



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL  
OF CURRENT RESEARCH

International Journal of Current Research  
Vol. 10, Issue, 11, pp.75240-75243, November, 2018

DOI: <https://doi.org/10.24941/ijcr.32022.11.2018>

## RESEARCH ARTICLE

### RELEVANCE OF FORMAL EDUCATION IN RURAL YOUTH PARTICIPATION IN PLANNING OF COMMUNITY DEVELOPMENT PROJECTS IN KENYA

<sup>1,\*</sup>Otieno Evans Ochieng, <sup>2</sup>Maria Adhiambo Onyango and <sup>3</sup>Zachary Kinaro

<sup>1</sup>Department of Planning, Jaramogi Oginga Odinga University of Science and Technology, Kenya

<sup>2</sup>School of Business and Economics, Jaramogi Oginga Odinga University of Science and Technology, Kenya

<sup>3</sup>Department of Planning, Jaramogi Oginga Odinga University of Science and Technology, Kenya

#### ARTICLE INFO

##### Article History:

Received 10<sup>th</sup> August, 2018

Received in revised form

28<sup>th</sup> September, 2018

Accepted 29<sup>th</sup> October, 2018

Published online 29<sup>th</sup> November, 2018

##### Key words:

Socioeconomic Factors,  
Community Project Planning,  
Formal Education.

#### ABSTRACT

Socioeconomic factors which are inclusive of formal education, natural resources and how they are governed by culture and central government define the level of development in any community. The levels to which local cultures interact with global cultures enhance the degree to which people adapt to external influences which would support their positive development in global lenses. While young people seek more economic opportunities and claim further property rights, their participation in community development projects remains low in comparison to adult participation. Government has been implementing various projects and programmes all geared towards poverty reduction and boosting food security in Turkana County, however the number of youth taking up responsibility in community development projects is low. The study sought to establish influence of formal education level on youth participation in community development projects in Turkana County. The researcher used Krejcie and Morgan table to sample 360 drawn from a population of 13848 youth. Stratified sampling was adopted in selecting 45 participants from the eight locations in the study area. Purposive sampling was used to include key informants for interview and FGD resulting to a total of 375 respondents. Descriptive and inferential statistics were used to analyze the quantitative data and qualitative analysis on non-numeric data. Pearson Correlation Coefficient was used to establish the associations of the study variables. Results revealed that rural youth lacked practical skills, values and attitudes to engage in community projects. The researcher recommends that education system should foster a positive attitude towards youth participation in development projects through revision of education and training curricula to enable training that meet demands of labour market. The study concludes that success of community development projects in Kenya depend on youth participation in decision-making, development planning, good leadership and the will of institutions at the grassroots to pursue sustainable participatory development endeavors.

Copyright©2018, Otieno Evans Ochieng et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Otieno Evans Ochieng, Maria Adhiambo Onyango and Zachary Kinaro, 2018. "Relevance of formal education in rural youth participation in planning of community development projects in Kenya", *International Journal of Current Research*, 10, (11), 75240-75243.

## INTRODUCTION

The socio-economic conditions of citizens determine their participation in community development project planning and implementation (Kakumba and Nsingo, 2008). Oladipo and Adekunle (2010) state that socio-economic status denotes the position of an individual in a community with respect to the amount of cultural possession, effective income, material possession, prestige and social participation. The Kenya participatory poverty assessments suggest that income poverty is not necessarily the most significant aspect to poor households. Lack of access to productive assets such as land and exclusion from economic, social and political processes that affect the marginalized people's lives may be of much significance (GoK, 2000).

\*Corresponding author: Otieno Evans Ochieng,

Department of Planning, Jaramogi Oginga Odinga University of Science and Technology, Kenya.

