

**LEADERSHIP PRACTICES ON PERFORMANCE OF YOUTH GROUP
PROJECTS IN NANDI COUNTY, KENYA**

COSMUS KIPKETER KEMBOI

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF ARTS IN PUBLIC ADMINISTRATION AND POLICY IN
THE SCHOOL OF ARTS AND SOCIAL SCIENCES, MOI
UNIVERSITY.**

©Aug. 2016

DECLARATION AND APPROVAL

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

Signature _____ **Date:** _____

COSMUS KIPKETER KEMBOI (BA, M&E, MA)

Registration number: SASS/PGPA/09/12

Declaration by Supervisors

This Research Thesis has been submitted for Examination with our Approval as University supervisors.

Signature _____ **Date:** _____

DR. PAUL OPONDO

Department of History, Political Science and Public Administration
Moi University, Eldoret, Kenya

Signature _____ **Date:** _____

MS. ESTHER ARUSEI - SEREM

Department of History, Political Science and Public Administration
Moi University, Eldoret, Kenya

DEDICATION

I dedicate this work to the words of Theodore Roosevelt to the young men and women who are in the arena, whose faces are marred by dust, sweat and blood, who strive valiantly, who err and come up short again and again... but who know the great enthusiasms, the great devotions, who spend themselves for worthy causes; who at the best, know in the end, the triumph of high achievement, and who at the worst if they fail, at least while daring greatly because it is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better.

And to all other people who have a genuine aspiration to leave a significant mark in their generation; those who are yearning to better their lives and those of others. I wholeheartedly dedicate this piece of work to you!

ACKNOWLEDGEMENT

My profound gratitude goes to my adept supervisors; Dr. Paul Opondo, Ms. Esther Arusei-Serem and Dr. Priscah Tanui for their immense contributions, comments, suggestions, monitoring and kindness. God bless you. Your support was remarkable I acknowledge with sincere appreciation the counsel and backing offered to me throughout this study.

I am eternally indebted to my late grandmamma for her tireless, selfless support and nurture; no one can take your place in my heart. In God's hands you will rest; in my heart you live eternally. To Jackline - my dear loving wife; my mother who knows every road to the seemingly unattainable; Dismus - my brother and the entire family, I value your contributions and support. Thank you so much and God bless you.

I am grateful for the labors of my tutors and mentors from the Department: Dr. Ken Oluoch, Dr. James Chelan'ga, Dr. Harry Ododa, Mr. Thomas Juma and Mr. Wenani Kilon'gi among others for their incisive comments and suggestions that gave me the impetus to master on Policy Analysis. Not to forget Leah and Joyce at the front desk.

The support and love of my dear acquaintances and classmates was simply infectious. You truly demonstrated unfeigned friendship. I could not have made it without you. I revere you all. I also wish to acknowledge all my respondents and key informants for the cooperation they gave me during data collection stage and contributions of everyone who participated in this inquiry.

Indeed God has been faithful to me. Thanks to God almighty for His abundant blessings and grace throughout my life journey.

ABSTRACT

The Youth Enterprise Development Fund was introduced on 8th December, 2006 and later formed into a State Corporation on 11th of May, 2007 as a policy strategy aimed towards the achievement of youth employment, economic empowerment and local development in Kenya. The key issue in this study is that some Youth Groups' projects are perceived to be performing well while others are performing poorly despite substantial funding and support from the Central government. The study intended to understand whether the trade-off in project performances between various youth groups in Kenya and Nandi County in particular is attributable to the quality of leadership practices used by the group leaders in the establishment, management and operation of youth group projects. The study analysed the leadership practices and management strategies used, established the nature and roles played by the group leaders including their impacts, it also examined the relationship between group leadership practices and their management strategies vis-à-vis the difference in project performance and subsequently challenges that the group leaders are facing while managing change. This study utilized perception as a parameter for measuring leadership guided by the Transformational leadership theory. Descriptive cross-sectional survey research designs were utilized in the study. Simple random and purposive sampling techniques were also used in this study. All the 239 registered groups were considered and 10% of them were sampled through simple random sampling to pick 24 youth group projects across Nandi County with 4 members being sampled out from each of the selected youth groups to make 96 respondents. The researcher administered 96 questionnaires, conducted 12 interviews and 2 Focused Group Discussions for quantitative and qualitative data respectively, secondary data was also utilized. The findings are presented in frequency distribution tables, mean, standard deviation and chi-square values followed by explanations of the study results per table. The study established that there is a strong impact of leadership practices and management strategies on youth group project performance. It is evident from this study that majority of youth group leaders in Kenya exercised situational leadership and a combination of task-oriented and team-based styles of leadership. Leadership skills, competencies and abilities influence performance. It was also concluded that other factors apart from leadership practices play a role in influencing group project performance. Consequently, the study recommends that the group leaders should readjust to adopt and adapt all workable, realistic and acceptable leadership practices and management strategies so as to improve on group members' productivity and accordingly on project performance through participative decision making, group cohesion and clear vision and goal setting. Hence Transformative leadership is the lifeline that Nandi County youth groups' leadership should espouse to enhance performance for a competitive advantage.

