

FACTORS AFFECTING YOUTH LEADERSHIP IN COUNTY GOVERNMENT
IN KENYA: CASE OF KWALE COUNTY

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DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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DEDICATION

I dedicate this piece of work to my mother Ms. Beatrice Zighe Nani Salai who has always been my shield and anchor, always encouraging me to push on in life and reach for my dreams.

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I would like to thank the university, Africa International University, for giving me the opportunity to pursue my studies in Organizational Leadership at the Masters level.

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ABSTRACT

This study was influenced by the fact that the number of young leaders in the country is considerably low in comparison to the country's youth population which stands at roughly 80%. There is not much literature on why this is the case and this, therefore, necessitated the need to conduct the study in an attempt to find out the challenges the youth face in their quest for leadership, especially at the county level. The study was guided by the following research objectives: to find out whether competency affects youth leadership in the county government of Kwale; to examine whether empowerment affects youth leadership in the county government of Kwale; and to find out whether corruption affects youth leadership in the county government of Kwale. A descriptive research design was adopted by the study and the target population was that of the youth working in the county government and the preferred age bracket was between 24-35 years. Simple random sampling was used to select the 148 respondents for the study. The study was quantitative in nature and data was collected via questionnaires which included both open and close ended questions, and a Likert-scale. The data collected was analyzed and presented using both descriptive and inferential statistics with the help of the Statistical Package for Social Sciences (SPSS) software. The findings indicated that competency, empowerment, and corruption affected youth leadership at the County Government of Kwale. Competency had a strong and significant relationship with youth leadership since the p -value was 0.000 which is less than 0.05. Empowerment had a positive but insignificant relationship with youth leadership since the p -value was 0.241 which is greater than 0.05. Corruption had a negative insignificant relationship since its p -value was 0.48 which is greater than 0.05. These findings indicated that the competency is the most appropriate tool for enhancing youth leadership at Kwale County Government. A few recommendations were drawn from the study. These included improving competency to ensure better youth leadership at the County Government of Kwale; effective implementation of youth empowerment at Kwale County so as to attain effective youth leadership; and implementing effective mechanisms to stop corruption in order to ensure effective youth leadership at Kwale County Government.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS	xi
CHAPTER ONE	1
1.0 Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	5
1.3 Research Objectives	6
1.3.1 General Objective	7
1.3.2 Specific Objectives	7
1.4 Research Questions	7
1.5 Justification of the Study	7
1.6 Significance of the Study	8
1.7 Scope of the Study	8
1.8 Limitations of the Study.....	9
1.9 Definition of Key Words	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction.....	11
2.1 Theoretical Literature Review	11
2.1.1 Skills-based Theory of Leadership	12
2.1.2 Participative Leadership Theory	13
2.1.3 Social Cognitive Theory	14
2.1.4 Theoretical Framework.....	16
2.2 Empirical Literature Review.....	16

2.2.1 Youth Leadership.....	16
2.2.2 Competency and Youth Leadership.....	17
2.2.3 Empowerment and Youth Leadership	20
2.2.4 Corruption and Youth Leadership	21
2.3 Conceptualization	24
2.4 Operationalization of Variables	25
CHAPTER THREE	27
RESEARCH METHODOLOGY.....	27
3.0 Introduction.....	27
3.1 Research Design.....	27
3.2 Target Population.....	27
3.3 Sampling and Sampling Procedures	28
3.4 Research Instruments Description	30
3.5 Data Collection Procedures.....	30
3.6 Data Analysis	31
3.8 Validity and Reliability of the Study	31
3.9 Research Limitations	32
3.10 Research Ethical Considerations.....	32
CHAPTER FOUR.....	34
DATA ANALYSIS AND PRESENTATION	34
4.0 Introduction.....	34
4.1 Descriptive Statistics.....	34
4.1.1 Response Rate.....	34
4.1.2 Gender Distribution	35
4.1.3 Age Group of Respondents.....	36
4.1.4 Taken Part in any Form of Leadership	36
4.1.5 Leadership at the County Government	37
4.1.6 Descriptive Results on Youth Leadership.....	38
4.1.7 Descriptive Results on How Competency Affects Youth Leadership.....	39
4.1.8 Descriptive Results on How Empowerment Affects Youth Leadership.....	40
4.1.9 Descriptive Results on How Corruption Affects Youth Leadership.....	41
4.2 Inferential Statistics	42
4.2.1 Correlation Analysis and Correlation Matrix	42

4.2.2 Coefficient of Determination	43
4.2.3 Analysis of Variance (ANOVA).....	44
4.2.2 Regression Analysis.....	45
4.3 Discussion of Results	47
4.3.1 Competency and Youth Leadership in the County Government of Kwale	47
4.3.2 Empowerment and Youth Leadership in the County Government of Kwale.....	47
4.3.3 Corruption and Youth Leadership in the County Government of Kwale	48
CHAPTER FIVE	49
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	49
5.0 Introduction.....	49
5.1 Summary of Findings.....	49
5.1.1 Competency and Youth Leadership in the County Government of Kwale	49
5.1.2 Empowerment and Youth Leadership in the County Government of Kwale.....	50
5.1.3 Corruption and Youth Leadership in the County Government of Kwale	50
5.2 Conclusion	50
5.3 Recommendation	51
5.4 Suggestion for Further Study.....	52
REFERENCES	53
APPENDICES	58
Appendix 1: Questionnaire	58
Appendix 2: IERB Approval Letter.....	61
Appendix 3: Introduction Letter to NACOSTI.....	62
Appendix 4: Introduction Letter to Kwale County Government.....	63
Appendix 5: NACOSTI Research Authorization	64
Appendix 6: Research Permit	65
Appendix 7: Research Approval by the County Commissioner.....	66
Appendix 8: Research Approval by the Deputy County Commissioner	67
Appendix 9: Research Authorization by the State Department of Education, Kwale County.....	68
Appendix 10: IERB Proposal Submission Form	69
Appendix 11: IERB Informed Consent Form.....	72

Appendix 12: IERB Participant Debrief Form	73
Appendix 13: IERB Confidentiality Form – <i>Principal Investigator</i>	74
Appendix 14: Plagiarism Report.....	75
Appendix 15: Curriculum Vitae.....	87

LIST OF TABLES

Table 3.1: Target population.....	28
Table 3.2: Sample size.....	29
Table 3.3: Reliability results.....	32
Table 4.1: Descriptive results on youth leadership.....	38
Table 4.2: Descriptive results on how competency affects youth leadership.....	39
Table 4.3: Descriptive results on how empowerment affects youth leadership.....	40
Table 4.4: Descriptive results on how corruption affects youth leadership.....	41
Table 4.5: Correlation matrix.....	42
Table 4.6: Coefficient of determination.....	43
Table 4.7: ANOVA Analysis.....	44
Table 4.8: Regression Analysis.....	45

LIST OF FIGURES

Figure 2.1: Theoretical framework.....	14
Figure 2.2: Conceptual Framework.....	24
Figure 4.1: Response rate.....	35
Figure 4.2: Gender distribution.....	35
Figure 4.3: Age group of respondents.....	36
Figure 4.4: Taken part in any form of leadership.....	37
Figure 4.5: Leadership at the county government.....	37

ABBREVIATIONS AND ACRONYMS

CHOG:	Commonwealth Heads of Government
EACC:	Ethics and Anti-Corruption Commission
IERB:	Institutional Ethical Review Board
NACOSTI:	National Commission for Science, Technology and Innovation
SPSS:	Statistical Package of Social Sciences

CHAPTER ONE

1.0 Introduction

This study is an exploration of the Kenyan leadership especially in the county governments. The study considers how age plays a role in the appointment to leadership positions. It focuses mostly on the youth in leadership, or those aspiring to be leaders especially in county government, with an attempt to find out the challenges they face in their pursuit for leadership. This chapter will discuss the background of the study to shed more light on the matter. It will also outline the statement of the problem, the research objectives, and the research questions. The justification and significance of the study will also be discussed. This will be followed by an outline of the scope of the study. The chapter will also discuss the limitations of the study and it will end with the definition of key terms.

1.1 Background of the Study

In recent years, a number of idealistic statements have been made on the importance of youth participation in a democratic society and this has almost become cliché. The media, scholars, politicians and even activists all claim that youth involvement improves civil responsibility and also engrosses the youth in dealing with societal problems. What is, however, noticeable in most parts of the globe are concepts of the youth living in an adult-dominated world that undeniably shapes their roles and influence in the society and this definitely poses a challenge to the mentioned democratic ideals. Such concepts normally reinforce public policies that progressively

control and contain the youth thus limiting their participation in all aspects of society (Sutton, 2007) including leadership.

This, therefore, brings about the issue or concept of youth leadership. To understand youth leadership, one has to first understand what leadership is and who the youth are. There are numerous definitions on leadership but for the purposes of this study, leadership shall be defined as a factor that shapes different governance and developments outcomes. It can also be understood as the activities, observed by others, which take place in an institution or group involving a leader and followers who subscribe willingly to core purposes and work together to attain them (Sadler, 2003). The youth, on the other hand, as described in The African Youth Charter drawn by the African Union Commission and adopted in July 2006, includes “every person between the ages of 15 and 35 years.” (African Union Commission, 2006). Youth leadership, on the other hand, can be understood as the process of influencing other people to work towards the achievement of a goal. Youth leadership focuses mostly on teamwork, communication, decision-making, planning and problem solving among other skills. It also entails connecting with others, enabling other people to reach their potential, and positively contributing to their communities (Oparinde, Agbede, & Bariki, 2017).

It is worth noting that the youth are becoming more involved in their communities to the extent of seeking leadership positions even in government. A number of researchers have also recognized the significance of youth leadership in the community and some, for instance, Conner and Strobel (2007) have stated that the cognizance of the importance of involving young people in social change efforts has increased globally. Previous research on the same also indicates that the youth can begin developing their leadership skills from a very early age (Greiman & Addington, 2008). Van Linden and Fernman (1998) as cited in (Greiman & Addington, 2008) go on to say that the

development of youth leadership is dependent on the support of adult leaders, and it is, therefore important to have adults who effectively teach and model leadership. Boyd (2001) recognized the importance of having a youth-adult relationship and came to the conclusion that effective youth leadership development relies on adults who mold responsible behavior and validate the leadership efforts of the youth.

Globally, the youth face the same challenges in their pursuit of leadership. A good example is in Latin America where the youth face a number of problems, for instance, social inequality, and lack of opportunities for their engagement and participation in government decision-making processes and leadership. The youth in Latin America, just like in any other part of the world are viewed mostly as beneficiaries of policies, and have very few opportunities of influencing decisions that affect their lives or having a voice in their societies. There is, however, an increasing recognition of youth participation as an important component of their development. It is also becoming increasingly recognized that giving the youth a genuine voice in the public policy process and leadership presents benefits not only for themselves but for their communities as well and the world at large (Berthin, 2014).

It is this recognition that has led to many youth across the world wanting to engage more in their communities, and some even seeking leadership positions. This has led to a number of youths assuming power in recent years, especially at the political level. One such leader is Emmanuel Macron who won the French presidential election in 2017 at the age of 39. Others include Matteo Fiorini, 39, the current Captain Regent of San Marino; Jüri Ratas, 39, the present leader of Estonia; Jacinda Ardern, 37, the Prime Minister of New Zealand; Kim Jong Un, 34, the Supreme Leader of North Korea; and Sebastian Kurz, 31, the Chancellor of Austria and chairman of the Austrian People's Party among others (Corcoran, 2017).

It is saddening to note that the majority of the youth in Africa rarely get the opportunity to take part in matters leadership. It is a given fact that the African continent is still young in democracy and most of its political institutions are not well formed. This often results in the youth being excluded from essential decision-making processes and most of the times the governments and policy makers are also hesitant to include the youth in the official political systems. However, there has been an improvement on the matter mostly because of the increased consciousness of states and external pressures such as democratization and globalization which often emphasize on the importance of youth participation in all spheres of influence especially political and economic. (Mengistu, 2017). The researcher goes on to say that some African countries are now beginning to recognize the importance and role of the youth as they are a huge advantage towards the sustainable development of a country. As a result some of these countries have adopted national youth policies that promote development of the country's youth.

In Kenya, roughly 80% percent of the population are below the age of 35 (The Youth Congress, 2018). The youth in the country are not fully engaged especially when it comes to matters on leadership. Kenya has, however, made efforts to engage the youth not only in leadership but in other issues as well such as employment, and education among others. In 2006, the Kenya National Youth Policy was developed and its objective was to have a country where the youth get an equal opportunity as everyone else to achieve their fullest potential and have productive participation in their political, cultural, social and economic life (Kempe, 2012). Article 55 of The Constitution of Kenya (2010) has also taken strides to make sure that the youth are involved in all spheres of the community. Besides having all these policy documents advocating for the involvement of the youth, what happens is the opposite. The youth still do not get

enough opportunities to participate in leadership of the country especially in the political scene.

