indicates the findings on the effect of entrepreneurship training on the implementation of youth development projects.

Table 13 Rating the effect of entrepreneurship training on the implementation of youth development projects

Category	Frequen	Percentage
Very Great	17	41
Great	12	29
Average	3	8
Low	1	2
No Effect	8	20
Total	41	100

Source: Author (2024)

Figure 11 Rating the effect of entrepreneurship training on the implementation of youth development projects



Source: Author (2024)

From the table 13 and figure 11, entrepreneurship training effect on the implementation of youth development projects was cited to be very great by 41% (17) respondents, 8% (12) said the effect is average, 29% (3) said it is great, 2% (1) said it is low, whereas 20% (8) said there is no effect. This means that entrepreneurship training affects the implementation of youth development projects in parastatals. This indicates that entrepreneurship training has a very great impact on the implementation of youth development projects

4.2.12 Funding

Table 14 and figure 12 indicates the findings on the effect of funding on the implementation of youth development projects.

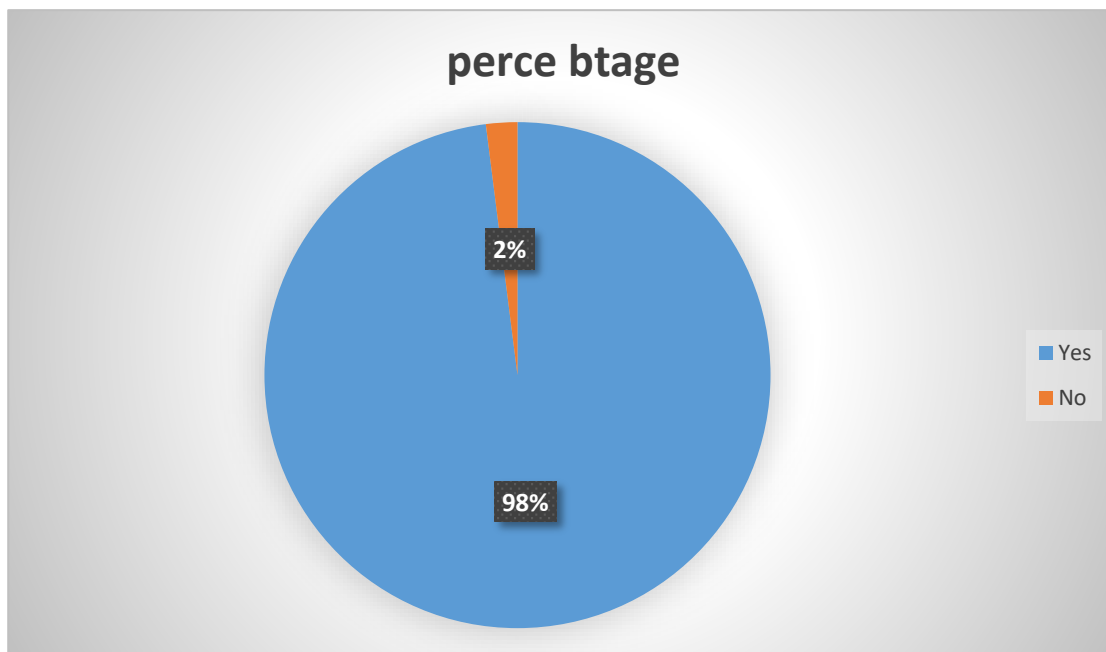
Table 14 Whether funding affect the implementation of youth development projects

Category	Frequency	Percentage (%)
Yes	40	98
No	1	2

Total	41	100
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Source: Author (2024)

Figure 12 Funding



Source Author (2024)

Table 14 and figure 12 show the response on the effect of funding on the implementation of youth development projects. It was established that 98% (40) respondents said funding affect the implementation of youth development projects while 2% (1) said there is no effect. It can be interpreted that funding is a significant factor that affects the implementation of youth development project.

4.2.13 Funding

Table 15 and figure 13 indicates the effect on funding on the implementation of youth development projects.