TABLE OF CONTENTS

DECLARATION AND APPROVAL.....	2
DEDICATION	3
ACKNOWLEDGEMENT	4
TABLE OF CONTENTS	6
LIST OF TABLES AND FIGURES.....	10
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	8
1.4 Overall Objective.....	10
1.4.1 Specific Objectives of the study.....	10
1.5 Research Questions	10
1.6 Justification of the study.....	11
1.7 Scope and Delimitation of the Study.....	13
CHAPTER TWO	14
LITERATURE REVIEW.....	14
2.1 Introduction	14
2.2 Youth Enterprise Development Fund.....	15
2.3 Leadership and the Concept of Leadership	19
2.4 Role of the Group Leaders	23

2.5 Leadership Competence and Practices	26
2.6 Types and Styles of Leadership.....	31
2.6.1 Leadership Roles.....	35
2.6.2 Leadership behaviors and development of leadership style and skills.....	36
2.7. Duties of Leaders in Organizational Sustenance.....	44
2.8 Leadership Practices and difference in Performance	46
2.9 Challenges of Leading Groups	51
2.10 Theoretical Framework	56
2.11 Conceptual Framework	59
CHAPTER THREE.....	61
RESEARCH METHODOLOGY	61
3.1 Introduction	61
3.2 Research Design	61
3.3 The Study Area.....	62
3.4 Target population.....	63
3.5 Sample size and Sampling procedures	64
3.5.2 Sampling Procedures.....	66
3.6 Data collection and Data Analysis	67
3.6.1 Key Informant Interviews	67
3.6.2 Focus -Group Discussions.....	68
3.6.3 Questionnaire	70
3.7 Data Collection Procedure	71
3.8 Data Analysis.....	71
3.9 Validity and Reliability of Instruments	72

3.10 Ethical Considerations.....	73
CHAPTER FOUR.....	76
DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS	76
4.1 Introduction	76
4.1.1 Response Rate	77
4.2 Respondents' Demographic Data.....	77
4.2.1 Gender of the Respondents.....	78
4.2.2 Education Level.....	78
4.2.3 Respondent Classification by Age.....	79
4.2.4 Perceptions on Group Leadership Positions.....	80
4.3 Elections of Youth Group Leaders	81
4.3.2 Leadership Styles and Practices	82
4.3.3 Impacts of Leadership Practices/ Styles	84
4.3.6 Most valued Leadership Practices	89
4.3.7 Group Leaders' Abilities and Competencies.....	92
4.3.8 Challenges facing Group Leadership	94
4.3.9 Other variables that affect youth group projects performance	98
4.3.9 Group Leadership and General Performance of the Group.....	100
4.4 Conclusion.....	100
CHAPTER FIVE.....	102
SUMMARY, CONCLUSION AND RECOMMENDATION	102
5.1 Introduction	102
5.2 Summary of Findings	102
5.2.1 Gender of the Respondents	102

5.2.2 Education Level.....	103
5.2.3 Respondent Classification by Age.....	103
5.2.4 Perceptions on Group Leadership Positions.....	103
5.3 Research Main Objectives.....	104
5.3.1 Leadership Styles and Practices	104
5.3.2 Impacts of Leadership Practices/ Styles	104
5.3.3 Leadership Management Skill Effectiveness	105
5.3.4 Group Leadership Influence and Competencies.....	105
5.3.5 Most valued Leadership Practices	106
5.3.6 Group Leaders' Abilities/Competencies	106
5.3.7 Challenges facing Group Leadership	107
5.4 Conclusion.....	108
5.5 Recommendations	109
5.5.1 Recommendations on Policy.....	110
5.5.2 Recommendations for Group leaders.....	113
5.5.3 Suggestions for Further Research	115
APPENDIX I: QUESTIONNAIRE DESIGNED FOR GROUP MEMBERS	126
Appendix II: INTERVIEW QUESTIONS FOR GROUP LEADERS	134
Appendix III: INTERVIEW QUESTIONS FOR OTHER STAKEHOLDERS	135
Appendix IV: QUESTIONS FOR FORCUSED-GROUP DISCUSSIONS	136
Appendix V: RESEARCH PERMIT	137
Appendix VII: FOCUSED GROUP DISCUSSION TWO.....	138
Appendix VIII: SUCCESSFUL YOUTH PROJECT	141

LIST OF TABLES AND FIGURES

LIST OF TABLES

Table 3.1 Target population	63
Table 3.2 Sample population.....	65
Table 4.2 Group Leadership Influence and Competencies	87
Table 4.3 Most valued Leadership Practices.....	89
Table 4.4 Group Leaders' Abilities and Competencies	92
Table 4.5 Challenges facing group Leadership.....	95

LIST OF FIGURES

Figure 2.1 The leadership process according to Johns and Saks, (2005).....	20
Figure 2.2 Conceptual framework.....	60
Figure 4.1: Gender of the Respondents.....	78
Figure 4.2 Education Level.....	78
Figure 4.3 Respondent Classifications by Age	79
Figure 4.4 Group Leadership Positions.....	80
Figure 4.5 Elections of Youth Group Leaders	81
Figure 4.6 Leadership Styles.....	82
Figure 4.7 Impacts of Leadership Practices/ Styles	84
Figure 4.8 Other variables that affect youth group projects performance	99

OPERATIONALIZATION OF TERMS

Group Dynamics: Interactions that influence people's behaviour and attitudes when they are grouped.

