

## Determinants of Youth Participation in Community Development Projects in Limuru Subcounty, Kiambu County, Kenya

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### ABSTRACT

Government policy had been geared towards addressing youth unemployment and enhancing participation in development projects. However, the effect of youth involvement in community development projects had not been substantial, posing a challenge to the youth, government agencies, and the community at large. The study examined the determinants of youth participation in community development projects in Limuru subcounty. Specifically, it sought to determine the effects of socio-cultural factors, education level, information accessibility, and access to finance on youth participation in these projects. The study was underpinned by Arnstein's theory of community participation. The descriptive research design targeted 38,410 youth in Limuru subcounty with a sample size of 395. Stratified sampling across five wards, proportionate sampling determined youths per ward. Simple random sampling selected participants. Data was collected through questionnaires and face-to-face interviews. Inferential statistics, Pearson correlation, and regression analysis were utilized. Research in Limuru subcounty reveals that socio-cultural factors have both positive and insignificant effects on youth participation in community projects ( $\beta = 0.491$ ,  $p = 0.110$ ). Higher education levels positively and significantly impact youth involvement ( $\beta = 0.568$ ,  $p = 0.000$ ). Information accessibility plays a positive and significant role ( $\beta = 0.071$ ,  $p = 0.110$ ), along with access to finance ( $\beta = 0.568$ ,  $p = 0.000$ ). The study concludes that youth education level influences involvement in community projects. Awareness campaigns and advocacy programs are key in promoting youth involvement in community projects. The study recommends that community leaders and stakeholders should consider the effect of youth attitudes, perceptions and religious affiliations when designing and implementing development initiatives. County and national development programs should focus on promoting a positive attitude towards loans among the youth, while providing guidance on managing collateral and securing funding.

**Key words:** Community Development Projects, Limuru Sub County, Youth Participation

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### I. INTRODUCTION

Community development is the procedure of developing a community into a desired condition on the economic, social, academic and political fronts with the main aim of developing the standard of living for the local populace (Riswan, 2021). Therefore, it is a socioeconomic process that aims to create a community where money and resources are distributed fairly (Gohori & Merwe, 2020). This entails integrating a country's economy with its rural population, which in essence makes up the great bulk of the population, particularly in emerging nations (Quimbo et al., 2018). Getting youth involved in community development programs is difficult but rewarding. To attain the goals of sustainable development, it is essential to involve youth in community development initiatives (Ndungu & Karugu, 2019).

Globally, lack of policies is recognized as a hindrance to incorporating youth in different decision-making levels. Consequently, few youths have taken various actions to avoid this scenario, as research consistently emphasizes the importance of young people in efforts to promote progress. Ali et al. (2021) claim that because of their unique position and opportunities, youth can no longer be bystanders in development processes and are instead becoming a visible and active part of community development. In an effort to harness youth's efforts for social inclusion, Australia has made significant progress in bringing many of them for recruiting (Hsu et al., 2021). This commitment to achieving the highest level of youth participation has enhanced number of youths participating in government initiatives on volunteerism (Vernet et al., 2019).

Africa is experiencing a rise in population. The number of youths in Africa has increased by an amount that is unprecedented and is now considered to be a ticking time bomb (Gohori & Merwe, 2020). Youth have an extremely high percentage of unemployment, which frequently leads to other social evils including prostitution, criminality and social marginalization. In Ghana, Jumpah, Owusu and Ampadu (2022) note that

despite various restrictions, government interventions have not been successful in engaging the youth fully in community development projects. Youth involvement should be increased through capacity development, funding, technical and financial training of projects.

Despite the Kenyan government's initiative to engage youths in community development, the youth in Limuru subcounty do not fully participate in and benefit from these successful projects. It is vital to note that policies and programs meant to influence youth's involvement in development aim to ensure that the youth are actively and effectively involved in local development initiatives. This seems to produce very little. The youth haven't taken a leading role in neighborhood improvement (Ndungu & Karugu, 2019). Utilizing youth's productive traits will help communities transform for the better. This study, therefore, explores the determinants of youth participation in community development projects in Limuru subcounty, Kiambu county, Kenya.