Kwale County is among the six counties in Kenya's coastal region. It borders Kilifi County to the North and North East, the Indian Ocean and Mombasa County to the East and South East, Taita Taveta County to the North West, and the United Republic of Tanzania to the South West and is situated in the Southern tip of the country. As of 2009, the county's population was 649,931 persons and the number was projected to increase to 765,831 in 2014 and roughly 74.9% is poor. The county has four main sub-counties namely Matuga, Kinango, Lunga Lunga and Msabweni (Kenya National Bureau of Statistics , 2015). The current Governor is Hon. Salim Mvurya Mgala and his deputy is Hon. Fatuma Mohamed Achani (Fadhili, 2017).

The youth in the county are rarely involved in the community. They are at times engaged and even offer their views on a number of issues in the county, for instance, projects beneficial to the community, but at times such projects are initiated without their involvement. At times their views are also not put into consideration at all. This is a raising concern among the youth in the county as they lack the proper avenues to be involved in the community and to even take part in matters such as leadership (National Council for Population and Development, 2017).

1.2 Statement of the Problem

Leadership in Africa, especially political leadership, is arguably believed to be an occupation of the older generation. This has in turn led to inter-generational conflicts over leadership and power between the younger and the older generations. This is still evident to date in most African countries, Kenya being one of them. In Kenya, ethnicity plays a huge part in the appointment of leaders to government positions, but besides

that, the ‘generation card’ is also used to appoint leaders and carry out other instrumental functions, for instance, political reforms. In Kenya, just like other African societies, there is a trend that links age to specific responsibilities and roles within the society. What then happens is that the older generation always ends up being appointed to the most prestigious leadership positions in the society (Muna, Stanton, & Mwau, 2014). This sentiment is supported by Mengistu (2017) who says that the youth are viewed as power-grabbers by those in leadership positions and that it is rare to find a political leader below 60 years old. This is still the case even under the new form of devolved government in the country. The youth still don’t get enough opportunities to be elected to leadership positions not only in Kenya, but in most African countries as well.

Despite these circumstances, it is, however, important to note that there has been a shift in leadership in Kenya as experienced in the country’s general elections of 2017 under the devolved government. The general elections saw a total of 374 youths elected to different leadership positions in the senate, National Assembly, County Assembly, women representatives, and gubernatorial offices (The Youth Congress, 2018b). This number is, however, considerably low compared to the country’s youth population which stands at roughly 80%; a representation of young people aged 35 years and below (The Youth Congress, 2018). This type of scenario leads to the question on why this could be the case and what can be done to rectify the situation. This research, therefore, focuses on the factors that affect youth leadership in the County Government of Kwale. It specifically focuses on how competency, empowerment and corruption affect youth leadership in Kwale county government.

1.3 Research Objectives

The objectives of this study were as indicated below:

1.3.1 General Objective

To determine the factors that affect youth leadership in the County Government of Kwale.

1.3.2 Specific Objectives

- i. To find out whether competency affect youth leadership in the county government of Kwale.
- ii. To examine whether empowerment affects youth leadership in the county government of Kwale.
- iii. To find out whether corruption affects youth leadership in the county government of Kwale.

1.4 Research Questions

The research questions for this study were as follows:

- i. How does competency affect youth leadership in the county government of Kwale?
- ii. What is the effect of empowerment on youth leadership in the county government of Kwale?
- iii. How does corruption affect youth leadership in the county government of Kwale?

1.5 Justification of the Study

This study was very important as it would enable the community to know the challenges facing the youth in their quest for leadership. It was also important because it would give recommendations on what could be done to alleviate these challenges thus creating more opportunities for youth leaders. The study was important especially to the youth, who are the target audience of the paper. It was also important to the government and the community at large who could use the findings of the study to address the challenges

facing the target audience. There are a number of benefits that would arise from this study. One is the fact the youth would get an opportunity to discuss the factors affecting them in their quest for leadership. The other benefit was the fact that the study would give recommendations to deal with these challenges.

1.6 Significance of the Study

The study would create awareness on the challenges affecting youth leadership and shed light on what could be done to address those challenges. The findings of the study could also be used by key stakeholders in the area of leadership to come up with strategies of involving the youth more in leadership. The study would also provide additional or alternative literature on the issue of youth leadership thus expanding the existing body of literature on the factors affecting youth leadership and also help in the identification of gaps not discussed which could later be subjected to research.

1.7 Scope of the Study

The study aimed to investigate the factors affecting youth leadership in county government. The scope was to be limited to Kwale County and the data was to be collected from the youth within that county. The researcher had chosen this scope because of the region's traditional political system known as Kaya which is under the authority or rule of elders referred to as the Kwale County Kaya Council of Elders. The members in the council of elders are normally elderly people in the community as they are believed to have more experience unlike the younger generation. This could, therefore, be a factor that determines how leadership positions are allocated in the county. Youths from other counties were not to be included since it would be difficult to collect data from all of them. The scope of the youth was to be limited to those working

in the county offices and the preferred age group for the study were youths between 24-35 years.

1.8 Limitations of the Study

The study was only be carried out in Kwale County. This would affect the generalization of the findings of the study to other counties across the country. Time was also a limitation as the researcher had to work on a strict schedule to organize and meet with the intended respondents of the study.

1.9 Definition of Key Words

Leadership: This is a process which enables a person to influence others to achieve a goal and directs an organization in a manner that makes it more coherent and cohesive (Sharma & Jian, 2013)

Youth leadership: This is the capability to get other people to work together towards a common objective. It can also be understood as the capability to foresee an objective or desired change, to take action to attain the objective, to take responsibility for consequences, and to relate to, work well with, and communicate well with others (Edelman et al., 2004).

Leader: This is a person who has the ability to have others pay attention to him or her. This is a person who motivates and influences others or his followers to achieve their goals (Notar, Uline, & Eady, 2008)

Youth: Individuals between the ages of 15 and 35 years (African Union Commission, 2006)

County Government: This can be understood as a full-service local government within a country and it is tasked with providing a number of services to the locals, for instance,

medical services, security, and recreational and cultural programmes among others (Benton, 2007)

Competency: This is the integrated set of skills, knowledge, judgements and attitudes that enable a person to perform his or her activities in a given function or occupation effectively (Curran et. al, 2009).

Empowerment: This can be understood as the creation and support of enabling conditions where the youth get to act on their behalf, and on their own terms, rather than at the direction of other people (kempe, 2012)

This is the process of providing people with the necessary skills and guidance thus enabling independent decision making, and responsibility and accountability for the decisions made (Nauman et. al, 2010)

Corruption: This can be understood as the misuse of entrusted power for personal gain by taking part in practices such as embezzlement, nepotism, favoritism, mismanagement of public resources, and bribery (Orjuela, 2014)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will review works that have been done on the study by other researchers and writers and how they connect to the subject matter. The chapter will cover both theoretical and empirical literature review. The theoretical review will discuss the theories important to the study and the respective variables. The empirical review will analyze literature that is already present with regards to the independent variables and how they affect the dependent variable.

2.1 Theoretical Literature Review

Much has not been written in the field of youth leadership thus there is not much literature on the subject matter. The concept is, however, gaining more ground globally as people begin to understand and see the need for involving the youth in leadership. This will hopefully create the need to study the area more thus providing more literature on the matter. All in all, there are studies that can be used to link and expound on the topic in question. There are also theories that can be used to support and show the importance of this study. Some of these theories are as discussed below.

2.1.1 Skills-based Theory of Leadership

This theory emerged in 1955 after Robert Katz published his paper titled, “Skills of an effective administrator” in the Harvard Business Review (Technofunc, 2013). The theory focuses mostly on the skills of a leader as it views leadership in terms of skills. Skills theory of leadership argues that leadership is a skill that a person can learn and that leaders have a set of skills that they can use to lead others and that those skills inspire their followers or employees. This theory also goes on to explain a number of skills that are vital traits of leadership. These include personal characteristics, competencies, environmental influences, leadership outcomes, and career experiences. In his theory, Robert Katz goes on to argue that there are three essential skills needed for leadership. These are human, technical, and conceptual skills. According to this theory, human skills are people skills, which allow a leader to work well with superiors, peers, and subordinates. This simply relates to a leader’s ability to interact with others in a manner that will boost successful completion of tasks (Pratap, 2016). Technical skills can be understood as the proficiency in a certain activity or nature of work. Conceptual skills, on the other hand, can be understood as the capability to work with wide concepts (Burkus, 2010).

This theory is linked to this study in the sense that it explains the fact that there are skills needed for one to be a leader whether a senior or youth. To be an effective leader, one needs to have the right competencies, which are mostly influenced by the characteristics of a leader, the experience in leadership he or she has, and finally the environment where leadership is to take place (Burkus, 2010). Concerning youth leadership, young leaders also need to be equipped with the right skills for them to take part in leadership. This will enable them gain the skills and competencies they need thus shaping their characters and experience which will ensure effective leadership.

2.1.2 Participative Leadership Theory

Participative leadership theory is also referred to as democratic leadership theory and it is of the opinion that the best leadership style is one that puts into account the input of others. This theory encourages participation from members of a group and it helps the members feel important and dedicated to the decision-making process (Cherry, 2018). The theory traces its roots to experiments conducted in the 1930s, commonly referred to as the Hawthorne experiments conducted by Elton Mayo. The experiments aimed to find ways of improving factory productivity, but the findings were linked more to motivation. Another study was done in the 1930s by Kurt Lewin who found out that there are a number leadership styles such as autocratic, democratic, and laissez-faire and he was of the notion that these three models fall within the participation leadership theory. In the 1950s, Henry A. Landsberger evaluated Mayo's initial experiment and found out that the productivity of workers was increased when they took part in the experiment since they were being observed. He argued that employees felt supported through participation thus increasing their productivity (Anastasia, 2016). This theory is of the notion that the ideal style of leadership is one that puts other people's input into account. Participative leaders normally encourage contributions and participation from their followers and help them feel important and dedicated to the decision-making process (Amanchukwu et al., 2015).

The participative leadership theory can be used to explain the involvement of young people as active participants in the society and in projects and processes that bring about positive change within the community (Barnett & Brennan, 2006). In most cases, change takes place via the support of youth organizations that offer the youth opportunities to engage in a number of activities, for instance, policymaking. Through

these organizations, youth can take up certain responsibilities such as leadership roles; make important decisions, and even initiate policies (Lekies et al., 2009).

This theory links to this study as it explains how participation affects one's style of leadership and their perception towards leadership as well. It is through participation, that one feels that he or she is indeed a member of the bigger community thus giving their all to the betterment of the society. It is through participation that the youth get empowered and get to acquire the skills they need to take part in leadership.

This theory will, therefore, be used as the basis for this study since it seeks to understand how and if the youth take part in leadership and the challenges they face as they take part in leadership. As mentioned above, participation makes people feel important and valued and as a result, they work towards giving their very best.

2.1.3 Social Cognitive Theory

This theory was developed by Albert Bandura in 1986 and it states that the human functions are a dynamic system made up of joint relationships among the three determinants: a person's cognitions and personal factors; behavior of an individual; and the environment (McCormick, 2001). This system interacts as people have life experiences, which normally shape their career and personal development. Bandura explains that personal factors, one's behavior, and the environment interact to impact each other. The relationships in this theory are reciprocal in the sense that each factor can and does affect the other; personal factors can influence the behavior and environment; the environment can influence behavior and personal factors; and behavior can influence the environment and personal factors (Greiman & Addington, 2008). Concerning leadership as a type of human functioning, this theory states that to completely comprehend the leadership process, three classes of leadership variables

have to be included. These include, leader cognitions or perceptions, leader behaviors, and the leadership environment (McCormick, 2001).

This theory supports this study in the sense that it helps shed light on how the environment, personal factors, and behavior interact to affect the development of youth leadership, which can be either positive or negative. The leadership environment and the behavior of leaders can either have a positive or negative impact on youth leadership. With regards to youth leadership, these factors affect them negatively since the environment and behaviors of the leaders are mostly riddled with corruption making it difficult for the youth to take part in matters pertaining to leadership.