Leadership: The condition of having influence over people and events, either through a formal designation or informal effect; ability to influence others' behaviour towards taking action in line with a goal or objective.

Leadership Practices: Collection of behaviours, traits, styles, strategies or steps, a group leader consciously chooses to reach intended outcomes. Leadership behaviours and leadership practices have been used interchangeably to mean the same thing in this inquiry.

Management Strategies: Working on the accomplishment of plans by planning, organizing, directing, coordinating, reporting and budgeting as defined by Gullick.

Resource Utilization: Use of limited youth funds to increase output and profits

Success of Youth Enterprise: Accomplishment of activities directed towards making profits by young people.

Youth: Young people in the age bracket ranging from 18 years to 34 years old.

Youth Enterprises: Project activities by young people towards making profits.

Youth Group Projects: Projects funded through the YEDF scheme and UWEZO fund.

LIST OF ACRONYMS AND ABBREVIATIONS

CDF: Constituency Development Fund

C-YES: Constituency Youth Enterprise Scheme

DTI: Department of Trade and Industry

DYO: District Youth Officer

E-YES: Easy Youth Enterprise Scheme

GoK: Government of Kenya

ICT: Information and Communication Technology

IMF: International Monetary Fund

KKV: *Kazi Kwa Vijana*

M&E: Monitoring and Evaluation

MDG's: Millennium Development Goals

MTP: Medium Term Plan

MYA: Ministry of Youth Affairs

NYP: National Youth Policy

NYS: National Youth Service

TNA: Training Needs Analysis

UN: United Nations

UNESCO: United Nations Educational Scientific and Cultural Organization

YEDF: Youth Enterprise Development Fund

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter examines the background information to the study, the statement of the problem and the purpose of the study. Also discussed are the research objectives, research questions, scope and justification of the study and the theoretical and conceptual framework that guided the study.

1.2 Background to the Study

The global and local concern about high rates of youth unemployment represent both widespread personal misfortune for individuals and a lost opportunity for critical national and global economic development as creation of adequate employment opportunities remain one of the greatest challenges in Kenya and indeed in many other countries of the world today. According to Ouma et al, (2002) young people are both a major human resource for development and key effects for social change, economic development and technological innovation although at present, they continue to face obstacles at local, national and international levels in spite of resolutions by various governments to provide them with opportunities to contribute fully in nation building and indeed all aspects of the society. Youth unemployment is one of the biggest challenges in the world (UN World Youth Report, 2012) today with 87% of this population living in developing countries and has to face challenges arising from limited access to resources, education, employment and broader economic development opportunities.

The youth unemployment challenge has been growing over time in Africa with Kenya being one of the countries hardest hit. Government statistics indicate that Kenya's population is largely youthful, 74% of the country's population is made up of persons aged 1 to 30 years with the youth numbering 13.5 million, accounting for 32% of the country's population out of which 10.5 million Kenyan youth are currently unemployed (RoK 2010b). Of these, 51.7% are female and 48.3% male. Out of 750,000 youth who graduate from various tertiary institutions in the country annually, only 25% access employment. The rest, 75% have to bear the burden of unemployment. Furthermore, some of those absorbed in the labour market have jobs that do not match their qualifications and personal development goals (RoK, 2008a).

Various stakeholders world over have long recognized that young people are major human resource for development and key agents for social change, economic growth and technological innovation (UN, 2010). In developed world, underemployment of youth contributes to the fiscal challenges of countries facing narrowing worker base for their old-age pension system while high rates of unemployment present a wasted resource for developing economies (ILO, 2014). This situation creates a sense of urgency in devising ambitious policy strategies for youth engagement. The IMF, World Bank, the UN and the AU through the African Youth Charter over time have come up with policies aiming to reduce poverty and create employment for the youth. In the recent past the World Bank and IMF set up two billion Dollar (Kenyan shillings 1.72 trillion) fund to instigate investments with a focus on businesses that generate employment opportunities for the youth within the Great Lakes Region in the next five years (UN, Report, 2014) and for the youthful population to be productively utilized and consequently reduce poverty in Africa.

Business support to young people has a history going back to the early 1970's and 1980's after the urban riots and high levels of youth unemployment in certain inner city areas in America and in Europe which forced governments, politicians and the business community to consider radical actions desirable to deal with the perceived problems of alienation, lack of opportunities and decaying infrastructure (Robson, 2008). A number of policy programs were set up with substantial funding from both government and corporate businesses to support enterprise developments such as Business in the Community, Prince's Youth Business and Trust and Shell's Livewire scheme. These, together with the government's Enterprise Allowance scheme, formed a programme of support which was aimed at tackling high levels of youth unemployment by facilitating the transition from unemployment to self-employment, a result which contributed to the creation of an enterprise culture, especially within the most deprived regions of the United Kingdom as stated by Coennjaerts *et al* (2009), while in the USA youth empowerment occurs in various ways through various forms like at home, in schools, government policy making and community organizing campaigns. Similar campaigns have been initiated in Brazil, Spain, Portugal, Greece, and parts of Middle East and India.