### 1.1 Statement of the Problem

Concerns are increasing over the involvement of youth in community development initiatives. In Kenya, youth make up a sizable population section, which has been dubbed a ticking time bomb due to the influx of societal evils. Many social evils are brought on by the youth's social marginalization. As a result, the government has developed a number of solutions through the development of policies, the execution of programs, and affirmative action in order to counteract the negative consequences of youth employment (Ndungu & Karugu, 2019). The National Employment Policy aims to address youth engagement in development projects and unemployment. The effect of the involvement of the youth in community development projects has not been substantial. This poses a challenge to the youth, respective government agencies and the community at large.

Previous studies have not adequately assessed youth participation determinants in development projects community. Ochieng et al. (2020) evaluated rural youth involvement in development community projects and noted a negative correlation between the level of formal education and youth participation in project planning and community development. In a separate study by Ndungu and Karugu (2019), the researchers examined community participation and the outcomes of youth projects funded by donors. These studies have identified gaps in knowledge. Ochieng et al. (2020) carried their study in Turkana County, presenting a contextual gap. Ndungu and Karugu (2019) focused on donor funded youth projects, thus presenting a conceptual gap. Ali et al. (2021) conducted a literature review of youth involvement in development projects, presenting a methodological gap. This study therefore explores the determinants of youth involvement in community development projects in Limuru subcounty, Kiambu county, Kenya.

### 1.2 Research Objectives

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

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

#### 2.1.1 Arnstein's Theory on Community Participation

According to Arnstein's idea of community participation, participation can take many different forms (Arnstein, 1969). This theory creates a distinction between genuine optimal engagement and feigned participation, which only serves as a façade. Arnstein (1969) illustrates a ladder of community involvement. The proponent has listed a variety of elements as having an impact on community engagement, including power centres, procedural challenges, technical capability, leadership, and member attitudes. Arnstein (1969) asserts that debates of participatory techniques have given a lot of attention to the idea of young empowerment. It is a theory that has grown in acceptance and tends to view community members as consumers when they have a choice between options, which are viewed as a means of acquiring power. If a participatory approach is necessary for community activities, youth should be active participants since they are expected to be responsible for them on a technical level, according to this point of view. Education level and information availability are factors relating to this idea that influence its choice.

## 2.2 Empirical Review

### 2.2.1 Socio-cultural factors and youth participation in community development projects

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

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

Using a community-based approach, Pylypenko et al. (2022) evaluated the impact of socio-economic elements on the appraisal of current issues in the growth of rural territorial communities and the decision of how to address them. The research was based on a comparison of the findings of a survey of local residents in a Ukrainian town. To pinpoint the difficulties that communities face on a daily basis and their goals for future growth, a sociological study was done. Primary data was gathered by questioning, and respondents were chosen using a combined sample that took the socioeconomic and demographic makeup of the population into account. Six hundred and forty-nine persons in all responded to the survey. Five hundred and forty four were subjected to in-person interviews with interviewers and 105 to online questionnaires from Google. The study revealed the existence of certain trends, the most significant of which are economic issues and the functionality of infrastructure for residents of rural areas. This determines which projects for economic growth are given top attention. Pessimistic expectations regarding the viability of implementing development tasks predominate among locals, but there is also a high level of readiness to participate actively in their implementation. Only a very tiny portion of the population in both communities believes that people' entrepreneurial energy and activity are the primary resources for development; instead, they look to natural resources and progressive governments as the key sources. However, there are some differences of opinion regarding how specific aspects affect the evaluation of the present situation and future development prospects, necessitating further study in this area.