These factors, which accounts for the socio-economic status of individual in a society are determined by the society. Education is a social and economic right for all human beings. It is recognized as a key determinant in human development in human development as it leads to increased capacity to access more opportunities and enhance economic status. Uneven opportunities in access to education have blamed for long-term consequences that include intergenerational persistence of poverty in rural areas like Turkana, Samburu and Marsabit counties (Pharr and Putman(2000). The level of education of education of the household head is a key determinant of future earnings, child health, and other social and economic outcomes. Higher educational attainment across all segments of the population should enhance youth participation in the labour market, increase economic growth and ensure more equitable distribution of income in the long term. According to Pharr and Putnam (2000), and Edwards (2005), the increased demands for public participation in the affairs of government

are generally influenced by the level education of the citizen. A better educated citizen is a more articulate and a more demanding citizenry, many of whom are the ones who express a declining level of trust in their politicians and the political institutions. In Kenya this notion is usually expressed in demands for more engagement of citizens with meaningful exchanges with two levels of government beyond the traditional democratic processes of five year elections cycles. In most rural marginalized communities like Turkana in Kenya, the status of education is characterized by low enrolment levels, high dropout rates and poor infrastructural development. A study by Transparency International Kenya (2014) revealed that 82% of Turkana County residents have no formal education and only 3% of Turkana County residents have a secondary level of education or above. Turkana County had limited training institutions which were not only inadequate but also lacked the essential facilities and technology to prepare students for the challenging market demands. It was until 2011 that Mount Kenya University and some sub-standard training institutes came up to take advantage of shortage of training opportunities to exploit the desperate Turkana youth. This study sought to determine whether rural youth in Turkana community have desirable qualities to participate in community project planning and management since in most cases there was no linkage between the training institution and the formal and informal sector (MOYAS, 2009). This study argues that education system should enable youth to have desirable qualities that promote their participation in community development projects complementing with strong interest towards development and therefore youth were to be involved more in the implementation of community development projects (Nikkhah and Redzuan, 2009). A study by Angba, Adesope and Aboh, in 2009 evaluating the effect of level of education among 210 youths in 27 communities in Rivers State, Nigeria on participation in community projects revealed that youth who were better educated participated actively than those not very well educated. From the findings, Angba et.al deduced that some significant relationship exist between socio-demographic characteristics notably educational level and the attitude of youths towards community projects. The implication of this finding is that attitude towards participating in any community projects is likely to be more favourable when a citizen attains a higher level of education. In essence the higher the level of educational attained by members of a community, the more favourable the attitude towards participating in community development projects would be. From the foregoing, education level would be a major determinant of an effective youth participation in community development projects planning process. This study explored how education level influenced the level of youth engagement in the community project cycles in Turkana community cognizant of the fact the Kenyan 8-4-4 education system was geared to imparting skills to enhance self-employment. However due to high costs, poverty and lack of facilities, there had been high dropout rates. Most of youth either dropped out of school or graduate without necessary skills for self-employment while many girls dropped out of school due to pregnancy.

## MATERIALS AND METHODS

The study of on the influence of education on the participation of rural youth in the planning and management of community development projects targeted 13848 youth aged between 18 and 35. The descriptive research design was adopted because

the study aimed at assessing the influence of formal education status of young people and its impact on participation in projects in the rural communities in Kenya. The study was done in Katilu County Assembly ward of in Turkana County which is situated in the North West of Kenya July, 2018. . To simplify this process, the researcher employed Krejcie and Morgan table to come with a sample of 375 drawn from youth population of 13848 in Katilu county Assembly ward.

**Procedure Methodology:** The semi-structured questionnaires were used to collect quantitative data, interview guide was used to collect qualitative data from KII. Secondary data was obtained through documents review. The researcher employed a combination of random sampling and non-random sampling techniques. Stratified random sample and snowball sampling techniques was used to select respondents for this study. Babbie (2007) stated that stratified sampling is a method for obtaining a greater degree of representatives by decreasing the probable sampling error, rather than selecting sample from the total population at large. Proportionate stratified random sampling was adopted to select a total of 360 respondents drawn from youth in Turkana south sub-county. This was achieved by first stratifying the youth into eight (8) strata according to their locations. Simple random sampling was applied within each stratum (location), to select 45 respondents; which were an equal proportion (number) of respondents per strata, totaling to 360 respondents in study area. In order to generate a list of 45 respondents in each stratum, well known youth leaders were identified at random in each village. These youth leaders acted as key informants in identifying potential respondents for inclusion in the sample. Purposive sampling was used to target the 8 key informants, 3 national and 4 community development committee members, operating within the area of study.