In African countries, a variety of policy initiatives and programmes have been initiated with investment in the youth being given priority. African countries grappled with the ways of ensuring youths are not marginalized, have come up with localized youth development programs that would ensure the youth are well represented socially and economically. Many of these countries have designed and implemented policies seeking to address youth employment challenges with four intervention areas common to a number of them: Promotion of entrepreneurial skills; acquisition of

skills and work training; direct job creation in public works programmes; and facilitation of self-employment (Ouma et al, 2002). In Nigeria, empowerment has been done through the provision of credit facilities known as “seed money” and through the establishment of training facilities in which youth are engaged in petty trade, artisanship, peasant farming and on-the-job training in various aspects of industrial management (Rosemary, 2010). In South Africa, the Department of Trade and Industry use the concept of *umsobomvu* introduced by the Republic of South Africa government to turn its attention at entrepreneurship development and the promotion of self-employment as strategies used to overcome the unemployment problem (DTI, 2000). Other countries have their specific forms of youth development programs tailored to suit their societal and economic needs. Egypt, Uganda, Namibia, Tanzania and Ghana have specialized ministries in charge of ensuring youth participation in the society and economy.

According to Ochola, (2011) a number of policy interventions have been formulated and variously implemented since independence to address the growing employment problem in Kenya as the need for giving a helping hand to the youth has been amplified in the recent decades due to an increasingly pressured and complicated world. The government has undertaken various policies to engage in direct employment creation, regulate wages, operate employment exchange programmes, improve labour market information systems, and re-orient education and training systems to vocational and technical training areas as a means of promoting employment creation. Other policy measures implemented to address the country’s employment problem over two decades after independence included promotion of growth and development of the informal and *jua kali* sector, adoption of fiscal

policies, and short-term measures such as tripartite agreements as said by Ouma et al, (2002).

Successive government administrations in the preceding four decades and in recognition of Kenya's unemployment and underemployment problems have assumed and prioritized employment creation as a core policy (RoK, 2008a). In more recent times, policies that aimed at employment creation have as well focused on the youth. Important initiatives in this regard are; The Sector Plan for Labour, Youth and Human Resource Development Sector, the *Kazi Kwa Vijana* (KKV) programme and the Youth Enterprise Development Fund and the UWEZO fund. The KKV which was launched in April 2009 aimed at annually employing between 200,000 and 300,000 young people in rural and urban areas in labour-intensive public works projects that were implemented by different government ministries (Njonjo, 2010). Evidence from previous analytical work showed that lack of action on the challenges that affect youth could escalate both the social and economic costs of development in Kenya. Unemployment among the youth has become a matter of serious policy concern in the country because the secondary negative effects of youth unemployment has given rise to other youth challenges such as the systematic erosion of the social values of education, crime, prostitution, drug and substance abuse, vulnerability to HIV and poverty (Ouma et al, 2002).

From the foregoing experience in Kenya, it was estimated that the country needed to create over 500,000 new jobs every year in order to achieve the Medium Term Plan (MTP) of the Vision 2030 and the Millennium Development Goals (MDG's). The Country Social Analysis (World Bank, 2007) found that youth's unemployment especially among males is a major contributor to frustration and tension, in particular

in urban areas. Article 55 of the constitution of Kenya compels the government to take measures including affirmative action programs to ensure participation of the youth in all spheres of life that includes access to economic opportunities, political, education, access to employment and other social opportunities (RoK, 2010).

To address some of the youth challenges, the Kenyan government through the former Ministry of Youth Affairs on 8th of December, 2006 introduced Youth Enterprise Development Fund (YEDF) a policy framework with a view of reenergizing and using the youth and youth groups in promoting vocational, technical and entrepreneurship training, finance and business support to youth enterprises in Kenya (YEDF guide, 2009). The other objectives of YEDF include providing a framework for creating employment by promoting and popularizing information and communication technology as a medium of learning, trade, management and youth empowerment; most of which have not been achieved thus far according to Mburu, (2010).

The YEDF project performances have increasingly become of significant concern for all stakeholders. In Kenya, many factors have been found influence the performance of Youth Enterprise Development Funded Projects (YEDFP) as Gumbo, (2010) for example establishes that the critical problem faced by YEDF is limited and unreliable sources of funding and inflation which has eroded the monetary value of the currency, the country's economic conditions, government policies and procedures and competitive dynamics while Mburu, (2010) observes that the loan given was minimal and that some lending institutions required collaterals which indicates that a small fraction of the youth are likely to have had access to the funding. There can be little

doubt that the quality of group leadership available to YEDFP is one of the most critical determinants of ultimate success.