### 2.2.2 Youth level of education and youth participation in community development projects

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

In Nkwanta, Ghana, Issaka et al. (2022) evaluated the contribution of youth organizations to community development. The study used a mixed-methods technique, especially concurrent triangulation, in which the researchers simultaneously used the quantitative and qualitative approaches to analyse a phenomenon. Two hundred participants for the study were chosen using a straightforward random sampling procedure. It was discovered that youth organizations do a variety of tasks, such as educating members about the value of education and launching community development initiatives. Additionally, it was shown that there is a strong link between youth growth and their participation in local community development initiatives (Issaka et al.,2022). The study advised that in order for the youth to actively participate to community development, youth competencies could be enhanced through trainings.

A study by Otieno et al.(2018) analyzed the usefulness of formal education for 360 rural youth involved in community project planning, and discovered a significant link between youth participation and level of education. Otieno et al. (2018) stated that young people with more education tend to have a favorable mindset when it comes to engaging in projects that benefit the community. This confirms the assertions by Sambo (2018) that limited education and training are some of the many barriers hindering Kenyan youth from engaging in different activities. Compared to their peers, young people with higher levels of education participate more frequently in community development-

related participatory activities. Education helps students' cognitive growth by teaching them "analytical skills" that are beneficial in dealing with difficult life situations. Therefore, educated young have the skills necessary for problem-solving as well as decision-making, which improves their attitude towards taking part in development programs in their communities (Ringo, 2020).

### **2.2.3 Information accessibility and youth participation in community development projects**

Uhegbu (2021) conducted a study exploring the obstacles faced by information services for community development, specifically focusing on the challenges encountered by rural communities in Nigeria. The research examined the needs of the community and the services required for information dissemination, as well as the characteristics and nature of the community itself. The information related to the community was categorized into four components: the information itself, the sender, the communication channel, and the recipient. The study identified several barriers to effective community information services, including the negative perception and deep-rooted skepticism among rural populations towards information, the poor condition of rural roads, the casual attitude of government officials, and the existence of rivalries among community members. The study suggests that in order to effectively disseminate knowledge to the public, traditional institutions and town development associations should be utilized.

Githinji (2022) investigated how information and communication technologies could be used for development in a rural Kenyan community. The study employed an ethnographic participatory research methodology, which blends participatory practises and ethnographic research. When assessing communication and ICTs for development, the research used the communicative ecology approach. Results demonstrated that ICTs greatly improve people's living situations by facilitating access to information that assists in resolving actual problems. The level of understanding community members has about how these ICTs can improve living conditions and advance development initiatives is reflected in their expectations when using them. The research shows the changing institutional environment and context of ICTs in Kenya, indicating the government's dedication to engaging in the information society, especially in rural regions. Nevertheless, there is a gap between policymakers' predictions and the actual situation in rural areas due to inadequate ICT and overall infrastructure.

### **2.2.4 Access to finance and youth participation in community development projects**

Rysin (2021) conducted a study examining the benefits of crowdfunding for its participants, the unique characteristics of different crowdfunding models, and the potential risks associated with them. The research also aimed to provide practical recommendations for business owners and project authors involved in community development initiatives who are considering crowdfunding as a funding option. The study outlined the advantages of crowdfunding for project writers and validated the function of crowdfunding platforms in achieving these advantages. The authors pointed out that increasing public understanding of the potential for executing social or commercial initiatives using crowdfunding platforms will aid in the growth of platforms, advancement of technological infrastructure, and extension of their offering of services (Rysin, 2021).

Foster and Hope (2018) used a social-ecological systems paradigm to assess the existence and drivers of monetary donations among water users at community waterpoints in rural Kenya. Findings showed that payment behaviour can be influenced by factors water use, quality and available resources. Non-payment and late payment are also prevalent. Households in rural Sub-Saharan Africa may not have the willingness or capability to afford a better water supply, and the research emphasizes the social and environmental aspects of waterpoint sustainability in the region. To increase young participation in community development projects, financial support is necessary.