2.1.4 Theoretical Framework

The theoretical framework for the theories related to this study is as depicted in figure 2.1 below:

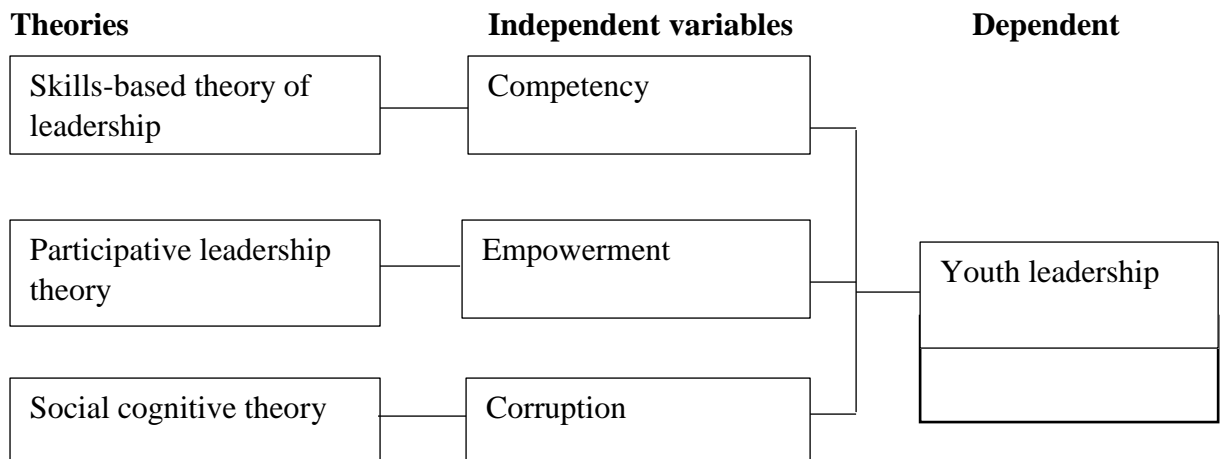


Figure 2.1: Theoretical Framework

2.2 Empirical Literature Review

This section will discuss independent variables and how they link with the dependent variable. Literature that has already been done will be used to expound on the variables.

2.2.1 Youth Leadership

The youth are an important component of any community, be it large or small, and their interaction with the community and their development allows communities and the youth to thrive (Brennan et al., 2009). As citizens of a country, the youth have the right to make decisions on issues directly affecting their lives (Camino, 2001). One of these rights is on leadership, which allows them to be more involved in the communities they live in, and this can be referred to as youth leadership. There isn't much empirical literature on youth leadership and as a result, many scholars equate the concept to youth development, or youth participation, which is important in every community.

Many political institutions and organizations are beginning to appreciate the role the youth can play not only in the future, but also in the present as change agents and leaders (Conner & Stroblel, 2007). In November 2006, The United Nations held the first Global Youth Leadership Summit to strengthen the global revolution of engaging youth in decision making about the future of their countries, societies, and the global society. The summit acknowledged the fact that young people have the most at stake in tackling issues affecting the globe's social systems. It also noted that the youth have vital insights and ideas and are, therefore, in a position to form and implement reform agendas (Conner & Stroblel, 2007).

It is important for nations to view the youth as competent citizens with the right and responsibility to be of service to their communities. This in the long run helps build on the strengths of the young people since they are able to make a difference in the society hence leading to healthier communities (Checkoway & Gutierrez, 2006)

2.2.2 Competency and Youth Leadership

To be a leader, whether young or old, one needs competency. This can be understood using different terms such as traits, personality, values, personal character, behaviors, attitudes, knowledge and skills. This, therefore, means that competency represents what a person knows and does and his or her characteristics as well (Kim & McLean, 2015). In other words, competency can be understood as something that a leader or an employee must know to perform effectively and successfully. Competency has a number of components, which include behaviors, skills, and knowledge, and these vary depending on the degree to which they can be viewed as stable and how they function as building blocks for other competencies (Herd et al., 2016).

With regards to leadership, Herd et al. (2016) say that leadership development programs have been acknowledged for their capability to improve specific skills and expertise hence leading to competency. Most of these programs engage in what is referred to as youth leadership training and this can be understood as an effective and systematic learning process with a planned series of activities created to enable young people grow, change their behavior, attitudes and values, learn skills and knowledge, enhance their performance, and develop competencies. This concept has become very popular in most communities for a number of reasons. The first is the fact that young people are the most important asset of the community and leaders of tomorrow and they therefore have to be helped develop their competencies. Nurturing youth leadership is also viewed as a path towards prosperity of the society thus necessitating the need to help the youth realize their potential and become more engaged in societal affairs. It is also believed that the youth have a natural capacity to lead as most of them take up leadership roles and even take part in leadership processes be it consciously or unconsciously (Ngai et al., 2012). These reasons, therefore, necessitate the need to enhance competency among the youth aspiring to be leaders thus equipping them with the skills they need to be effective leaders.

This then brings about the issue of education and training which is an effective way of enhancing competency. Most colleges and universities have beefed up their leadership education efforts and are now offering more courses on leadership. These leadership training programs often target youths between 18-25 years who are believed to be important in the establishment of community engagement and professional trajectories (Bowers et al., 2016). It has, however, been argued that leadership is not always explicitly taught. This belief is supported by the argument that leadership skills or behaviors are learned via observation and listening to others (Avolio et al., 2009). As

true as the argument might be, such growth in leadership also relies on how an individual engages with learning opportunities in the environment (Bowers et al., 2016) thus making education and training very important for young leaders.

Besides education and training, young leaders can acquire competency through mentorship. Some scholars say that for people to develop as leaders, they need to be in empowering environments, where more experienced leaders give room for the youth to mature and practice the new learned skills (Komives et al., 2006). Mentorship involves role models who, for this study will be defined as people within the youths' environment who can offer mentoring and guidance to young adults in the leadership growth process and enable an empowering environment (Campbell et al., 2012). Bowers et al. (2016) say that there are two forms of role modelling with regards to mentoring in leadership. These include psychosocial modeling which entails offering guidance towards achievement, nurturing a healthy identity, and instilling a sense of competence among others. The other type is career modeling for instance job skills.

It is worth noting that most adults often criticize the youth for not having leadership qualities but at the same times some scholars such as Campbell et al. (2012) have stressed on the important role of adult role models in leadership development among the youth as they have a huge part to play in their development and it can either shape the youth positively or negatively. What's important to note is that the role models, the traits of the role models, and how the youth have been mentored can either contribute to the youth lacking leadership qualities or equip them with the competencies needed to be effective leaders (Bowers et al., 2016).

2.2.3 Empowerment and Youth Leadership

It has been confirmed by recent research that young people excel when given appropriate developmentally opportunities for leadership and responsibility (Wood et al., 2009). This belief is grounded on the fact that the youth are important contributors to their societies thus necessitating the need to engage the youth as citizens working alongside adults on matters of common concern (Evans et al., 2010). For the youth to excel in their leadership, they need to be provided with a supportive and empowering environment (Blanchet-Cohen & Brunson, 2014). This brings about the concept of empowerment, which impacts leadership.

As explained by Kempe (2012), empowerment entails the creation and support of enabling conditions where the youth get to act on their behalf, and on their own terms, rather than at the direction of other people. He goes on to say that empowerment can be viewed as a structural, cultural, and attitudinal process where the youth get the authority, ability, and confidence to make decisions and changes in their own lives and those of other people as well. He further states that empowerment is a process that activates and strengthens the ability of young people to fulfill their needs, solve their problems, and obtain the needed resources to have control over their lives. It is, therefore, important to empower the youth since it leads to exposure, which builds confidence and competence, which are linked to self-esteem (Kempe, 2012) which is a vital trait of a leader.

There are studies identifying a number of factors that influence the success of youth empowerment. According to Jennings et al., (2006) offering an environment that is safe shows appreciation to the youth. Such an environment makes the youth feel motivated, respected, supported, and valued. This is the key factor in youth empowerment since it allows the youth to freely voice their views in decision-making and even express their

creativity. This environment promotes actual achievements and potential of the youth which is vital in their quest for leadership.

The second factor is meaningful participation and engagement. As explained by Flores (2008), taking part in activities important to their lives allows the youth to contribute to more prolonged and sustained engagement. Such an engagement is necessary for the evaluation of issues that are critical to their lives, and for the development of skills, and positive development as well.

The third factor is experiencing and exercising power. Experiencing and exercising power lies at the root of empowerment and this can only occur when leadership or power is shared. For the youth to be empowered, they have to be given an equal share of power with the adults. This results in youth-directed and youth-determined decision-making and activities. It is, however, important to note that this can be quite difficult to achieve, but this form of shared leadership takes efforts, positive insight and commitment (Kempe, 2012).

When these factors are integrated in youth programmes, empowerment of the youth becomes an achievable objective and the benefits to both the youth and the community are huge. Through empowerment, the youth are given opportunities to develop the competencies and skills they require to become successful leaders. Such empowerment gives them exposure and mastery of the political, social and economic factors that affect and influence their lives (Anderson & Sandmann, 2009) thus shaping them for leadership.

2.2.4 Corruption and Youth Leadership

Corruption is a global phenomenon that exists in different degrees in different states and it can be defined as the misuse or abuse of government or public power for personal

gain. It is more prevalent in developing countries, for instance, Kenya, while developed countries get to experience it at minimal levels due to the control mechanisms in place which in return account for the relative democratic and political stability that such countries enjoy (Ebegbulem, 2012). He goes on further to define a leader as a person who has been selected to a job with authority, and accountability to achieve the objectives and goals of the society. This, therefore, brings about the issue of accountability and how lack of it as a result of corruption can affect leadership, not only for adults but for the youth as well.

In the leadership context, accountability concentrates on the ways in which those exercising authority of the country are prevented from misusing or abusing that authority. It results from the fundamental belief that a country's sovereignty eventually resides with the citizens and its main objective is to maintain the legality of public authority, in a stable, predictable, and impersonal manner (Wallis & Gregory, 2009). Due to lack of accountability, leaders get to take part in practices such as fraud, embezzlement and theft which reduces the availability of finances needed for the development of activities for the community (Hope, 2014), the youth included. Besides lack of accountability, there are also instances where leaders in office engage in bribery so as to be elected or appointed to leadership positions be it in committees or other government institutions (Rugene, 2009). Such practices make it hard for a young person wishing to be appointed to a leadership position since he or she has no money to bribe his or her way to his or her preferred position.

Corruption is a representation of poor governance and this is brought about by poor management which results from people in power who accrue benefits from it. Dealing with such a form of governance becomes difficult since the existing governance systems are weak, and do not have the capacity and will to stop such leaders from using such

governance to their advantage. Under a weak governance, the core institutions that support and underpin good governance and the rule of law are normally neglected or undermined to the extent that they can no longer act in the interests of a country or uphold the rule of law (Mueller, 2008).

Besides lack of accountability and poor governance, political interference also affects youth leadership. There is a lot of political interference especially from those in political leadership positions who want to hold onto power. This type of political interference has hampered with youth political participation as they do not get the opportunities to actively engage in matters leadership. The political participation of young people is a vital component of political socialization, and this entails processes where people, based on different kinds of passion, communication, feelings, and the growth of skills and habits, learn, adapt, and change the values, knowledge, political norms, and behavioral patterns of a country (Andersson, 2017). It is because of this kind of political interference that has made the youth to become reluctant to take part and embrace new roles in the country's political and leadership sphere. This could be so due to the fact that they have been trained to view themselves as a group that does not take part in the country's activities, has no influence, and cannot bring about change (Evans, 2007).

Ethnicity also affects youth leadership. This can be understood as the identification of a person with a group known for having a set of cultural beliefs and a common language (Obala & Mattingly, 2014). This form of ethnicity leads to what is referred to as identity politics. This is the expression and use of cultural identities and traits in political projects; or a claim to leadership and power founded on the expression of a specific group identity. Ethnicity and identity politics have a strong attraction mostly because ethnic identities appeal to an individual's needs for recognition and belonging. This form of ethnicity often leads to marginalization and discrimination especially for people

of a different ethnicity as that of the person or persons in leadership position who have the power to appoint people to leadership positions. As a result, a person may have the right skills needed but since he or she is of a different ethnicity he or she does not get appointed (Orjuela, 2014).

All these factors go a long way in affecting youth leadership as they are not able to acquire leadership positions in the right manner. As a result of corruption, the youth end up lacking the right mechanisms to advocate and fight for their rights for not only participation but representation as well. Most end up feeling disillusioned and even lack confidence in a country's leadership structure.

2.3 Conceptualization

The literature review has been conceptualized in a conceptual framework as illustrated in figure 2.2 below.