It is recognized that leadership, especially in African context is difficult. Different studies confirm that the role of leadership is critically important for achieving the performance of organizations (Siegel et al, 2003). However, the findings of prior studies concerning the role of leadership in increasing organizational performance are mixed. Some surveys indicate that the role of leadership is critically important for an organization to achieve a high level of performance while others propose that the role of leadership is not so important in achieving the organizational performance. Therefore, these contradictory findings about the role of leadership in organizational performance suggest that there is more need to investigate the role of leadership in organizational performance. Wang Tsuil and Xin, (2011) especially conclude that there is need to investigate more the role of leadership in organizational performance because of the limited but contradictory results from previous studies.

Group Leadership practices play a very important role in enhancing group members' satisfaction, work motivation and work performance. Mwita (2000) reveals that although still primarily based on economic measures, teams, procedures, facilities, finances and the external environment, leadership must be included in the drive towards better performance. Accordingly, it is seen as a determinant of several aspects in the way followers behave, so its impact cannot be overlooked, (Northouse, 2007) as group members' performance is an important building block of group projects and aspects which lay the foundation for high performance must be analyzed in order to achieve the goals set. According to Munroe, (2003) leadership is key to human preservation, growth and change, group leadership framework here is predicated on

the notion that effective group leadership denotes more than simply knowing what to do but rather it is knowing when, how and why to do it because it defines organizational culture in terms of youth group members' commitment, their satisfaction, values and beliefs and philosophies. Their performance and expectations determine if implementation of plans and strategies by group leaders succeeds. With this understanding, the questions are; is there any correlation in group leadership practices and youth group projects performance? And if so, in what ways do youth group leadership practices influence the performance of youth group projects Kenya?

The purpose of present study is to probe how group leadership impact on youth project performance because Dimma (1989) believes that leadership is undoubtedly the critical determinant of the success of an organization, and thus influences organizational performance in the competitive environment.

In view of this, the study would establish the leadership practices that are exhibited at and find out how these group leadership practices are linked to performance of youth group projects in Nandi County by focusing primarily on issues of quality of leadership, leadership styles, ability of a group leader and leadership effectiveness. Hence, it is on this basis that this study aimed at understanding how group leadership practices affect youth projects funded by Youth Enterprise Development Fund in Nandi County, Kenya.

1.3 Statement of the Problem

Some youth groups are performing well while others are performing poorly despite substantial funding from the government through the Youth Fund kitty in support of

enterprise development as reflected by the poor loan repayment rates (YEDF, 2011). The fund has financed over 157,000 youth groups and enterprises to the tune of Kenyan shillings 5.9 billion since its inception and trained over two million young people on enterprise and business development (YEDF, 2011). The government further in 2013/2014 budget allocated six (6) billion Kenyan shillings as Uwezo Fund although despite the support, youth unemployment, underemployment and poverty in Kenya are still major problems today principally with many of the youth leaving school, colleges and universities without jobs or alternative gainful business engagements.

It was expected that the youth would benefit immensely with business and employment opportunities which could partly contribute to economic growth, poverty reduction and employment creation as well as assisting in bringing about economic transformation and an equitable society with establishment of this fund (YEDF, 2011). The above projections notwithstanding, economic woes have quickly turned into social challenges (National Youth Policy, 2007) as a result of perceived dysfunctioning of the youth groups' projects largely as a consequence of low net income and poor returns on investment from the established youth group projects. Youth challenges according to National Youth Charter (2013) are fueling the depreciation of social institutions, deviance, violent crime and heightened ethnic polarization.

Prior research has examined various factors to explain the growth and decline of YEDF projects, but much has not been done on leadership practices specifically on the effects of group leadership practices on youth group project performance as statistics indicate that three out of five youth group business projects fail within their

few months of operation, (National Statistics Bureau, 2007) and therefore understanding relationships between leadership practices against youth groups' project performance through this study should provide clues on how the growth paths of fast track youth groups differ from those of others within Nandi County, Kenya.

1.4 Overall Objective

The general objective of this study was to examine and evaluate how Group Leadership Practices impact on Performance of Youth Group Projects with a focus on Nandi County, Kenya.

1.4.1 Specific Objectives of the study

The study was guided by the following specific objectives:

- i. To analyze the leadership practices used by group leaders in running of Youth Group Projects in Nandi County.
- ii. To explore the roles and influence of group leadership practices on Youth Group project performance in Nandi County.
- iii. To examine the relationship between group leadership practices and the difference in project performances of Youth Group Projects in Nandi County.
- iv. To establish challenges facing group leaders and management of Youth Group Projects in Nandi County.

1.5 Research Questions

- i. What are the leadership practices used by group leaders in running of Youth Group projects in Nandi County?

- ii. What are the roles of group leaders on Youth Group Project performance in Nandi County?
- iii. How do group leadership practices contribute to the differences in performances of group projects in Nandi County?
- iv. What are challenges facing group leaders and Youth Group Projects in Nandi County?