## **III. METHODOLOGY**

### **3.1 Research Design**

The study employed a descriptive research methodology. The design involves monitoring study variables without making any changes to them (Siedlecki, 2020). The design helped examine determinants of participation of the youth in development of the community projects in Limuru subcounty. Specifically, the design aided examine the determinants of participation of the youth in development of the community projects.

### **3.2 Target Population**

The target population of the study were the youth in Limuru subcounty. There were 38410 youth in Limuru subcounty. The youth were appropriate in this study as they are the ones who participate actively in community development projects.



### 3.3 Sample Size and Sampling Procedure

To determine the sample size (n) when the population size (N) is known, the Yamane (1967) formula was used. This yielded a sample of 395. Stratified sampling was employed, with the strata being the five wards in Limuru subcounty.

### 3.4 Research Instruments

Questionnaires were administered to the selected youth and interview guides were used to collect qualitative data from the leaders of community development projects.

### 3.5 Data Collection Procedure

The researcher hired and trained two assistants. Questionnaires were distributed in person with assistants' help. Objectives were explained to youth, who were given questionnaires with time for completion. Assistance was provided if needed. Completed surveys were collected and checked. Interviews with community leaders were scheduled, objectives communicated and conducted in a peaceful setting. Each lasted 30 minutes to gather thorough information, recorded for review. Data recording device usage allowed for reevaluation (Oben, 2021).

### 3.6 Data Analysis and Presentation

The questionnaires were validated for reliability and accuracy before data analysis. Statistical Package for Social Sciences was used for correlation, regression, and descriptive analysis. Inferential statistics and Pearson's correlation were applied to analyze relationships between variables. Regression analysis assessed variable influence. The study used a 5% significance level. The study adopted the model:-

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where: -Y participation of the youth in development of the community projects,  $\beta_0$  is a constant,  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$  and  $\beta_4$  are the Beta coefficients of independent variables,  $X_1$  is socio-cultural factors,  $X_2$  is level of education,  $X_3$  is information accessibility,  $X_4$  is access to finance and  $\epsilon$  is the error term

Qualitative data were categorized into themes in order to be analyzed. The results of the research were displayed through graphs, tables, pie charts, and narratives.

## IV. FINDINGS & DISCUSSION

### 4.1 Demographic Information

Table 1 indicates that out of 369 respondents 232(63%) were male and 137 (37%) were female. There were more males than females in the study. Findings showed that out of 369 respondents 170 (46%) were between the age of 18-28 years and 199 (54%) were between 29-39 years of age. Most of the respondents were aged 29-39 years. Out of 369 respondents 88 (24%) were of certificate level of education, 147 (40%) were of diploma level of education, 110 (30%) were of undergraduate level and 24 (7%) were graduate level. Most of the respondents had diplomas. Responses could hence be relied for conclusive findings. Findings showed that out of 369 respondents 221 (60%) were self-employed, 43 (12%) were employed and 105 (28%) were unemployed. Most of the respondents were self-employed. Findings showed that out of 369 respondents 198 (54%) were single and 171 (46%) were married. Most of the respondents were single.

**Table 1**

*Demographic Information*

Demographic	Category	Percentage
<b>Gender</b>	Male	63
	Female	37
<b>Age</b>	18-28 years	46
	29-39 years	54
<b>Education</b>	Certificate	24
	Diploma	40
	Undergraduate	30
	Graduate	7
<b>Employment</b>	Self employed	60
	Employed	12
	Unemployed	28
<b>Marital status</b>	Single	54
	Married	46



## 4.2 Descriptive Analysis

### 4.2.1 Socio-Cultural Factors on Youth Participation in Community Development Projects

The first objective determined the effect of socio-cultural factors on youth participation in community development projects. Results are presented in Table 2: -

**Table 2**

*Socio-Cultural Factors on Youth Participation in Community Development Projects*