**Statistical Analysis:** Data was analyzed using computer aided software Statistical Package for Social Sciences (SPSS) version 20. Findings were presented in descriptive and inferential statistics. Pearson Correlation Coefficient was used to establish the associations of the study variables.

## RESULTS

**Influence of education on youth participation in community projects:** The study evaluated the influence of socioeconomic characteristics of rural youths on their attitude towards participation in community development projects of community development projects. Specifically, the study sought to determine how level of education influenced youth participation in the implementation of community development projects. Table 1 reveals that majority 314 (89.8%) of respondents either strongly agreed or agreed that highly educated youth played a major role in youth participation of community based youth projects while 29 (10.2%) of the respondents disagreed that highly educated youth played a major role in youth participation of community based youth projects. Table 1 also shows that majority 309 (90.1%) youth agreed that educational experience was useful in the rural youth participation in community projects while 34(9.9%) disagreed that educational experience was useful in rural youth participation. Data shows that majority 296(86.3%) of youth members agreed that the higher the educational level attained the more favourable the attitude towards participating in community development projects while 47(13.7%). Majority of the respondents 268(78.2%) agreed that educated youth are

**Table 1. Influence of level of education on youth participation in planning community projects**

STATEMENT	Strongly Agree		Agree		Disagree		Strongly Disagree	
	f	%	F	%	f	%	f	%
Higher educational attainment enhances youth participation.	226	65.9	88	23.9	15	3.8	24	6.4
Experiences in the education are useful in the rural youth participation.	223	65	86	25.1	30	8.7	4	1.2
The higher the educational level attained the more favourable the attitude towards participating in community development projects.	216	63	80	23.3	38	11.1	9	2.6
Educated youth are more concerned with economic empowerment than their uneducated counterparts	207	60.3	61	17.9	51	14.9	24	7.0
Differences in education levels hinders effective youth participation of the community based youth projects	187	54.5	75	21.9	49	14.3	32	9.3
Education enables the youth to develop analytical skills	256	74.6	61	17.8	14	4.1	12	3.5
Educated youth are better empowered for participation	221	64.4	77	22.2	29	8.5	16	4.7
Lack of sufficient education hampers information dissemination, hence, low levels of participation.	246	71.7	59	17.2	16	4.7	22	6.4

**Table 2. Correlation between Education Level and Youth participation**

	Education Level	Implementation	Opinions	Planning
Education Level	1	-.094	.204 <sup>xx</sup>	-.251 <sup>xx</sup>
Implementation	-.094	1	.043	.741 <sup>xx</sup>
Opinion	.204 <sup>xx</sup>	.043	1	.017
Planning	-.251 <sup>xx</sup>	.741 <sup>xx</sup>	.017	1

\*Correlation is significant at 0.05 level (2 tailed)

\*\*Correlation is significant at 0.01 level (2 tailed)

more concerned with economic empowerment than their uneducated counterparts this implies that education encourages the youth to participate in community based youth projects. Further responses in Table 1 on whether differences in education levels hinders effective youth participation in implementation of the community based youth projects shows that majority 262(76.4%) of youth members strongly agreed that the differences in education levels hinders effective youth participation in implementation of the community based youth projects while 81(23.6%) of youth members strongly disagreed with the statement. This indicates that the level of education was a determinant of how youth understood development issues and which also motivates them to get involved. The findings also indicated that Education level is a major determinant of effective participation in community development projects. These affirmative responses would be attributed to youth's desire access to both decent formal education and opportunities to acquire a range of vocational and life skills to actively participate in all spheres of an increasingly knowledge-intensive society, today as young citizens and tomorrow as the continent's future leader. It was evident that the higher the education level attained the more favourable the attitude towards participating in community development projects. The Key informants cited the uneven distribution of educational infrastructure in Turkana South sub-county which reflected the weak commitment of governments in addressing disparities in level of education among the youth in rural areas. Most secondary schools and tertiary institutions in are located in Lodwar town, with rural youth struggling for access. From the foregoing the study found the report by Ani (1999) relevant in identifying an educated youth as potent agents in development in many rural and urban communities. Correlation between Education Level and Youth participation

In order to analyze the extent and the nature of relationship between education level and the participatory project planning and management, correlation analysis was used to understand the nature of relationship between education and the key components of participatory project planning; planning meetings, participation in the implementations, consideration of citizen opinions. The Pearson's coefficient was used to verify the existence or non-existence of linear correlation between education level and youth participation in community development projects as indicated in Table 2.