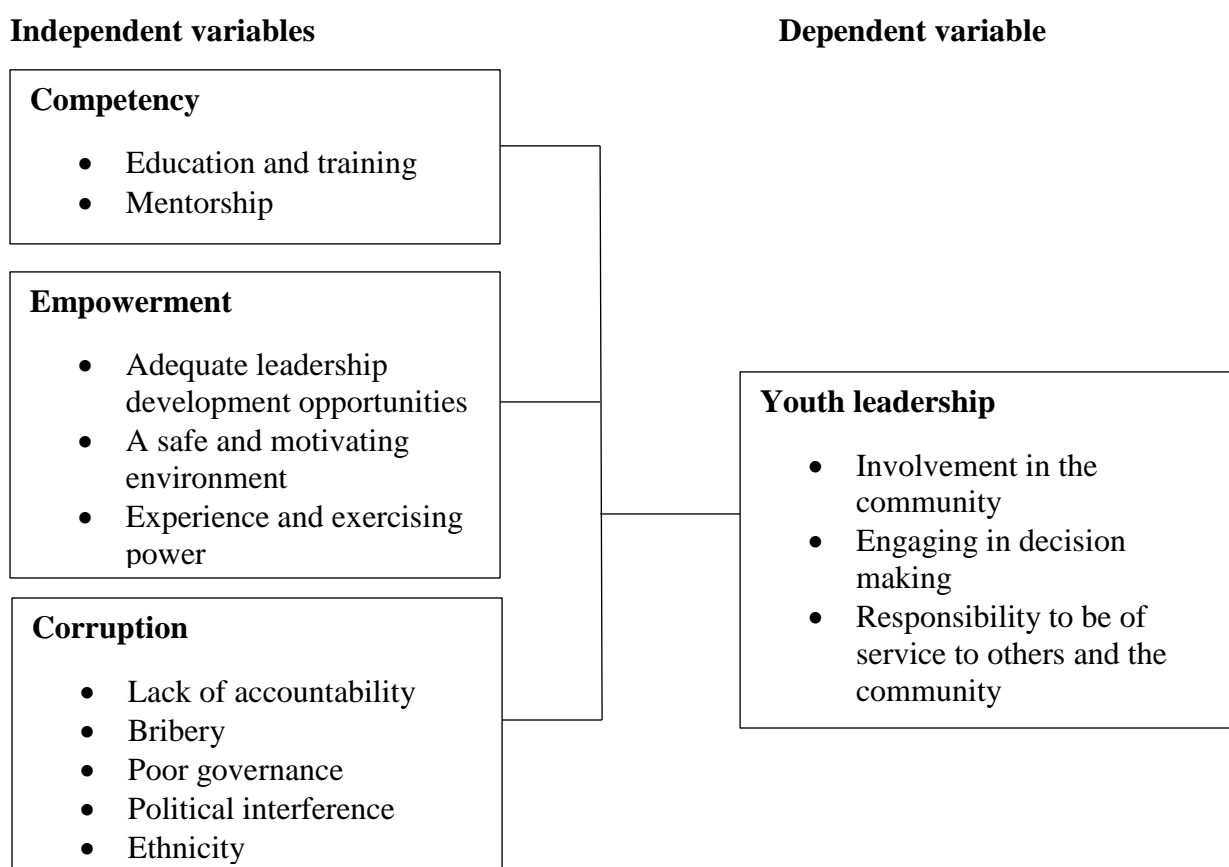


Figure 2.2: Conceptual Framework

2.4 Operationalization of Variables

Having the right competencies are very vital for all leaders including youth leaders. These competencies are normally acquired through education and training via leadership development programs some of which are offered in institutions of higher learning. Such programs equip leaders with the skills and competencies they need to direct and influence others. Competencies can also be acquired through mentorship. This takes place when a person in a leadership position takes it upon him or herself to guide a young person in his or her quest for leadership. Training, education, and mentorship opportunities, therefore, equip young people with the competency they need as they pursue or engage in leadership in the county.

Empowerment also impacts youth leadership. It is through empowerment that the youth are able to take part in and experience leadership. Empowerment of the youth usually takes place when they get to interact and learn from their seniors or peers who are already in leadership positions. Empowerment also gives them the self-confidence and self-awareness that is important for any leader. Through empowerment, the youth are also able to participate more in the community on matters that affect them or those of interest to them. Empowerment also enables the youth to be more engaged in the community which can motivate them to take up leadership positions.

Corruption also impacts youth leadership but mostly in a negative manner. This is because corruption often leads to the manipulation of systems to benefit a few mostly those already in power. This form of manipulation has led to poor governance and lack of accountability from the leaders. This often leaves most youth at a disadvantage as they are not able to pave their way to leadership positions which are already occupied by senior leaders not wishing to let go of the power and status that comes with being a leader. Some also use political interference and ethnicity to make appointments. This

often leads to instances where people with the right skills are sidelined and those of the same ethnicity as the person making the appointments being selected even if they lack the qualifications.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section will discuss the research design the researcher will use. It will then give population targeted by the researcher and give the sample size that the researcher will use to collect data. The chapter will also talk about the sampling design, the research instruments, the data collection procedures, data analysis, and the validity and reliability of the study. It will also cover the research limitations, and the research ethical considerations.

3.1 Research Design

A research design is the framework within which research is carried out, and it is made up of the outline for the collection, measurement and analysis of data. A research design is essential when conducting research since it ensures smooth sailing of the different research processes thus making research as efficient as possible (Kothari, 2004). With this in mind, the researcher used descriptive research design for this study. This research design would enable the researcher to describe the phenomenon being studied without influencing it in any way.

3.2 Target Population

The target population can be understood as the whole set of units for which the data is to be used to make generalizations (Lavrakas, 2008). For this study the target population

was the youth working in the county government of Kwale. Their numbers were as represented in table 3.1.

Table 3.1: Target Population

Departments	Staff 35 and below	%
Agriculture, livestock & fisheries	55	3.34
Social services & talent management	22	1.37
Education	480	29.16
Finance & economic planning	131	7.96
Public works & Infrastructure	33	2
Environment & natural resources	8	0.49
Health services	598	36.33
Public service & administration	272	16.52
Tourism, ICT & enterprise development	22	1.37
Water services	25	1.52
TOTAL	1646	100%

(Source: Kenya National Bureau of Statistics, 2017)

3.3 Sampling and Sampling Procedures

Because of the large number of the target population, it was necessary for the researcher to come up with a sample whose responses would be used to gain information about the entire target population. There are a number of techniques that can be used to arrive at a sample size. For this study, the researcher used the formula shown below to calculate the sample size.

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

In this formula, n is the sample size; N is the target population; C is the coefficient of variation, and ϵ is the margin of error. The sample size of the study will be calculated at a coefficient variation of 25% (0.25) and a margin error (ϵ) of 2% (0.02). The target population (N) is 1646. Therefore, the sample size for the study was 148 and it was calculated shown:

$$n = \frac{1646 (0.25^2)}{(0.25^2) + (1646 - 1) (0.02^2)} = 148$$

Simple random sampling used as the sampling design since all respondents in the target population had an equal and independent chance of being selected to participate in the study.

Table 3.2: Sample Size

Departments	Staff 35 and below	Sample	%
Agriculture, livestock & fisheries	55	5	3.4
Social services & talent management	22	2	1.4
Education	480	43	29
Finance & economic planning	131	12	8
Public works & Infrastructure	33	3	2
Environment & natural resources	8	1	0.7
Health services	598	54	36.5
Public service & administration	272	24	16
Tourism, ICT & enterprise development	22	2	1.4
Water services	25	2	1.4
TOTAL	1646	148	100

3.4 Research Instruments Description

The researcher used questionnaires to collect data from the target population. The questionnaires were structured in such a way that they covered all the variables the study intended to analyze. The questions were short and precise to avoid taking up too much of the respondent's time. The questionnaire entailed both closed and open-ended questions. The questionnaire also entailed a number of statements drawn up in a Likert Scale which was used to measure the respondents' attitudes towards the statements. The Likert Scale was developed by Rensis Likert in 1932 and it can be understood as "a 5- or 7-point ordinal scale used by respondents to rate the degree to which they agree or disagree with a statement." (Sullivan & Artino Jr, 2013) The Likert Scale in the questionnaire had five response alternatives: strongly agree, agree, not sure, disagree, and strongly disagree.

3.5 Data Collection Procedures

The researcher first developed a questionnaire, which she submitted alongside the proposal for approval. After approval, she obtained a letter from the university giving her the go ahead to collect data from the field. This letter was presented to the participants together with the questionnaire, to show that the study was for academic purposes and had been validated. As mentioned, questionnaires, which are a method of primary data collection, were used and it entailed both open- and close-ended questions and a Likert Scale as well. The questionnaires were self-administered by the researcher and the selected respondents given ample time to complete them after which they were collected by the researcher for analysis. The researcher then analyzed the collected data, and interpreted and discussed the connection to the study's variables to determine their significance.

3.6 Data Analysis

The data collected was quantitative and was, therefore, analyzed using quantitative data analysis techniques. Both inferential and descriptive statistics were used to analyze and present the data. The researcher also used the Statistical Package of Social Sciences (SPSS) software to aid in analyzing the data. Under descriptive statistics, the data collected by the researcher was analyzed and presented using the help of graphical and numerical tools such as tables, graphs and charts. The researcher used a number of methods of inferential statistics to analyze data collected from the sample. The main data analysis technique used was regression analysis. Multiple regression analysis was also used and this helped to define the correlation between the dependent and independent variables and the formula was as shown below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where;

Y = Youth Leadership

X_1 = Competency

X_2 = Empowerment

X_3 = Corruption

$\beta_0, \beta_1, \beta_2, \beta_3$ = Regression coefficients

ε = Margin of Error

3.8 Validity and Reliability of the Study

When conducting research, it is important to check on the validity and reliability of the study. Validity is the most important element and it is used to show the degree to which a research instrument measures what it is meant to measure. Reliability, on the other

hand, is used to determine whether a research instrument provides consistent results (Kothari, 2004). To test the reliability of the study, the researcher used the Cronbach's Alpha (α) test which was generated by SPSS. The test was used to indicate the degree to which a set of test items could be treated as measuring one variable. The value used as the cut-off of reliability for this study was 0.7. The analysis showed that the study results were reliable since all the variables showed a Cronbach's Alpha of 0.7 and above as indicated in table 3.3

Table 3.3: Reliability Results

Variables	Cronbach's Alpha	Number of Items
Youth leadership	0.74	4
Competency	0.70	8
Empowerment	0.71	6
Corruption	0.73	9

3.9 Research Limitations

The main limitation was the fact that the sample size was small compared to the country's entire population. This, therefore, meant that the results might not be a representation of the entire youth population in the country. The research was also time bound thus presenting a challenge of not being able to reach a bigger sample. The research also involved travelling which resulted to an additional cost for the researcher.

3.10 Research Ethical Considerations

Prior to collecting data, the researcher made sure to adhere to all procedures and guidelines prescribed by the school on matters related to research. These include getting approval and an introduction letter from the university's Institutional Ethical Review Board (IERB) to the National Commission for Science, Technology and Innovation (NACOSTI), which issued her with a research permit allowing her to collect data. The

researcher also made sure to meet and maintain research ethics. The researcher did this by informing the respondents the purpose of the study. The respondents were also informed that their participation was voluntary and that their identity would be kept anonymous. This was done to get their consent and to let them take part in the study freely. The researcher also ensured confidentiality in the sense that the data collected was not be shared with other people outside the study. The researcher also made sure that the findings were only used for the study's intended purpose.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter comprises of data analysis, findings and interpretation. Results are presented in tables and diagrams. The analyzed data was arranged under themes that reflect the research objectives. The study findings were compared with the findings of previous studies and the implications were also established.

4.1 Descriptive Statistics

4.1.1 Response Rate

The number of questionnaires that were administered was 109 out of 148 questionnaires given out and therefore, the response rate was 73%. The figure 4.1 shows the response rate. They fit with the argument of Kothari (2004) that a response rate of 50% or more is adequate for a descriptive study. Babbie (2004) also asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. Based on these assertions from renowned scholars (Babbie (2004) and Kothari (2004), 73% response rate is adequate for the study.

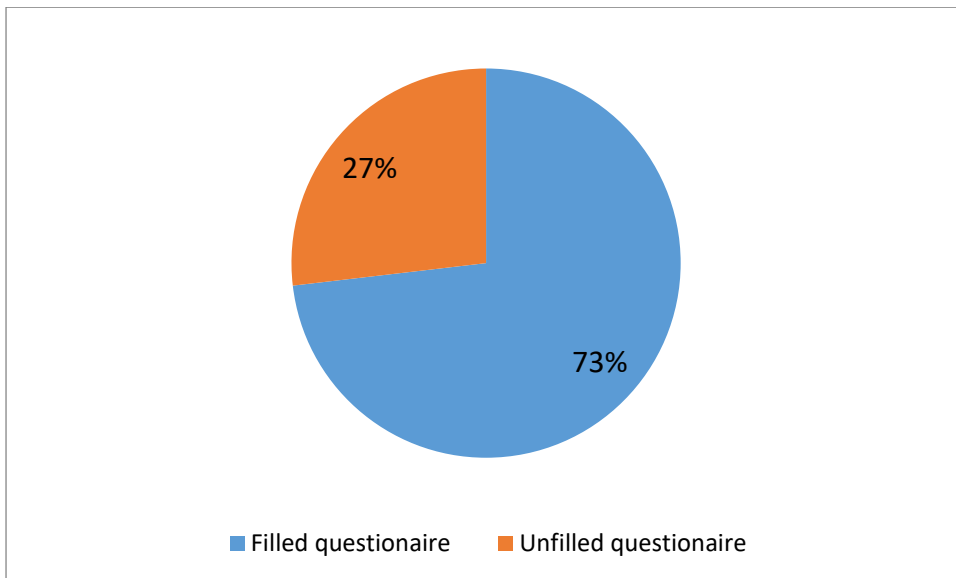


Figure 4.1: Response Rate

4.1.2 Gender Distribution

The figure 4.2 below shows the distribution of gender that responded to the questionnaires. The figure shows that male respondents were 50.5% of the respondents and female were 49.5% of the respondents.