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

The table shows that 37% strongly agreed that there was gender parity in youth participation in community development project, 56% agreed and 7% were not sure (Mean=4.29; SD=0.599). In addition, 30% strongly agreed that attitudes and perceptions of the youth determined participation in community development projects, 63% agreed and 7% were not sure (Mean=4.22; SD=0.566). Forty six percent strongly agreed that religious affiliations were determinants of youth participation in community development projects, 51% agreed and 3% were not sure (Mean=4.44; SD=0.549). Additionally, 39% strongly agreed that traditions in the community determined youth participation in community development projects, 57% agreed and 4% were not sure (Mean=4.35; SD=0.557). Moreover, 40% strongly agreed that the cultural values and traditions of the community encouraged youth involvement in community development projects, 56% agreed and 4% were not sure (Mean=4.36; SD=0.558). Indeed, Mohamud et al. (2018) recommends that youth entrepreneurship programs in growing countries should consider socio-cultural constraints that hinder the participation of young people, especially young women, who want to be involved in income-generating ventures. In the same vein, Lucie (2018) examined variables affecting young people's involvement in community-based development initiatives in Rwanda and averred that sociocultural variables, educational attainment and youth characteristics all have a significant effect on how youth participate in projects.

Interviewee 1 noted,

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

Another interviewee 2 indicated,

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

### 4.2.2 Youth Level of Education on Youth Participation in Community Development Projects

The study's second objective was to evaluate the effect of youth level of education on youth participation in community development projects. This is indicated in Table 3.



**Table 3**

*Youth Level of Education on Youth Participation in Community Development Projects*

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

It is indicated that 39% strongly agreed that youth’s formal education level determines their participation in community development projects, 57% agreed and 4% were not sure (Mean=4.35; SD=0.560). Fakhruddin and Shofwan (2019), who assessed the contribution of education to societal advancement and noted that education significantly enhances community development. In addition, 33% strongly agreed that apprenticeships for the youth helps in community development projects, 61% agreed and 6% were not sure (Mean=4.26; SD=0.570). Thirty eight percent strongly agreed that youth with technical training greatly participated in community development projects, 58% agreed and 4% were not sure (Mean=4.35; SD=0.546). Educated youth have the skills necessary for problem-solving as well as decision-making, which improves their attitude towards taking part in development programs in their communities (Ringo, 2020). Additionally, 30% strongly agreed that there was an equal chance for youth to lead community development projects, in spite of their education level, 65% agreed and 5% were not sure (Mean=4.24; SD=0.544). Moreover, 38% strongly agreed that highly educated youth seldom participated in community development projects, 56% agreed and 6% were not sure (Mean=4.33; SD=0.578). The average mean of 4.33 indicates that respondents generally agreed that youth level of education affects youth participation in community development projects in Limuru subcounty. Otieno et al. (2018) stated that young people with more education tend to have a positive mindset when it comes to engaging in projects that benefit the community.

Interviewee 3 indicated,

*"The level of education significantly affects youth participation in community development projects. Educated youth often possess the knowledge and skills needed to understand project objectives and contribute effectively. Higher education levels can also provide better access to resources, networks, and leadership opportunities. For example, university students or graduates are more likely to engage in strategic roles, apply critical thinking, and lead initiatives. In contrast, less educated youth may lack confidence or practical skills, which can limit their involvement and impact in these projects."*

Interviewee 4 said,

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

**4.2.3 Information Accessibility on Youth Participation in Community Development Projects**

The study’s third objective was to determine the effect of information accessibility on youth participation in community development projects. This is indicated in Table 4.