In Table 2 Educational level correlates significantly and positively (0.204) with consideration opinions of youth issues but correlates negatively with youth participation in project planning and implementation of community development projects respectively. The implication of this finding is that as one attains a higher level of education attitude towards participating in community development projects is likely to be more favourable however the youth have been given very limited opportunities to participate in the planning and implementation of community development projects in Turkana community contrary to the perception that a better educated citizen is a more articulate and a more demanding citizenry. This study therefore supports Oduor and Muriu's (2013) assertion that barriers to youth participation in project planning identify in Kenya are not limited to inadequate education and training. Findings in Table 2 further depicts a significant and positive correlation between participatory planning and participatory implementation which ranges from information, through consultation, deciding together, acting together to supporting individual community initiatives thus implying that through information citizens would be able to participate in the planning and other decision making process. Consultations would offer the citizens with an opportunity to make decision after seeking additional options from different interest groups on what is prioritized

## Conclusion

The study established that 314 (89.8%) of respondents indicated that highly educated youth played a major role community based poverty reduction projects. The study further revealed that the bulk of university graduates (51.9%) in the study area lacked practical skills, values and attitudes which were relevant in most of the projects compared to (48.1%) tertiary colleges and post- secondary institution graduates. Pearson Correlation coefficient indicated that formal education level correlates significantly and positively (0.204) with consideration opinions of youth issues and but correlates significantly and negatively with youth participation in project planning (-.0904) and implementation of community development projects (-0.251) respectively. Based on the findings of this study, the Education level influenced youth participation in community projects with the less educated

being more likely to participate in community based projects compared to the highly educated youth, implying that the bulk of university graduates in the study area lacked practical skills, values and attitudes which were relevant in most of the projects compared to the peers in tertiary colleges and post secondary institutions. Hence the formal education system was not properly preparing the youth on participatory community development projects processes.

## REFERENCES

- Ani, A. O. 1999. Towards rural development: a conceptual model for rural-urban balance in Nigeria published in sustainable agricultural development principles and case studies in Nigeria. Mainasara publishing company. Pp.65-66.
- Angba, O. A. 2009. Effect of socioeconomic characteristics of rural youths on their attitude towards participation in community development projects. *International NGO Journal*, Vol. 4 (8), pp. 348-351.
- Angba, O. M. Adesope and C. L. Aboh, 2009. Effect of socioeconomic characteristics of rural youths on their attitude towards participation in community development projects.
- Government of Kenya, 2006. Kenya National Youth Policy. Nairobi: Ministry of Youth Affairs and Sports.
- Government of Kenya, 2007. Ministry of State for Youth Affairs – Strategic plan 2007–2012.
- Government of Kenya, 2007. The constituencies Development Fund (Amendment) Act 2007: Nairobi ,Government printer
- Government of Kenya, 2010. The Constitution of Kenya. Nairobi: Government Printer.
- Kakumba, U. and Nsingo, S. A. M. 2008. Citizen participation in local government and the process of rural development: the rhetoric and reality in Uganda.
- Nikkhah H. A. and Redzuan M. 2009. Participation as a Medium of Empowerment in Community Development. *European Journal of Social Sciences*, Volume 11, Number 1 (2009).
- Oduor and Muriu, 2013. The opportunities for youth to engage in devolved governance and economic development.
- Pharr, S. and Putnam, R. 2000. Disaffected Democracies: what's troubling the trilateral countries?, Princeton University Press, Princeton.
- Babbie E.R. 2007. The Basics of Social Research Fourth (4th) Edition Paperback.

\*\*\*\*\*