1.6 Justification of the study

Results from this inquiry will be valuable especially at this time when unemployment in Kenya and particularly youth unemployment is the only reform item in Kenya's National Reconciliation Act of 2008 that has gotten worse thus there is growing need to use the youth, Youth Groups and Entrepreneurship to spur economic development in Kenya today and engage them constructively hence the need to have these individuals and institutions capable of managing themselves properly through suitable leadership practices and sound management.

It is unfortunate that, despite the many initiatives undertaken by the Central government, little attention has been focused on measuring the extent to which group leadership initiatives have steered the youth group projects in Kenya. Specifically, little attention has been focused by researchers on the contribution of group leadership practices on projects performance despite the huge expenditure incurred and still to be incurred by the government. This work therefore is expected to contribute to the advancement of knowledge about the influence of group leaders in youth group projects in Nandi County and in Kenya.

It is anticipated that this study presents the new erudition required for the YEDF management and stakeholders to understand the challenges the youth and their group leaders are facing: Leadership and management in the twenty-first Century requires a new consciousness of thinking and operation; the results of this study will in particular be significant as it will lead to improvements in strategies that may be used by the government and other stakeholders in youth empowerment given the complex problems surrounding especially leadership in organizations, teams and groups.

Placing group leadership at the center of this analysis offers new ways to improve the performances of youth group projects and ultimately youth livelihoods because the researcher has long been concerned by the extent of poverty and the failure of so many well-intentioned projects and programs. Nandi County youth groups were purposively selected because of their low rates in YEDF loan application and subsequently low loan repayments (YEDF Status Report, 2012). The researcher being a Policy Analysis investigator therefore found a partial solution to develop a policy strategy through this study especially because there has not been a similar study conducted in Nandi County and in Kenya.

This survey is indispensable on the prospect that the findings and recommendations will augment the body of knowledge in the area of youth group leadership, which within the Kenyan milieu is still fairly new and requiring further research for exhaustive understanding of the effectiveness of YEDF. Preliminary analysis strongly suggests that leadership effects accounts nearly a third of performance results which is simply too much of an impact to ignore.

Coupled with the above, it is anticipated this research study will be valuable for planning and decision making to policy makers as regards the general development and advancement of the youth agenda and general populace at large. This study will benefit both the Central and Devolved governments and specifically Youths' department in formulation, implementation and evaluation of policy initiatives and strategies aimed at advancing issues affecting especially the Kenyan youth as Towler (2003) and Kotter (2001), emphasize that leadership is the most important and difficult part of any strategic implementation process. This work will hopefully add to the stock of ideas and concepts of former researchers and scholars, a combination which may lead to better methods, laws and policies in improving youth groups' project performances and help them reinvent themselves as organizations of economic prosperity and development in Kenya.

1.7 Scope and Delimitation of the Study

The study is more concerned with the influence of group leaders on the success or failure of Youth Enterprise Development Funded Projects. It was conducted in all the six constituencies of Nandi County using a descriptive cross-sectional survey design. The study focused on the youth groups and group members who had been funded by the YEDF from 2007-2014.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of studies and literature of various researches pertaining to the topic. A review of the leadership literature offers some insights into the qualities of successful leaders, however there has been a shift in focus from the characteristics and behaviours of the individual to recognition of the importance of responding to different situations and contexts and the leaders' role in relation to the followers. The review continues with leadership models and competency frameworks. These present a range of leadership and management frameworks currently being used in organizations. They define the qualities required of people in leadership positions and help to inform the leadership development process.

Leaders in all organizations perform certain roles for the smooth running of the organization and improvement of performance. The manner the leader performs these roles and directs the affairs of the group is referred to as leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style. Leaders express leadership in many roles. These, among others, are formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). However, Nathan (1996) asserts that providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform

the above mentioned roles will determine whether they will accomplish the task at hand and long-term organisational goals or not, and whether they will be able to achieve and maintain positive relationships with the team.

The purpose of reviewing literature on leadership is to have a better understanding of leadership style as a concept, to examine different leadership styles to see their effectiveness and how each style affects the relationship among the members in the organization. The interpretation of various leadership models suggests that no single leadership style is adequate to run an organization effectively, (Nathan, 1996) rather, the combination of styles is effective if used appropriately as situations demand. More importantly, high performance should be the aim of any organization in any country globally. Even though there are other factors which influence leadership, the group leader's practices to some extent is instrumental in enhancing the goal and objectives of the group. In order to assess the effect of leadership styles and employee performance, which is the focus of this study, it is logical to examine various leadership styles but before that, the context in which youth leadership is practiced is first presented.

2.2 Youth Enterprise Development Fund

The study selected youth group leadership practices as influencing the performance of projects funded through the YEDF as its focus. Youth enterprise development fund was created to address the problem of youth unemployment and empowerment. It was established by the Government of Kenya in June 2006 through legal notice number 167, and then transformed into a state corporation in May 2007 through a legal notice number 63. The purpose of the fund which is one of the flagships for Vision 2030,

under the Social Pillar, was to respond to youth empowerment challenges. This was to be done through employment creation, provision of entrepreneurship training and provision of financial resources to ensure that the youth are engaged in meaningful business activities that would also increase the economic opportunities and participation in nation building (YEDF, 2011).