**Table 4**

*Information Accessibility on Youth Participation in Community Development Projects*

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

Results show that 58% strongly agreed that there had been community development projects awareness campaigns, 40% agreed and 2% were not sure (Mean=4.56; SD=0.529). In addition, 30% strongly agreed that advocacy programs were conducted for youth participation in community development projects, 63% agreed and 7% were not sure (Mean=4.23; SD=0.568). Fifty three percent strongly agreed that there were clear communication channels to youth for participation in community development projects and 47% agreed (Mean=4.53; SD=0.500). Additionally, 28% strongly agreed that the youth were sensitized on the importance of participation in community development projects, 64% agreed and 8% were not sure (Mean=4.20; SD= 0.566). Moreover, 41% strongly agreed that information on community development projects was readily available, 56% agreed and 3% were not sure (Mean=4.37; SD=0.548). Buntaine et al. (2018) examined the effect of information sharing on community development involvement, finding positive effects on park participation and satisfaction. The average mean of 4.33 indicates that respondents generally agreed that information accessibility affects youth participation in community development projects in Limuru subcounty.

An interviewee indicated,

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

Another interviewee indicated,

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

**4.2.4 Access to Finance on Youth Participation in Community Development Projects**

The study’s third objective was to determine the effect of access to finance on youth participation in community development projects. Results are shown in Table 5.





**Table 5**  
*Access to Finance on Youth Participation in Community Development Projects*

Statements	N	Mean	Std. Dev.	SA	A	N	D	SD
Credit requirements for youth for community development projects are favorable	369	4.49	0.552	52	45	3	0	0
There is ease in access to credit for community development projects	369	4.53	0.546	56	42	2	0	0
There are various financing channels that aid in participation of youth in community development projects.	369	4.35	0.531	37	60	3	0	0
The youth have a positive attitude to loans for development	369	4.28	0.576	34	59	7	0	0
Youth have ready collateral for access to bank loans for community development projects.	369	4.46	0.546	49	49	2	0	0
<b>Mean</b>		<b>4.42</b>						

Results indicate that 52% strongly agreed that credit requirements for youth for community development projects were favorable, 45% agreed and 3% were not sure (Mean=4.49; SD=0.552). In addition, 56% strongly agreed that there was ease in access to credit for community development projects, 42% agreed and 2% were not sure (Mean=4.53; SD=0.546). Thirty seven percent strongly agreed that there were various financing channels that aid in participation of youth in community development projects, 60% agreed and 3% were not sure (Mean=4.35; SD=0.531). Additionally, 34% strongly agreed that the youth had a positive attitude to loans for development, 59% agreed and 7% were not sure (Mean=4.28; SD=0.576). Moreover, 49% strongly agreed that youth had ready collateral for access to bank loans for community development projects, 49% agreed and 2% were not sure (Mean=4.46; SD=0.546). Rysin (2021) argues that increasing public understanding of the potential for executing social or commercial initiatives using financing platforms would aid in participation in development projects. The average mean of 4.42 indicates that respondents generally agreed that access to finance affects youth participation in community development projects in Limuru subcounty.

Interviewee 6 indicated ,

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

### 4.3 Inferential Analysis

#### 4.3.1 Correlation Analysis

Correlation analysis was performed and results shown in Table 6.

**Table 6**  
*Correlation Analysis*

		<b>Youth participation</b>
Youth participation	r	1
	p	
	N	369
Socio_cultural_factors	r	.839**
	p	0.000
	N	369
Level of education	r	.694**
	p	0.000
	N	369
Information accessibility	r	.670**
	p	0.000
	N	369
Access to finance	r	.740**
	p	0.000
	N	369



The Pearson correlation results indicate strong, positive, and statistically significant relationships between youth participation and the four factors examined: socio-cultural factors ( $r = .839, p = 0.000$ ), level of education ( $r = .694, p = 0.000$ ), information accessibility ( $r = .670, p = 0.000$ ), and access to finance ( $r = .740, p = 0.000$ ).