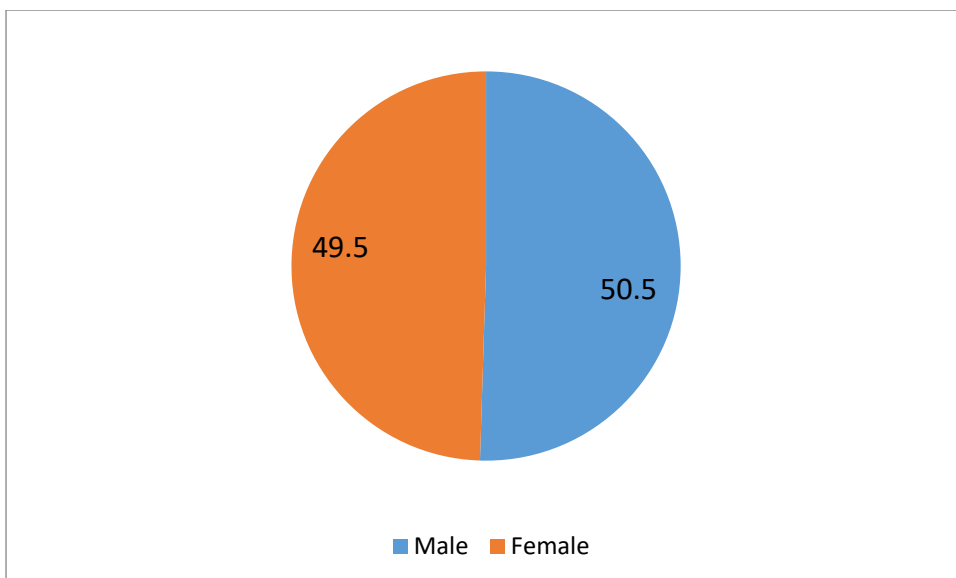


Figure 4.2: Gender Distribution

4.1.3 Age Group of Respondents

Figure 4.3 below shows the age group of respondents and age group 31-35 had the highest percentage (46%) of respondents followed by age group 26-30 which had 40% of respondents. Age group 36-40 had the lowest percentage of respondents of about 4%.

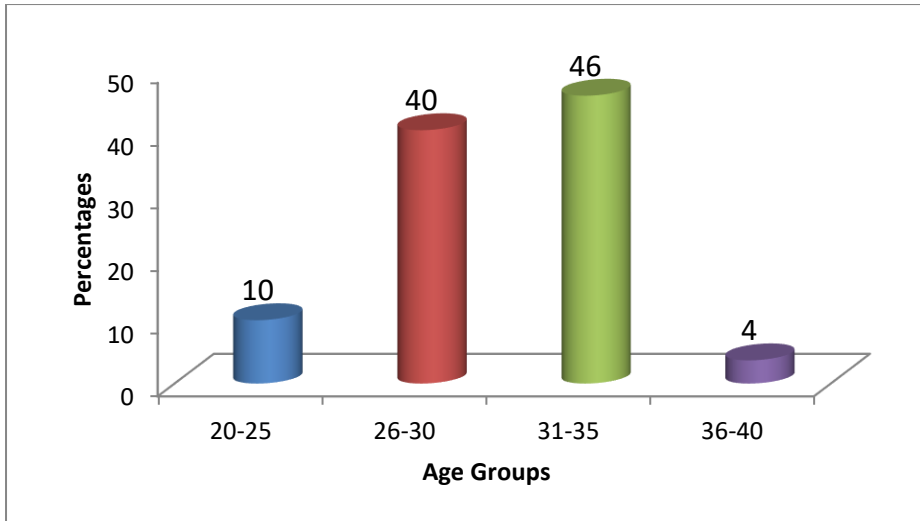


Figure 4.3: Age Group of Respondents

4.1.4 Taken Part in any Form of Leadership

Figure 4.4 shows the percentage of respondents who have taken part in any form of leadership. The figure shows that 69% of respondents have not taken part of any form of leadership while 31% said yes.

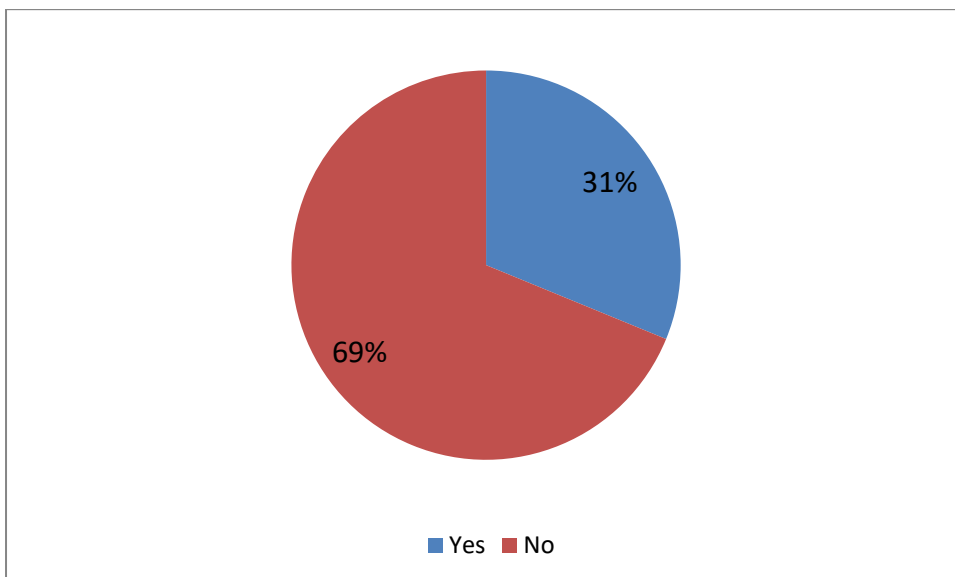


Figure 4.4: Taken Part in any Form of Leadership

4.1.5 Leadership at the County Government

Figure 4.5 below shows the percentage of respondents who have involved themselves in leadership within the county of Kwale. About 71% said yes since they have involved themselves in leadership at the county. On the other hand, 29% said no because they have not involved themselves in leadership at the county.

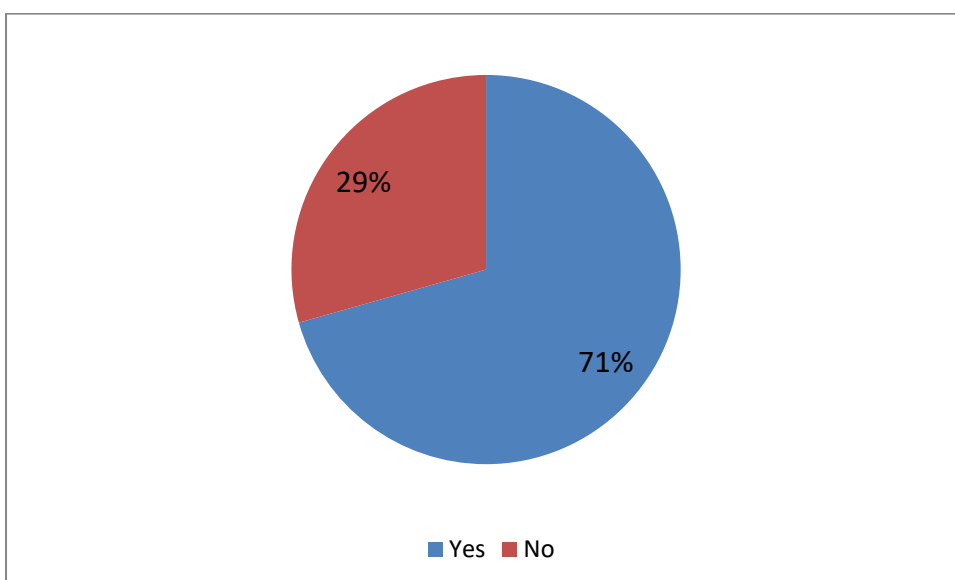


Figure 4.5: Leadership at the County Government

Descriptive statistics were used to establish the mean and standard deviation of the responses on the Likert scales used in the study. A scale of 1 to 5 was used in the study. Quantification of Likert scale categories was done by assigning numerical values to the various categories in order to facilitate statistical representation of data. The data was analyzed using frequency and percentage tables. Descriptive statistics were presented per objectives.

4.1.6 Descriptive Results on Youth Leadership

Table 4.1: Descriptive Results on Youth Leadership

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	Stdev
Leadership allows the youth to be involved more in the community	38.50%	48.60%	3.70%	7.30%	1.80%	2	1
There are adequate opportunities for the youth to take part in leadership	12.80%	57.80%	5.50%	23.90%	0.00%	2	1
The youth get to experience and exercise power in the county	7.30%	56.90%	6.40%	25.70%	3.70%	3	1
The youth are engaged in leadership in the county government	9.20%	57.80%	2.80%	28.40%	1.80%	3	1

Table 4.1 gives a descriptive results regarding youth leadership within the County Government of Kwale. The results show that 38.5% and 48.6% of respondents strongly agree and agree respectively that leadership allows the youth to be involved more in the community. also, 57.8% of respondents agree that there are adequate opportunities for the youth to take part in leadership. Similarly, 56.9% of respondents agree that youth get to experience and exercise power in the county government of Kwale. About 57.8% of respondents agree that youth are engaged in leadership in the county government. However, 28.4% of respondents disagree that the youth are engaged in leadership in the county government.

4.1.7 Descriptive Results on How Competency Affects Youth Leadership

Table 4.2: Descriptive Results on How Competency Affects Youth Leadership

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	Stdev
Training and education plays a big role on developing leadership competencies	56.90%	37.60%	0.90%	2.80%	1.80%	2	1
There are adequate leadership training programs available to the youth	1.80%	48.60%	23.90%	23.90%	1.80%	3	1
There are colleges and learning institutions offering courses on leadership	7.30%	66.10%	21.10%	3.70%	1.80%	2	1
There are leadership mentoring programs available for the youth	3.70%	47.70%	29.40%	19.30%	0.00%	3	1
There are competent and experienced leaders that the view can role models	16.50%	67.90%	9.20%	5.50%	0.90%	2	1
Current leaders help shape leadership competencies among the youth either positively and negatively	23.90%	63.30%	5.50%	6.40%	0.90%	2	1
Mentoring of the youth can contribute to the youth either lacking leadership competencies or equipping them with skills needed to be effective leaders	22.00%	63.30%	10.10%	1.80%	2.80%	2	1
The youth are equipped with the knowledge and skills needed to be a leader	9.20%	34.90%	14.70%	33.00%	8.30%	3	1

Table 4.2 shows descriptive results on how competency affects youth leadership within Kwale County. 56.9% of respondents strongly agree that training and education plays a big role on developing leadership competencies. 48.6% agree that there are adequate leadership training programs available to the youth and about 23.9% are not sure on the same. 66.1% of respondents agree that there are colleges and learning institutions offering courses on leadership. 47.7% of the respondents agree that there are leadership mentoring programs available for the youth. Also, about 67.9% of respondents agree that there are competent and experienced leaders that the youths can view as role models. The results indicate that 63.3% of respondents agree that the current leaders help shape leadership competencies among the youth either positively and negatively. Another 63.3% of the respondents also agree that mentoring of the youth can contribute to the youth either lacking leadership competencies or equipping them with the skills

needed to be effective leaders. 34.9% and 33% agree and disagree respectively that youth are equipped with the knowledge and skills needed to be a leader.

4.1.8 Descriptive Results on How Empowerment Affects Youth Leadership

Table 4.3: Descriptive Results on How Empowerment Affects Youth Leadership

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	Stdev
Youth excel when given appropriate opportunities for engaging in leadership	52.30%	33.90%	6.40%	6.40%	0.90%	2	1
The youth have been provided with a supportive and empowering environment to excel in leadership	8.30%	30.30%	18.30%	42.20%	0.90%	3	1
The local environment values and motivates the youth to take part in leadership	5.50%	33.90%	18.30%	41.30%	0.90%	3	1
The youth have an equal share of power as the adults or senior people	5.50%	11.00%	15.60%	44.00%	23.90%	4	1
Empowerment provides the youth opportunities to develop the competencies and skills needed to become effective leaders	36.70%	53.20%	4.60%	3.70%	1.80%	2	1
Empowerment provides exposure to political, social and economic factors vital in shaping youth leadership	38.50%	51.40%	6.40%	2.80%	0.90%	2	1

Table 4.3 shows results on how empowerment affects youth leadership in Kwale County. The results show that 52.3% of respondents strongly agree that youth excel when given appropriate opportunities to engage in leadership. Also, 42.2% disagree that youth have been provided with a supportive and empowering environment to excel in leadership. On the other hand, 41.3% disagree that the local environment values and motivates the youth to take part in leadership. 44% and 23.9% of respondents disagree and strongly disagree regarding the issue that youth have an equal share of power as the adults or senior people. 53.2% of respondents agreed that empowerment provides the youth opportunities to develop the competencies and skills needed to become effective leaders. Similarly, 38.5% of respondents indicated that empowerment provides exposure to political, social and economic factors vital in shaping youth leadership.