The fund was mandated to provide loans for on-lending to youth enterprises, attract and facilitate investment in micro, small and medium enterprises oriented commercial infrastructure that are beneficial to youth enterprises, support youth oriented micro, small and medium enterprises to develop linkages with large enterprises. It facilitates marketing of products and services of youth enterprises both in the domestic and the international markets, provides business development services to youth enterprises and facilitates employment of youth in the international labour market (YEDF, 2009). The funds' objectives include provision of funding and business development services to youth owned or youth focused enterprises, providing incentives to commercial banks through appropriate risk mitigation instruments to enable them increase lending and financial services to youth enterprises, providing loans to existing micro-finance institutions, registered non-governmental organizations involved in micro financing, and savings and credit cooperative organizations for on-lending to youth enterprises.

The fund receives 100 percent financial support from the Government of Kenya through annual budgetary allocation. The target beneficiaries to YEDF are Kenyan youth aged between 15-34 years, who may be organized in registered self-help groups or as individuals or companies owned by youth (YEDF, 2009). With the promulgation of the current Constitution the word youth has been defined to mean all individuals in the Republic of Kenya who have attained the age of 18 years but have not attained the

age of 35 years (YEDF, 2011). There are three ways in which one can access the funding for business. These are through the Constituency Youth Enterprise Scheme (C-YES), the Easy Youth Enterprise Scheme (E-YES) and lastly, through the Financial Intermediaries such as banks and micro-finance institutions.

This study is mainly concerned with the Constituency Youth Enterprise Scheme (C-YES) that funds enterprises of youth groups in all constituencies. The groups can only be legible for C-YES funding if members of the group are aged between 18 to 35 years, in case of a mixed group, at least 70% of the members must be aged 18 to 35 years and leadership should be 100% youth. The group must also be registered with the department of social services or registrar of societies at least three months before applying for the loan and should be physically operating within the constituency (YEDF, 2009). The group should also be undertaking or proposing to carry out business-oriented activity and operating an active bank account.

The C-YES was introduced to cater for youths especially those at the lowest levels who have no experience in business and in dealing with financial institutions. Since decisions about the C-YES are made at the grassroots, it was envisaged that this component and information about it will reach the youth at the lowest level. C-YES targets youth in groups because some youth cannot meet requirements of financial intermediaries because the group guarantee youth loan from each other. The group also acts as incubation for individuals who are later able to stand on their own. Additionally, the group model also encourages co-operative work among the youth.

This research focuses on group leadership practices by accentuating the importance of leadership for development, Maxwell (2002) posits that everything rises and falls on

leadership. For him, the strength of any organization is a direct result of the strength of its leaders. Weak leaders equal weak organizations while strong leaders equal strong organizations. Maxwell perceives leadership as a process where one person influences a group of others to achieve group or organizational goals. In the same vein, he posits that good leadership facilitates the process or task of governance, which ensures social progress and stability. Therefore an effective leadership is a manager of resources for the enhancement of organizational performance, Johns and Saks (2005) point out that effective leadership exerts influence in a way that achieves organizational goals by enhancing the productivity, innovation, satisfaction and commitment of the followers. In addition, Kuada (2010) contends that effective leadership ensures efficient resource utilization in societies and organizations as well as the unceasing exploration of new resources and the ability to influence a group towards the achievement of goals.

Leadership generally is regarded as essential to group and organizational effectiveness. Thus, leadership contributes significantly in the success and failure of organization and thus is a concern to this study. Group leadership here is based on position, authority and seniority; for example, commitment is highly associated with loyalty to the top (Chen and Francesco, 2000). Effective youth group leadership therefore, creates vision of the future that considers the legitimate long term interest of the parties involved in the youth group to develop a strategy for moving forward towards that vision and enlists the support of others to produce the movement that motivate followers to implement the strategy. The group leaders sets its capacity to realize its plan by organizing and constituting a group, setting work to be done, communicate new ideas to the followers who enhance the change and who have to

understand the vision and be committed to achieving it (ibid). The above group leadership practices are a huge concern that this study intend to understand.

2.3 Leadership and the Concept of Leadership

There are as many definitions given to leadership as there have been authors who have written about the concept. However, most definitions emphasize the concept of influence. Leadership is about influencing people such that they come to share common goals, values and attitudes, and work more effectively towards the achievement of the organization's vision. Leadership is the ability of the person in charge to influence the behaviour of the followers and persuade them to willingly follow a desired course of action. It is the process of providing general direction and influencing individuals or groups to achieve goals (Kuada, 2010).