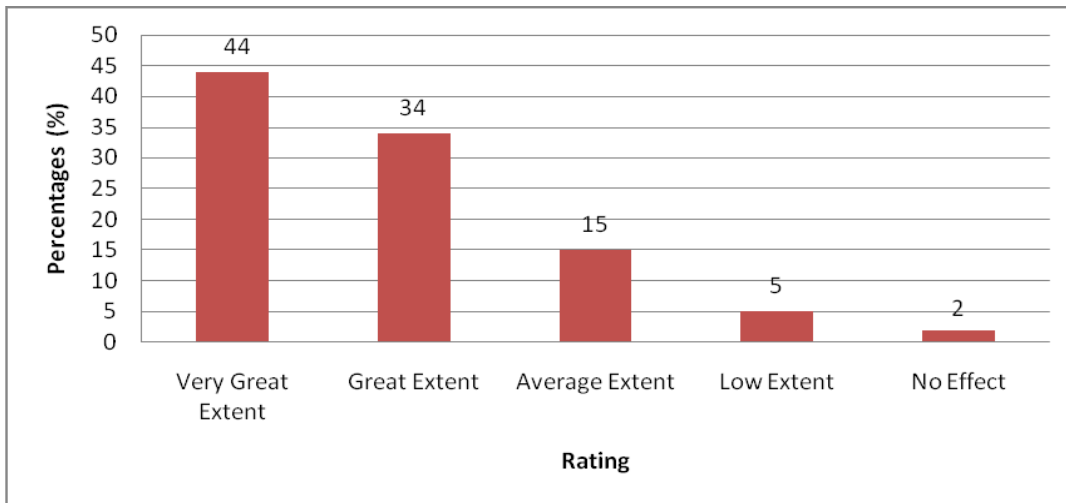
Table 15 Rating the effect of funding on the implementation of youth development projects

Category	Frequency	Percentag
Very	18	44
Great	14	34

Average	6	15
Low	2	5
No Effect	1	2
Total	41	100

Source: Author (2024)

Figure 13 Rating the effect of funding on the implementation of youth development projects



Source: Author (2024)

Table 13 and figure 13 established that the extent of which funding affect the implementation of youth development projects was said to be very great by 44% (18) respondents, 15% (6) said it is average, 34% (14) said it is great, 5% (2) said it is low, whereas 2% (1) said there is no effect. This means that funding affects the implementation of youth development projects. This indicates that funding greatly affects the implementation of youth development projects.

4.3 Summary of Data Analysis

4.3.1 General Information

Out of 47 questionnaires distributed 41 were returned, that is 87% of the total population and 6 which is 13% was not returned. This means that majority returned their filled questionnaires making it possible for data analysis. Gender response shows that 46% of the respondents were male while 54% were female. Group official's response was 10%, Community and other stakeholders response was 32%, while

the response of Group members was 58%. This means that majority of the respondents were group members. Twenty percent had worked for less than 1 year, 22% had 1-4 years" experience, 32% had been working for 5 –8 years while and 26% had above 8 years of experience. Twenty two percent of the respondents were certificate holders, 37% of the respondents had a diploma, 29% of respondents had a bachelor's degree while 12% had master's degree.

4.3.2 Government Policy

The study revealed the effect of government policy on the implementation of youth development projects in Kenya. It was established that 90% of the respondents said that government policy affects the implementation of youth development projects in Kenya while 10% said that there was no effect on the implementation of youth development projects in Kenya.

4.3.3 Group Leadership

Group leadership is one of the most important factors in enhancement of the implementation of youth development projects in Kenya. Based on the finding majority of the respondents at 85% agreed that group leadership affects the implementation of youth development projects in Kenya while the remaining 15% said group leadership has no effect on the implementation of youth development projects in Kenya.

4.3.4 Entrepreneurship Training

The study showed the effect of entrepreneurship training on the implementation of youth development projects in

Kenya where majority of the respondents at 80% agreed that entrepreneurship training affects the running of youth development projects in Kenya whereas 20% said entrepreneurship training has no effect on the implementation of youth development projects in Kenya.

4.3.5 Funding

The study revealed the effect of funding on the implementation of youth development projects in Kenya. It was established that 98% of the respondents said that funding affect the implementation of youth development projects in Kenya while 2% said that there was no effect.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a brief report on the summary of findings, answers to research questions, conclusion, recommendations, and suggestion for further studies. The study was under taken to research the factors that affect the implementation of youth development projects with specific reference to Bawa La Tumaini Self Help Group.