4.1.9 Descriptive Results on How Corruption Affects Youth Leadership

Table 4.4: Descriptive Results on How Corruption Affects Youth Leadership

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	Stdev
Corruption affects youth leadership	69.70%	18.30%	3.70%	2.80%	5.50%	2	1
The youth lack the resources or finances to bribe their way to leadership positions	41.30%	36.70%	15.60%	2.80%	3.70%	2	1
Corruption makes it difficult for the youth to actively participate in leadership	55.00%	33.90%	7.30%	0.90%	2.80%	2	1
Lack of accountability in leaders affects youth leadership	32.10%	43.10%	16.50%	2.80%	5.50%	2	1
The political environment provides room for the youth to actively engage in leadership	6.40%	15.60%	11.00%	53.20%	13.80%	4	1
Leaders use public office for their own personal gain to remain in power	18.30%	57.80%	13.80%	4.60%	5.50%	2	1
Political interference by people wanting to hold onto power affects youth leadership	30.30%	61.50%	3.70%	1.80%	2.80%	2	1
Leaders are appointed based on merit and not ethnicity	6.40%	35.80%	26.60%	20.20%	11.00%	3	1
Political interference by leaders makes the youth reluctant to take part in leadership	15.60%	65.10%	8.30%	4.60%	6.40%	2	1

Table 4.4 shows the effect of corruption on youth leadership. 69.7% of respondents strongly agree that corruption affects youth leadership. 41.3% and 36.7% strongly agree and agree respectively that the youth lack the resources or finances to bribe their way to leadership positions. 55% and 33.9% strongly agree and agree respectively that corruption makes it difficult for the youth to actively participate in leadership. Also, 43.1% and 32.1% agree and strongly agree respectively that lack of accountability in leaders affects youth leadership. 53.2% of the respondents disagree that the political environment provides room for the youth to actively engage in leadership. 57.8% of respondents agree that leaders use public office for their own personal gain to remain in power. About 61.5% agree that political interference by people wanting to hold onto power affects youth leadership. 35.8% of the respondents agree that leaders are appointed on merit and not ethnicity. On the other hand, 65.1% of respondents agree that political interference by leaders makes the youth reluctant to take part in leadership

4.2 Inferential Statistics

4.2.1 Correlation Analysis and Correlation Matrix

The study used a correlation analysis to establish the association among the variables used in the study. A Pearson correlation was used. Correlation indicates the direction in one variable if another variable changes. A negative Pearson correlation value indicates negative correlation while a positive Pearson correlation value indicates a positive correlation. The strength of the association increases as the value approaches either negative 1 or positive 1.

Table 4.5: Correlation Matrix

		Competency	Empowerment	Corruption	Youth leadership
Competency	Pearson Correlation	1			
	Sig. (2-tailed)	0.000			
	N	109			
Empowerment	Pearson Correlation	.630**	1		
	Sig. (2-tailed)	0.000			
	N	109	109		
Corruption	Pearson Correlation	.345**	.197**	1	
	Sig. (2-tailed)	0.000	0.004		
	N	109	109	109	
Youth Leadership	Pearson Correlation	.643**	.473**	.304**	1
	Sig. (2-tailed)	0.000	0.000	0.001	
	N	109	109	109	109

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

The study used correlation to understand the relationship that exists between the dependent variable (Youth Leadership) and the independent variables (Competency, Empowerment and Corruption).

The correlation matrix indicated that competency has a strong and positive relationship with youth leadership in Kwale County. The value of Pearson correlation was $r=$

0.643 with a $p = 0.000$ which was significant at 0.01 significance level. This means that an improvement on competency among the employees will lead to effective youth leadership. Therefore, an improvement in competency among youths in Kwale County Government will lead to good youth leadership.

Similarly, empowerment of youths also has a positive relationship with youth leadership in Kwale County. The value of Pearson correlation was $r = 0.473$ with a $p = 0.000$ which was significant at 0.01 significance level. This implies that continuous empowerment will lead to improved youth leadership within Kwale County Government.

Finally, corruption also shows a weak but positive relationship with youth leadership within the County Government of Kwale. The value of Pearson correlation was $r = 0.304$ with a $p = 0.001$ which was significant at 0.01 significance level. This implies that at Kwale County, corruption has positive correlation in terms of youth leadership.

4.2.2 Coefficient of Determination

Table 4.6: Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
5	.695e	0.483	0.458	0.56006

e Predictors: (Constant), Competency, Empowerment, Corruption

The result in table 4.6 indicates an R value of 0.695. This translates to 69.5% and this indicates a strong relationship between the dependent variable (youth leadership) and the independent variables (competency, empowerment and corruption). The R Square, which is the coefficient of determination to the dependent variable, which is influenced by the study's independent variables was calculated at 0.483. This translates to 48.3% which is a representation of identified predicting factors for this study that affect youth

leadership. This, therefore means that competency, empowerment and corruption make up 48.3% of factors that affect youth leadership in the county government of Kwale. This also implies that there are other factors that affect youth leadership in the county government of Kwale which have not been captured in the study and these add up to 51.7%.

4.2.3 Analysis of Variance (ANOVA)

According to Kothari (2014), ANOVA is a procedure for testing the difference among different groups of data for homogeneity. The essence of ANOVA is that the total amount of variation in a set of data is broken down into two types; that amount which can be attributed to chance and that amount which can be attributed to specified causes while F- test was also used in the context of the analysis of variance (ANOVA) for judging the significance of multiple correlation coefficients.

Table 4.7: ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.548	3	8.849	25.813	.000b
	Residual	35.997	105	0.343		
	Total	62.546	108			

a Dependent Variable: Youth Leadership

b Predictors: (Constant), Corruption, Empowerment, Competency

The results of ANOVA in table 4.7 above indicate that Corruption, Empowerment and Competency were significant predictor variables of youth leadership at Kwale County. This was indicated by the F-statistics results (F=25.813, p=0.000) indicating that the model used to link the independent variables and dependent variable was statistically significant.

4.2.2 Regression Analysis

Regression was adapted to further test the nature of relationship between independent variables and the dependent variable. According to Kothari (2014), regression is the determination of a statistical relationship between two or more variables. In simple regression, there are two variables, one variable (defined as independent) is the cause of the behavior of another one (defined as dependent variable). When there are two or more independent variables, the analysis concerning relationship is known as multiple regressions and the equation describing such relationship as the multiple regression equation.

Table 4.8: Regression Analysis

	B	Std. Error	Beta	t	Sig.
1 (Constant)	-0.343	0.32		-1.069	0.287
Competency	0.902	0.166	0.537	5.419	0.000
Empowerment	0.156	0.127	0.116	1.223	0.224
Corruption	0.118	0.096	0.096	1.221	0.225

a Dependent Variable: Youth Leadership

The multiple regression equation is

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where;

Y = Youth Leadership

X_1 = Competency

X_2 = Empowerment

X_3 = Corruption

$\beta_0, \beta_1, \beta_2, \beta_3$ = Regression coefficients

ε = Margin of Error

Thus:

$$\text{Youth Leadership} = -0.343 + 0.902 X_1 + 0.156 X_2 + 0.118 X_3 + \varepsilon$$

The regression analysis in table 4.8 indicates that when all factors are held constant, youth leadership is at -0.343. It also indicates that when competency is considered while other factors remain constant, then competency would lead to an increase in youth leadership by 0.902. Youth leadership would also increase by 0.156 if empowerment is considered while all the other factors remained constant. Corruption, on the other hand, would lead to an increase in youth leadership by 0.118 if it was to be considered while other factors remained constant.

In the multivariate regression model, competency ($\beta = 0.902$, $p=0.000$) was found to have a positive significant relationship with youth leadership at Kwale County Government, this is because the p-value was less than 0.05. This implies that competency contributes positively and significantly to youth leadership at Kwale County Government. However, empowerment ($\beta = 0.156$, $p=0.224$) has a positive insignificant relationship with youth leadership at County Government of Kwale. This is because the p-value calculated is greater than 0.05. This implies that at Kwale County, empowerment has an insignificant relationship with youth leadership.

The corruption variable ($\beta = 0.118$, $p = 0.225$) has a positive insignificant relationship with youth leadership at Kwale County. This is because the calculated p-value is greater than 0.05. This implies that corruption has an insignificant relationship with youth leadership in Kwale County.

4.3 Discussion of Results

The finding of the study has been discussed in relation to the study objectives as follows;

4.3.1 Competency and Youth Leadership in the County Government of Kwale

The results of the study indicate that competency plays an important role in youth leadership in Kwale County. This is in line with a study done by Kim and McLean (2015) who found out that competency is essential for any leader. The results were also in line with a study carried out by Herd et al. (2016) that found out that effective leadership could be attained through being competent. The study also found out that competency can be acquired through education and training via leadership training programs offered in institutions of learning. This is in agreement with a study conducted by Herd et al. (2016) which found out that most colleges and universities have beefed up their education efforts and are now offering more courses on leadership. Their argument is supported by Bowers et al. (2016) who found out that such programs often target youths between 18-25 years as they are believed to be important components of the society. The study also found out that youth leadership can be acquired through mentorship via good role models. In their study, Komives et al. (2006) found that for young leaders to acquire competency, they need to be in empowering environments, where more experienced leaders guide and give them room to learn and practice the new learned skills. Their findings are in agreement with this study which argues that competency can be acquired through mentorship.

4.3.2 Empowerment and Youth Leadership in the County Government of Kwale

The study found out that empowerment plays a significant role in affecting youth leadership. It concluded that the youth excel when given appropriate opportunities to engage in leadership. These finding are in line with a study by Jennings et al. (2006)

which argued on the importance of offering an environment that is safe, makes the youth feel motivated, supported, and valued. They go on to say that such an environment contributes to meaningful participation and engagement by the youth.

4.3.3 Corruption and Youth Leadership in the County Government of Kwale

The study found out that corruption positively affects youth leadership. The results are in line with a study that was carried out by Ebegebulem (2012). The study found out corruption destroys youth leadership in many institutions and government agencies. The results are also in line with the findings of Hope (2014) who says that the practice of illegal practices such as fraud, embezzlement and theft reduces the availability of finances needed for the development of activities for the youth and the community at large thus affecting their pursuit of leadership. Another study by Rugene (2009) also found out that some leaders in office engage in bribery so as to be elected or appointed to leadership positions. All these are in line with this study's findings but it is important to note that corruption has an insignificant relationship with youth leadership in the county government of Kwale.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter contained a summary of the findings, recommendations, conclusions and areas for further studies that the study identified. The summary of the findings was done in line with the study objectives. The study made recommendation based on the conclusion of the study.

5.1 Summary of Findings

County Government of Kwale was the target population for this study. The study adopted a descriptive survey technique with respect to the unit of analysis, which was the County Government of Kwale. The study collected data using questionnaires. Data gathered from the questionnaires was analyzed using statistical package for social sciences software to generate both descriptive and inferential statistics. Descriptive statistics including the mean and standard deviation were used to capture the characteristics of the variables under study.

5.1.1 Competency and Youth Leadership in the County Government of Kwale

Competency plays a significant role towards the youth leadership at Kwale County Government. The descriptive analysis shows a strong agreement from the respondents that competency plays an essential role towards ensuring building youth leadership at Kwale County. The regression analysis showed a statistically significant relationship between competency and youth leadership. Similarly, the correlation results indicate

that there is a very strong and positive relationship between competency and the youth leadership at Kwale County.

5.1.2 Empowerment and Youth Leadership in the County Government of Kwale

At Kwale County Government, many respondents agreed that empowerment is important towards attaining and building youth leadership. This implies that continuous empowerment of youths will lead to better youth leadership. Besides, there was positive relationship between the empowerment and the youth leadership at Kwale County. However, the regression analysis showed a statistically insignificant relationship between empowerment and youth leadership.

5.1.3 Corruption and Youth Leadership in the County Government of Kwale

Based on the descriptive results, many respondents strongly agreed that corruption had a negative impact on youth leadership in Kwale County. Also, according to regression results, corruption has a statistically insignificant relationship with youth leadership at Kwale County and this implies that corruption does not contribute significantly to youth leadership at Kwale County.

5.2 Conclusion

The study attempted to determine the factors that affect youth leadership in the county government and Kwale County was used as the case study. The independent variables were competency, empowerment and corruption. From the finding of the study, it was determined that competency plays a significant role towards youth leadership at the County Government of Kwale. This, therefore, means that the County Government of Kwale needs to put more effort to promote competency among youths and other leaders in the county for the purpose of promoting effective youth leadership.