### 4.3.2 Linear Regression

Results of the linear regression are shown in Table 7

**Table 7 : Model summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.882 <sup>a</sup>	0.778	0.775	0.12248

b. Dependent Variable: youth participation

The regression analysis results indicate a strong relationship between the independent variables and youth participation, as evidenced by an R value of .882. The R Square value of 0.778 reveals that 77.8% of the variance in youth participation can be explained by the model, indicating a good fit.

**Table 8**

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.103	4	4.776	318.344	.000 <sup>b</sup>
Residual	5.461	364	0.015		
Total	24.564	368			

a. Dependent Variable: youth participation

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

The ANOVA results for the regression model indicate that the model significantly predicts youth participation, as shown by the F-value of 318.344 and a p-value (Sig.) of .000. The significance level of .000 confirms that the model is statistically significant, indicating that access to finance, information accessibility, level of education and socio-cultural factors affect youth participation in community development projects.

**Table 9**

Coefficients

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
(Constant)	0.055	0.122		0.451	0.653
Socio_cultural_factors	0.491	0.044	0.497	11.116	0.000
Level of education	0.070	0.035	0.077	1.979	0.049
Information accessibility	0.156	0.028	0.181	5.555	0.000
Access to finance	0.257	0.037	0.251	7.030	0.000

a. Dependent Variable: youth participation

Table 9 shows the model equation to be:

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

Research shows that socio-cultural factors positively and insignificantly affects youth participation in community development projects in Limuru subcounty ( $\beta = 0.491, p = 0.110$ ). Findings agree with those of Tebay et al. (2021), who identified a link between the socioeconomic status of regional communities and participation in development projects. It was noted that the community, which is the primary driver of development, plays a significant role in maximizing local potential, whether it be in terms of sociocultural development or boosting the local economy. Pylypenko et al. (2022) assessed the effect of socio-economic factors on rural community development and revealed a positive link between the variables. Level of education has a positive and significant influence on youth participation in community development projects in Limuru subcounty ( $\beta = 0.568, p = 0.000$ ). Indeed, Mohamud et al. (2018) indicated that there's a correlation between education and youths' attitudes towards involvement. In the same breadth, Sambo (2018) looked into the variables that influence youth entrepreneurial development and noted a positive link between education level and the growth of youth involvement in development projects. Findings show that information accessibility positively and significantly affects youth participation in community development projects in Limuru subcounty ( $\beta = 0.071, p = 0.110$ ). Githinji (2022) investigated how information and communication technologies could be used for development in a rural Kenya and noted that

information greatly improves interest and involvement in community participation. Access to finance has a strong, positive and significant influence on youth participation in community development projects in Limuru subcounty ( $\beta = 0.568$ ,  $p = 0.000$ ). These findings agree with those of Rysin (2021), who examined the benefits of financing for development and noted that financial support has a strong, positive and significant influence on participation in community development.

## V. CONCLUSIONS & RECOMMENDATIONS

### 5.1 Conclusions

The study concludes that gender parity in youth participation in community development projects is influenced by youth attitudes, religious affiliations, traditions, and cultural values. Formal education level and technical skills also impact involvement, with highly educated youth less likely to participate. Awareness campaigns and advocacy programs encourage youth participation in community projects by providing clear communication channels and sensitizing them. The favorable financial environment, including easy access to credit and various financing options, further supports their involvement.

### 5.2 Recommendations

To enhance youth participation in community development projects, gender parity must be maintained to provide equal opportunities and address biases. Consider youth attitudes, perceptions, and religious affiliations when designing initiatives. Tailor strategies to engage a diverse range of youth. Educational programs should cater to varying levels of formal education and create pathways for highly educated youth. Leadership opportunities should not solely depend on technical skills to balance participation across educational backgrounds. Community project managers should implement effective awareness campaigns and advocacy programs to encourage youth involvement. Continuous monitoring and improvement of the financial environment supporting youth participation are crucial. Promoting a positive attitude towards loans and providing guidance on managing collateral will enhance participation in community development efforts.

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