5.2 Summary of Findings

5.2.1 Government Policy

According to these findings 90% (37) yes, agreed that government policy affects the running of youth development projects while 10% (4) no, disagreed. 41% (17) of respondents indicated the extent as very great, 32% (13) said the effect is great, 15% (6) indicated it as average, 2% (1) said the effect is low while 10% (4) said there is no effect. From the study it can be concluded that government policy affects the running of youth development projects in parastatals. It is important to find an organizational structure that works best for the organization as the wrong set up could hamper proper functioning in the organization. An organizational structure determines the hierarchy and the reporting structure in the organization (Dressler 2019).

5.2.2 Group Leadership

Based on the findings, group leadership was a factor affecting the running of youth development projects. The response of 80% (33) yes, indicated that group leadership affects the running of youth development projects while 20% (8) no, does not affect According to data collected, 27% (11) of respondents indicated that the effect is very great, 46% (19) said the effect is great, 10% (4) said the effect is average, 2% (1) said it is low whereas 15% (6) said there is no effect. From the study it was concluded that group leadership had an

effect on the running of youth development projects in parastatals.

5.2.3 Entrepreneurship Training

The findings indicate that 80% (33) yes, agreed that ICT affect the implementation of youth development projects while 20% (8) no, were for the opinion that it does not affect. Entrepreneurship training effect on the implementation of youth development projects was cited to be very great by 41% (17) respondents, 8% (3) said the effect is average, 29% (12) said it is great, 2% (1) said it is low, whereas 20% (8) said there is no effect. This means that entrepreneurship training had an effect on the implementation of youth development projects.

5.2.4 Funding

According to the findings, 98% (40) yes agreed that funding has an effect on the implementation of youth development projects, while 2% (1) no, were for the opinion that it does not affect. Effect of funding on the implementation of youth development projects was said to be very great by 44% (18) respondents, 15% (6) said it is average, 34% (14) said it is great, 5% (2) said it is low, whereas 2% (1) said there is no effect. From the study it was concluded that funding had an effect on the implementation of youth development projects in parastatals.

5.3 Conclusions

Based on the summary of findings, the study findings confirmed assertions that government policy does affects the implementation of youth development projects in Kenya. Majority of respondents pointed out that government policy affects the implementation of youth development projects to a great extent. In conclusion, government policy does affect the implementation of youth development projects in Kenya largely.

The company was said to be improving on its group leadership in order to retain its customers and attract more for its services. Majority of respondents pointed out the response got on whether group leadership affects the implementation of youth development projects in Kenya. In conclusion, group leadership does affect the implementation of youth development projects in Kenya largely.

This study demonstrated the relevance of entrepreneurship training on the implementation of youth development projects in Kenya. The employees however indicated that ICT should be improved. In conclusion, this implies that most respondents agreed that entrepreneurship training affect the implementation of youth development projects.

This study objective was to determine the effect of funding on the implementation of youth development projects in Kenya. It was concluded that funding determines the demand for residential houses in real estate industry in Kenya. Generally, this implies that most respondents agreed that funding affect the implementation of youth development projects.

5.4 Recommendation

5.4.1 Government Policy

The National Youth Policy is unknown to majority of the respondents. The study therefore recommends the need to create awareness of the policy amongst the youth. This can be achieved by launching countrywide campaigns to raise general awareness of the existence and contents of the NYP, disseminating the NYP using a variety of mass, electronic and social media; producing “popular” versions of the policy in English, Swahili and vernacular that can be easily understood by all; mobilizing the youth to join the National Youth Council and coordinate and monitoring the implementation of the Youth Policy.

There is need for a clear and comprehensive policy framework to promote youth entrepreneurship and self-employment. The concern of government should be to increasingly foster a spirit of enterprise and promote self-employment as an important part of its efforts to reduce youth unemployment. By initiating more youth enterprise promotion programs, the government will encourage entrepreneurial activity among the youth. Such programs should be aimed at in-school and non-school youth. In- school programs will aim to raise awareness about the importance of entrepreneurship and promote an entrepreneurial culture among young people.