It was also determined that empowerment is important in building youth leadership. The findings also indicated that corruption had a positive but insignificant impact on youth leadership in the county government. Based on the findings of the study, it is correct to say competency is essential in youth leadership.

5.3 Recommendation

Competency should be improved in order to ensure that there is better youth leadership in the County Government of Kwale. This can be done through the introduction of leadership development programs in the different learning institutions in the county. Mentorship programs on the same should also be introduced so that the youth aspiring to be leaders can have good role models to look up to hence influencing their leadership capabilities. These recommendations should be scaled up to other counties as well in order to promote good youth leadership since the youth are the future leaders.

To ensure empowerment of the youth, the county needs to create a supportive environment that enables the youth to act on their behalf. This will go a long way in helping the youth strengthen their abilities to fulfill their needs, solve their problems and even lead others. The youths should also be given more opportunities to participate and engage more in the community thus allowing them to develop their skills in different areas including leadership.

To fight corruption in the county government of Kwale, it is recommended that the county, in collaboration with the Ethics and Anti-Corruption Commission (EACC) engage more in civic education so as to educate the entire population on what they should watch out for in their leaders, what they should report and where, and on the ethical standards of the county government staff. This will help make sure that practices such as bribery are closely monitored and action taken on the guilty parties.

5.4 Suggestion for Further Study

Based on the results of study, the factors affecting the youth leadership studied in this research only account for 48.3%, it is therefore recommended that a further study be done to find out other factors that might be affecting the youth leadership in Kwale County and other counties in Kenya.

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Answer using a five-point scale where:

1 = Strongly agree

2 = Agree

3 = Not sure

4 = Disagree

5 = Strongly disagree

	YOUTH LEADERSHIP	1	2	3	4	5
6	Leadership allows the youth to be involved more in the community					
7	There are adequate opportunities for the youth to take part in leadership					
8	The youth get to experience and exercise power in the county					
9	The youth are engaged in leadership in the county government					
	COMPETENCY	1	2	3	4	5
10	Training and education plays a big role on developing leadership competencies					
11	There are adequate leadership training programs available to the youth					
12	There are colleges and learning institutions offering courses on leadership					
13	There are leadership mentoring programs available for the youth					
14	There are competent and experienced leaders that the youth can view as role models					
15	Current leaders help shape leadership competencies among the youth either positively and negatively					
16	Mentoring of the youth can contribute to the youth either lacking leadership competencies or equipping them with skills needed to be effective leaders					
17	The youth are equipped with the knowledge and skills needed to be a leader					
	EMPOWERMENT	1	2	3	4	5
18	Youth excel when given appropriate opportunities for engaging in leadership					
19	The youth have been provided with a supportive and empowering environment to excel in leadership					
20	The local environment values and motivates the youth to take part in leadership					
21	The youth have an equal share of power as the adults or senior people					
22	Empowerment provides the youth opportunities to develop the competencies and skills needed to become effective leaders					
23	Empowerment provides exposure to political, social and economic factors vital in shaping youth leadership					
	CORRUPTION	1	2	3	4	5

24	Corruption affects youth leadership					
25	The youth lack the resources or finances to bribe their way to leadership positions					
26	Corruption makes it difficult for the youth to actively participate in leadership					
27	Lack of accountability in leaders affects youth leadership					
28	The political environment provides room for the youth to actively engage in leadership					
29	Leaders use public office for their own personal gain to remain in power					
30	Political interference by people wanting to hold onto power affects youth leadership					
31	Leaders are appointed based on merit and not ethnicity					
32	Political interference by leaders makes the youth reluctant to take part in leadership					

Appendix 2: IERB Approval Letter



*Committed to His mission
Connected to His world*

February 19, 2019

TRACY DIANAWAWUDA
Africa International University,

RE: APPROVAL OF RESEARCH PROPOSAL: FACTORS AFFECTING YOUTH LEADERSHIP
IN COUNTY GOVERNMENT: CASE OF KWALE COUNTY: AIU/IERB/013/2019.

Thank you for submitting your research proposal to the Institutional Ethical Review Board (IERB) at AIU.

This is to inform you the IERB has approved your proposal. The approval period is from February 19, 2019 to February 19, 2020 and is subject to compliance with the following requirements:

- i. Only approved documents(informed consents, study instruments, advertising materials etc) will be used.
- ii. All changes(ammendments, deviations, etc) will be submitted for review and approval by the IERB before implementation.
- iii. Death and life threatening problems and severe adverse events or unexpected adverse events whether related or unrelated to the study must be reported to the IERB Committee immediately by telephone, followed by email within twenty four (24) hours after the PI becomes aware of the event.
- iv. Any changes anticipated or otherwise that may increase the risk or affect the safety or welfare of study participants and others or affect the integrity of the reserch must be reported to the IERB committee immediately.
- v. Request for renewal must be submitted to the IERB at least 60 days prior to the expiry of the approval period. A comprehensive progress report must be submitted with renewal request.
- vi. An executive summary report must be submitted to IERB within 90 days upon completion of the study. This information will form part of the database that will be consulted in future when processing related research studies so as to minimize chances of study duplication and/ or plagiarism.
- vii. The IERB shall have the authority to suspend or terminate ethical approval for Student, Faculty or Staff research where it is the IERB's findings that the research is not being, or can no longer be conducted in accordance with provisions of the approved protocol.

Please do not hesitate to contact the undersigned for any queries or clarification.

Yours faithfully

Dr. Joash Mutua
Chair, AIU-IERB Committee

Appendix 3: Introduction Letter to NACOSTI



*Committed to His mission
Connected to His world*

26th February, 2019

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

Dear Sir/Madam,

**RE: INTRODUCTION OF TRACY DIANA WAWUDA SALAI –
ADMISSION 160592MAOL**

The above named person is a master's student in the organizational leadership under the School of Business of Africa International University (AIU).

She seeks to collect data for her research:

Her research topic is: ***FACTORS AFFECTING YOUTH LEADERSHIP IN
COUNTY GOVERNMENT: CASE OF KWALE COUNTY***

Kindly accord her any help she may need to do her research. Please, feel free to contact the university (see the details below) if you have any questions.

Thank you for your kind assistance

Yours faithfully,



Samuel Ngewa, Prof.
Dean of Graduate School
E-mail: Samuel.Ngewa@africainternational.edu
Phone: 0724442070

Appendix 4: Introduction Letter to Kwale County Government



*Committed to His mission
Connected to His world*

26th February, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: INTRODUCTION OF TRACY DIANA WAWUDA SALAI –
ADMISSION 160592MAOL**

The above named person is a master's student in the organizational leadership under the School of Business of Africa International University (AIU).

She seeks to collect data for her research:

Her research topic is: ***FACTORS AFFECTING YOUTH LEADERSHIP IN
COUNTY GOVERNMENT: CASE OF KWALE COUNTY***

The research is purely for academic purposes.

Kindly accord her any help she may need to do her research. Please, feel free to contact the university (see the details below) if you have any questions.

Thank you for your kind assistance.

Yours faithfully,

Samuel Ngewa, Prof.
Dean of Graduate School
E-mail: Samuel.Ngewa@africainternational.edu
Phone: 0724442070

Appendix 5: NACOSTI Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/39883/28596**

Date: **12th March, 2019**

Tracy Diana Wawuda Salai
Africa International University
P.O Box 24686 – 00502
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Factors affecting youth leadership in County Government: Case of Kwale County*” I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for the period ending **12th March, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kwale County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kwale County.

The County Director of Education
Kwale County.

Appendix 6: Research Permit


THIS IS TO CERTIFY THAT:

MISS. TRACY DIANA WAWUDA SALAI
of AFRICA INTERNATIONAL UNIVERSITY,
22918-100 Nairobi, has been permitted
to conduct research in Kwale County

on the topic: FACTORS AFFECTING
YOUTH LEADERSHIP IN COUNTY
GOVERNMENT: CASE OF KWALE COUNTY

for the period ending:
12th March, 2020

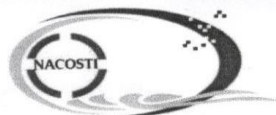
Permit No : NACOSTI/P/19/39883/28596
Date Of Issue : 12th March, 2019
Fee Received :Ksh 1000



Tracy
Applicant's
Signature

Patricia
Director General
National Commission for Science,
Technology & Innovation

Appendix 7: Research Approval by the County Commissioner



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/39883/28596**

Date: **12th March, 2019**

Tracy Diana Wawuda Salai
Africa International University
P.O Box 24686 – 00502
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors affecting youth leadership in County Government: Case of Kwale County”* I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for the period ending **12th March, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kwale County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kwale County.


The County Director of Education
Kwale County.

*Attend for the necessary
assisting Prof.
30-03-2019*



Appendix 8: Research Approval by the Deputy County Commissioner

*Chief's
Please assist the
undersigned to issue
a letter to the youth
in the youth
research.
C/O Social Services*



**THE PRESIDENCY
MINISTRY OF INTERIOR
AND
COORDINATION OF NATIONAL GOVERNMENT**

*Co. Social Services
kindly provide the
necessary support
Ay/Anna
20/3/2019*

Telephone: 0798089963
E-mail: dcmatuga1@gmail.com

THE DEPUTY COUNTY COMMISSIONER
MATUGA SUB COUNTY
P. O. Box 1
KWALE

When replying please quote:
Ref. No. ADM.15/7/4 VOL.II/44 20th March, 2019

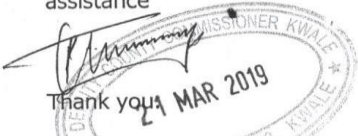
**THE COUNTY SECRETARY
KWALE COUNTY.**

**RE: RESEARCH AUTHORIZATION: TRACY DIANA WAWUDA
AFRICA INTERNATIONAL UNIVERSITY**

The above named person is a student undertaking masters degree program. The National Commission for science technology and Innovation has given her authority to carry out research on "Factors affecting youth leadership in County Government: Case of Kwale County for a period ending 12th March, 2020.

This is therefore to request you to give her the necessary access and necessary assistance

*Thank you
MAR 2019*



**ISSAAC.KETER
DEPUTY COUNTY COMMISSIONER
MATUGA SUB COUNTY**

CC: TRACY WADUDA SALAI

*This is OK. For PSA
HST. 21/3/2019*

**Appendix 9: Research Authorization by the State Department of Education,
Kwale County**



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Education**

Telegrams: "EDUCATION", Kwale
Telephone: Kwale 040-2104010
Email Address: kwalecde@gmail.com
Please when replying quote

REF:KWL/CDE/A/VOLI/130

THE COUNTY DIRECTOR OF EDUCATION
P.O BOX 20 – 80403
KWALE

DATE: 20/03/2019

Tracy Diana Wawuda Salai
Africa International Univeristy
P O Box 24686 – 0052
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your request to conduct a study on "**Factors affecting youth leadership in County Government: Case of Kwale county**".

You have been granted permission to conduct the research for the duration scheduled.

You are advised that this program should not interfere with normal School learning activities.

A report on the Exercise will be required as feedback.

Thank you,

**JOSIAH KILEI MWAWANA
FOR: COUNTY DIRECTOR OF EDUCATION
KWALE COUNTY**

CC.

- The County Commissioner – Kwale
- All Sub County Directors of Education – Kwale County

Appendix 10: IERB Proposal Submission Form

Part B: Principle Investigator Research Proposal Submission Checklist

Please ensure that the following items are attached when submitting the proposal to the IERB Office:

Research Proposal must include:

Chapter 1: Introduction. This should cover the background to the problem, statement of the objectives of the study, research questions, purpose of the study, problem, justification for the study, the study, definition of terms and the chapter limitation of summary.

Chapter 2: Literature Review

Chapter 3: Research Methodology. At minimum shall include the research design, site selection, participant selection with inclusion/exclusion criteria, pre-screening of participants, participant consent, description of risk assessment and methods to reduce risk, participant debrief, data collection, instrumentation, method of data analysis/validity/reliability, ethical considerations including methods to ensure participant confidentiality, i.e. stored data, non-disclosure of participant identification, disposal of data at conclusion of research.

References in compliance with APA or other relevant style of writing and referencing
Appendices

- Principal Investigator(s) Curriculum Vitae
- Participant Informed Consent
- Parent Consent/Child Assent Forms (IF Applicable)
- Debrief Form
- PI and Other Researchers' Signed Confidentiality Agreements
- 4 Hard Copies of all submission documents (signed by supervisors)
- 1 Soft Copy of all submission documents (Signed by supervisors)
- Receipt of payment
- Plagiarism report (20% maximum plagiarism)
- Proposal has been defended? Indicate date of defense_____

Part C: Principal Investigator Declaration

As the Principal Investigator of this study I hereby declare that I take full responsibility for this proposed study and will conduct it according to the documented proposal and in line with AIU IERB ethical guidelines.