5.4.2 Group Leadership

Youth groups should be encouraged to develop leadership structures. This can be done by the government through organizing workshops and trainings for youths. Project experts should come up and train the youth on how to make proper project selection. Further, youth groups need to be enlightened on importance of being visionary and working towards reaching the goals of the group. Deliberate efforts should be made by the stakeholders concerned with these youth projects to involve professional or experts in management of youth projects particularly during planning, implementation and monitoring and evaluation phases. Youth groups should explore and take advantage of emerging business opportunities which are market driven to avoid failure due to competition for example in Information Technology and I.C.T.

5.4.3 Entrepreneurship Training

Ministry of Youth and Sports should provide the youth groups with comprehensive, quality and convenient training on project planning, implementation and post - implementation of income generating projects. The study recommends that the KYEDF re-evaluate its training and skills development approaches to ensure that they are proactive and are broadened to include subjects such as life skills. There is need for KYEDF to work with stakeholders in the education sector with a view to starting appropriate entrepreneurship education and other initiatives to nurture entrepreneurial attitudes in primary and secondary schools.

5.4.4 Funding

The lack of adequate capital is one of the most prominent impediments to young people seeking to create their own business. The study recommends that the government through the KYDEF increase the funds available to support youth entrepreneurs. This will ensure adequacy of the loans advanced to the youth entrepreneurs. Youth enterprises can be promoted through the provision of various types of finance and funding. Youth income generating projects should solicit adequate resources from other sources apart from the Youth Enterprise Development Fund for effective sustainability of the projects.

5.5 Suggestions for Further Studies

This study was on factors affecting implementation of youth projects for sustainable income generation in county governments. The research was only carried out using five variables, government policy, group leadership, funding, and socio-cultural factors and entrepreneurship training. This study therefore recommends that further study should be conducted on the effects of community participation and accountability policies on implementation of youth projects for sustainable income generation in county governments.

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APPENDIX II QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

1. What is your gender?

Male

Female

2. What is your level of education?

Certificate

Diploma

Degree

Masters

3. How long have you worked in this organization?

Less than 1 year

1-2 years

3-4 years

Above 5 years

4. Age bracket

18-29 years

30-39 years

40-49 years

50 years and above

SECTION B

GOVERNMENT POLICY

Use the Likert scale provided to respond to the following statement on Government policy and its effectiveness to implementation of youth development projects in Kenya. Where 1= Very Great extent, 2 = Great extent, 3= Average extent, 4= Low extent and 5= No effect

Statement	1	2	3	4	5
Does government policy affect the implementation of youth development project					
To what extent does government policy affect implementation of youth development projects					
Is there need for implementation of more policy on					

development projects involving the youths					
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GROUP LEADERSHIP

Use the Likert scale provided to respond to the following statement on Group Leadership and its effectiveness to implementation of youth development projects in Kenya. . Where 1= Very Great extent, 2 = Great extent, 3= Average extent, 4= Low extent and 5= No effect

Statement	1	2	3	4	5
Does group leadership affect implementation of youth development project					
Does transparency among leaders affect youth					

project implementati on positively					
A good leader is the one that communicate s openly and ensures decorum					

ENTREPRENEURSHIP TRAINING

Use the Likert scale provided to respond to the following statement on Entrepreneurship Training and its effectiveness to implementation of youth development projects in Kenya. . Where 1= Very Great extent, 2 = Great extent, 3= Average extent, 4= Low extent and 5= No effect

Statement					
	1	2	3	4	5
Does entrepreneurship training affect implementation of youth development project					
Does entrepreneurship training speed up the implementation of youth development project.					
To what extent does entrepreneurship					

training affect implementation of youth development project					
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FUNDING

Use the Likert scale provided to respond to the following statement on funding and its effectiveness to implementation of youth development projects in Kenya. .

Where 1= Very Great extent, 2 = Great extent, 3= Average extent, 4= Low extent and 5= No effect

Statement	1	2	3	4	5
Does funding affect implementation of youth development projects					
Does constant funding affect the					

implementati on smoothly					
Fund accessibility makes it easy to carry out the project					

Thank You for Your Cooperation