By signing this document, I agree that:

- a) All documents submitted with this application are a true representation of the proposed study and have not been falsified in any way.

- b) This study will not commence in any way, and no participants will be recruited, until a final official approval is received from AIU's IERB.
- c) Ethical standards of practice will be maintained during this research. The study will be conducted as stated in the submitted protocol. All participants will be recruited and consented as stated in the submitted protocol.

- d) Any planned or any unforeseen protocol deviations or protocol violations -to the submitted study- must be reported to AIU’s IERB in writing by email to joash.mutua@africainternational.edu immediately. The Deviation/Violation Report Form must be submitted to the IERB office within five (5) business days of the email to the IERB Office.
- e) Any unexpected or serious adverse event during the research must be reported to the IERB Office by telephone (+254743513617) immediately, and by email to joash.mutua@africainternational.edu within twenty four (24) hours after the PI is aware of the event.

Principal Investigator Signature	Date

Appendix 11: IERB Informed Consent Form

PARTICIPANT CONSENT FORM

I am Tracy Diana Wawuda Salai, a student at Africa International University, where I am pursuing a Master of Arts degree in Organizational Leadership. As part of my degree requirements I am completing a research study and I would like to include you in the study. My research chair at AIU, Prof. Beatrice Warue, Dean School of Business and Economics, may be contacted by email at Beatrice.warue@africainternational.edu or phone+254-715247540/ 725841885 if you have any questions at any time.

Your written consent is required to participate so that I can confirm that you have been informed of the study and that you agree to participate. You are free to decline or discontinue your participation at any time during the study if you wish to do so. All information obtained in this study will be kept confidential; a number will be assigned to any research forms to ensure your privacy is protected. Your name or identify will not be given in any report or publication.

The purpose of the research is to gain further understanding of the current experiences youth face in their pursuit of leadership at the county government. You will be asked to complete a questionnaire on the state of youth leadership at the county government and some of the challenges that the youth face when it comes to leadership. This is not an exam or a test, there is no deception in these questions, and there are no right or wrong answers, simply answer the questions as honestly as you can. The questionnaire should take about 15 minutes but no longer than about 20 minutes to complete in one sitting.

The outcome of the information obtained during this research will be summarized and utilized in my dissertation study. Participant names will not be utilized, as shown below a number will now be assigned to ensure your identity is kept confidential during and after this study is completed.

My Consent to Participate:

By signing below, I consent to participate in this study.

Signature of
Participant

Today's Date

Principal Researcher

Today's Date

Appendix 12: IERB Participant Debrief Form

Thank you for participating in this research study. The purpose of this study is to gain an understanding of the factors affecting youth leadership in the county government: Case of Kwale County. Your participation will help the researcher gain more insight into the current experiences of the youth seeking leadership positions.

Once again thank you for your participation.

Sincerely,

PI Signature _____

Appendix 13: IERB Confidentiality Form – *Principal Investigator*

This confidentiality form is a legal agreement between AIU’s IERB and the undersigned *principal investigator* who will have access to individually-identifiable original records (electronic or paper), or any other matters regarding the research process.

IERB _____ Research _____ Number: _____

PI Name: _____ Date: _____

Title _____ of
Research _____

In conducting this research project, I agree to the following:

1. Keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format.
2. Keep all research information in any form or format securely maintained on a daily basis, during the process of conducting and writing the research.
3. At the conclusion of the research, dispose of any documents that contain identification information, such as participant names or other information that could reveal identity of the human subject.
4. Monitor all other researchers who work with me, i.e. Research assistants, Administrative persons, etc., to ensure their compliance to confidentiality.

Any violation of this agreement would constitute a serious breach of ethical standards, and I pledge not to do so.

Principal Investigator

Print Name Signature Date

Witness Name Signature

Appendix 14: Plagiarism Report

Tracy

ORIGINALITY REPORT

18% SIMILARITY INDEX	15% INTERNET SOURCES	3% PUBLICATIONS	11% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	------------------------------

PRIMARY SOURCES

Submitted to University of Mauritius

1 Student Paper 2%

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3 Submitted to Mount Kenya University
Student Paper 1%

4 ir.knust.edu.gh
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6 www.leadershipeducators.org
Internet Source 1%

eprints.utar.edu.my	7 Internet Source	1%
uir.unisa.ac.za	8 Internet Source	<1%
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41.204.187.24	10 Internet Source	<1%
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27	docplayer.net Internet Source	<1%
28	Submitted to CVC Nigeria Consortium Student Paper	<1%
29	journalism.uonbi.ac.ke Internet Source	<1%
30	Submitted to Bridgepoint Education Student Paper	<1%

31	strategicjournals.com	Internet Source	<1%
32	www.masterstudies.net	Internet Source	<1%
33	Submitted to Uganda Management Institute	Student Paper	<1%
34	J. O. Conner. "Leadership Development: An Examination of Individual and Programmatic Growth", Journal of Adolescent Research, 05/01/2007	Publication	<1%
35	Submitted to University Der Es Salaam	Student Paper	<1%
36	Submitted to University of Lincoln	Student Paper	<1%

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37 Mitchell, Rebecca, Penelope Paliadelis, Karen
McNeil, Vicki Parker, Michelle Giles, Isabel
Higgins, Glenda Parmenter, and Yvonne Ahrens. "Effective
interprofessional collaboration in rural contexts: a research
protocol", Journal of Advanced Nursing, 2013.
Publication

shodhganga.inflibnet.ac.in

38

Internet Source

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ir.mu.ac.ke:8080

39

Internet Source

<1
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Submitted to Laureate Higher Education Group

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Management

Student Paper

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Submitted to Saint George's University

Student Paper

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53	www.actforyouth.net	Internet Source	<1%
54	core.ac.uk	Internet Source	<1%
55	41.89.99.18	Internet Source	<1%
56	Obala, L. M., and M. Mattingly. "Ethnicity, corruption and violence in urban land conflict in Kenya", Urban Studies, 2013. Publication		<1%

<1%

57

Blanchet-Cohen, Natasha, and Liesette

Brunson. "Creating Settings for Youth Empowerment and Leadership: An Ecological Perspective", Child & Youth Services, 2014.

Publication

<1%

58

Jill R. Bowers, David M. Rosch, Daniel A.

Collier. "Examining the Relationship Between Role Models and Leadership Growth During the Transition to Adulthood", Journal of Adolescent Research, 2015

Publication

59

psasir.upm.edu.my

Internet Source

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vdocuments.site

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www.oceandocs.org

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63	dspace.knust.edu.gh	Internet Source	<1%
64	repository.seku.ac.ke	Internet Source	<1%
65	Submitted to DeVry, Inc.	Student Paper	<1%
66	www.ftms.edu.my	Internet Source	<1%
67	leadershipeducators.org	Internet Source	<1%
68	Submitted to University of Wales Institute, Cardiff	Student Paper	<1%
69	d-nb.info	Internet Source	<1%

70	eprints.usm.my	Internet Source	<1%
71	erepository.uonbi.ac.ke	Internet Source	<1%
72	media.proquest.com	Internet Source	<1%
73	Submitted to Covenant University	Student Paper	<1%
74	researchcommons.waikato.ac.nz	Internet Source	<1%
75	www.younglives.org.uk	Internet Source	<1%
76	www.cleverism.com	Internet Source	<1%
77	www.tntemple.edu	Internet Source	<1%
78	oaktrust.library.tamu.edu	Internet Source	<1%

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www.iscsjournal.com

Internet Source

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www.ukessays.com

Internet Source

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Higher **82** Education Student Paper

<1%

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On

Exclude matches < 3 words

Exclude bibliography

Appendix 15: Curriculum Vitae

WAWUDA TRACY DIANA SALAI

P.O. Box 256-80400, UKUNDA

MOBILE NO: +254 712965151 / +254 731569198

EMAIL: tdwawuda@gmail.com / tracywawuda@yahoo.com

OBJECTIVE

To work in a position that will engage creative thinking and allow application of skills and knowledge in peace and conflict as well as other international relations functions through exposure to new ideas and professionals, which will eventually enhance the growth of the organization and the community while reserving room for personal and career advancement.

SUMMARY OF QUALIFICATIONS

- d) Three years of office administration experience as an Executive Administrator.
- e) Good team player
- f) Organizational skills acquired from working as an Executive Administrator.
- g) Good time management
- h) Ability and willingness to learn new things
- i) Ability to work under minimal supervision, and meet the set deadlines
- j) Good researcher

EDUCATIONAL BACKGROUND

Africa International University

April 2017 to date

Master of Arts in Organizational Leadership

United States International University-Africa

September 2009- August 2013

Degree of Bachelor of Arts in International Relations

Major: International Relations

Concentration: Peace and Conflict Studies

Minor: Psychology

Kilifi Institute of Business Studies

Jan 2008-June 2008

Course: Computer Systems and Application Packages

Moi Forces Academy-Lanet

2004-2007

K.C.S.E Certificate

Cottolengo Boarding Primary

1994-2003

K.C.P.E Certificate

COMPETENCY STATEMENT

Ability to write relevant research reports on a vast area of issues

Competency in computer packages- Ms Word, Ms Excel, Ms Power-point, and the internet.

Eloquent in both spoken and written English and Kiswahili

CERTIFICATES AWARDED

Certificate of Participation in the Kenya Model United Nations	2012
Certificate of Participation in the Kenya Model United Nations	2011
Certificate of Participation in the Organizing Committee for World Aids Day (USIU)	2010

WORK EXPERIENCE

Employer : **Outside The Box Africa Limited**
Position Held : Executive Administrator
Period of Service : December 2016 to date
Duties : Administrative work such as organizing and maintaining an effective filing system, creating and maintaining clients' database, writing correspondence letters, maintaining the company's telecommunication system, assist in the coordination of logistics, travel and accommodation for staff on assignments, organize and coordinate meetings, events and other office functions, maintain the Directors diary and ensure that appointments are scheduled appropriately, conduct online marketing and act as a liaison between the team, clients and the general public, welcome and direct visitors, provide information, answer or refer enquiries appropriately, maintain and manage the office budget, ensure adequate inventory/stock of office supplies, and any other duties as may be assigned from time to time.

Employer : **Daima Media Services Limited**
Position Held : Sales and Marketing Executive
Period of Service : June 2015 to March 2016
Duties : Creating and maintaining clients' database, acquiring new business for the company, writing sales reports, devising marketing strategies, creating quotations for clients, writing proposals, and listening to customer requirements and presenting appropriately to make a sale.

Employer : **oDesk**
Position Held : Online writer
Period of Service : February 2014 to December 2018
Duties : conducting research, writing academic papers and articles for clients

Employer : **Ministry of Foreign Affairs & International Trade**
Position Held : Intern
Period of Service : June 2013 to December 2013
Duties : Administrative work such as writing correspondence letters, answering phone calls, receiving visitors, documentation, following up on diaspora issues, organizing and managing files, organizing meetings and preparing documents for meetings.

Employer : **USIU-A**
Person worked for : Dr. Gerald Chege, PhD, Assistant Professor of Information Systems & Technology
Position Held : Personal Assistance to Dr. Gerald Chege
Period of Service : **September 2010 to December 2012**
Duties : Administrative work such as Organizing and maintaining a filing system, updating the students' records, answering phone calls, data entry, and addressing students' concerns

Employer : **USIU-A**
Position Held : Personal Assistant to Mr. John Lilech
Period of Service : May 2010-July 2010
Duties : Administrative work such as updating students' records, preparing the lecturers notes, organizing and maintaining a filing system and answering phone calls.

COMMUNITY SERVICE

Site : **MAMA FATUMA GOODWILL CHILDREN'S HOME**
Period of Service : September 2012 to December 2012
Duties : Office work, cleaning the babies' dormitory, cleaning the dining hall, washing utensils, laundry, cooking,
And cleaning the conference halls

HOBBIES & INTERESTS

Socializing & making new friends

Reading novels and inspirational books

Listening to music

REFEREES

Edwin Opande Seno
Director
Outside The Box Africa Limited
P. O. Box 22918-00100, Nairobi, Kenya.
Cell: +254 721 707897
Email: edwin@otbafrica.com

Gerald Chege, Ph.D

Assistant Professor of Information Systems & Technology

United States International University

P. O. Box 14634, Nairobi, Kenya.

Tel: +254 (20) 360 6241

Email: gchege@usiu.ac.ke

Susan Deborah Nyambura
Administrative assistant
United States International University
P. O. Box 14634-00800 Nairobi
Tel: +254-020-360 6554
Email: sdnyambura@usiu.ac.ke

Mr. Richard Moi Lemoshira

Assistant Director

Office of the Political and Diplomatic Secretary

Ministry of Foreign Affairs and International Trade

P. O. Box 30551-00100, GPO Nairobi, Kenya

Office telephone: +254 20318888

Email: mlemoshira@mfa.go.ke or rmlemo@yahoo.co.uk