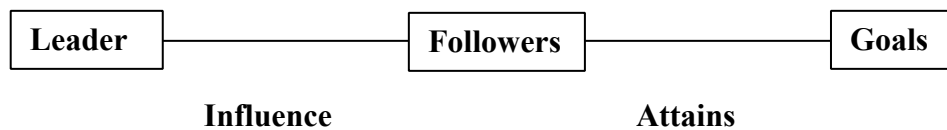
It can also be said that leaders inspire others to take appropriate action. Leadership is the process whereby one individual influences other group members toward the attainment of the defined group organizational goals (Johns and Saks, 2005). These definitions can be described into the following key characteristics:

Leadership involves non coercive influence: This distinguishes a leader from a dictator whereas dictators get others to do what they want by using threats of physical force or coercion, leaders do not.

Leadership influence is goal directed: Leaders focus on altering subordinate actions or attitudes in order to attain specific goals.

Leadership requires followers: Leadership exists only in relation to followers. One cannot lead without followers.

Figure 2.1 The leadership process according to Johns and Saks, (2005)



To function effectively, organizations must have efficient and effective leadership, because a well-led group is a confident unit in which members feel empowered to discuss their problems and to solicit help and advice to advance the common good (Jones and George, 2004). While the literature is replete with research on leadership styles and how these styles affect an organization, little research exists on understanding this relationship as unique to managers who are working with subordinates and the role of leadership style in performance. In the management concepts, leadership has been defined in terms of traits, behaviour, contingency, power and occupation of an administrative position.

According to Smircich and Morgan, (2002) they state that leadership is by nature dialectical, it is socially constructed for the interactions of both leaders and the followers. Yukl (2002) believed that any definition of leadership is arbitrary and very subjective, he defined leadership as the process wherein an individual member in a group influences the interpretation of events, the choice of objectives and strategies, the organization of activities, the maintenance of cooperative relationships, the development of skills and confidence by members, and the enlistment of support and cooperation from the people outside the group. Similarly, Clemmer and McNeil (2000) suggest that leadership is not a role or position, but the ability to initiate action and move others to shared goals. For them leadership is the foundation stone upon which other vital components of organizational high performance-management

systems and technology rest. Without effective leadership, it is difficult for an organization to function effectively. The leader defines the goal of an organization, develop the planning and control systems that guide and monitor the organizations destiny. Organizations on the other hand function effectively when there are persons to communicate with each other, who are willing to contribute action leading to accomplishment of a common purpose.

Leadership will exist and develop in any organization, but it is preferable if the real leader is also the individual who is actually in charge. One of the inherent reasons why leadership among managers is not prevalent as it ought to be, particularly among organizations, is because we tend to select our human resources manager with other criteria in mind (Greenberg and Baron, 2008). Most senior managers are bound to be directly concerned with a team of people who will be looking up to them for leadership, motivation and involvement. Although, it is not out of place to find some juniors who are in leadership positions, that lack the basic concepts of personnel management that could have been of tremendous force in the development of leadership skills.

Kuada (2010) believes that motivation is susceptible to act in certain manner such factors are needs, expectations, personalities and operant condition. For the leader, the challenge is determined on how these factors interact to affect individual behavior and the work situations can be structured to attain maximum member job performance. Effective leadership generates increased motivation and effort. Greater motivation and effort are factors that lead to high organizational performance. Murphy (2005) citing Maslow identified five need categories which can serve as motivations and arranged them in hierarchical order, with physiological needs being the most basic. Although

an individual can be manager without leading and an individual can be a leader without being a manager for example, an informal group leader. A balance of management and leadership is necessary for a work organization to operate effectively by creating an environment that is tolerant of extreme positions, and nurture people to question their own values and beliefs and those of organization

Leadership in organizations has different and more meaningful definitions. Jones and George, (2004) conceptualized a leader as someone who sets direction in an effort and influences people to follow that direction. Therefore leadership is the ability to influence a group towards the achievement of goals. According to Kotter (2001), effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals. Kotter defines an effective leader as an individual with the capacity to consistently succeed in a given condition and be recognized as meeting the expectations of an organization or society.

Maxwell (2002) in contrast to individual leadership says some organizations have adopted group leadership where more than one person provides direction to the group as a whole. Some organizations have taken this approach in hopes of increasing creativity, reducing costs, or downsizing. Others may see the traditional leadership of a boss as costing too much in team performance. A common example of group leadership involves cross-functional teams with diverse skills and from all parts of an organization assembles to lead a project.

2.4 Role of the Group Leaders

The role of the group leaders has changed from being authoritarian to facilitators. The group leaders are influential people to both group members and to other stakeholders. They work with others to create the atmosphere that would be conducive to a new culture for continuous learning in the groups, and for the realization of the group vision.

The group leaders' role is that of a servant leader, a new leadership role adapted from the post-industrial paradigm (Murphy, 2005). As a servant leader, the group leader's prime responsibility is that of his followers and ethical in nature. The concept of servant leadership includes nurturing, defending and empowering. Their role is to attend to the needs of the followers, accept the responsibility and make followers perform. The group leader is a listener to the needs of the followers and share pain with them and frustration when group members face difficult times. Group leaders' empowerment role is important in this sense. Instead of using authority to dominate the members, trust is established; honesty to one another is cherished. The leader is open, an action keeper and consistent with values and shows concern of trust. Social injustice and inequality is opposed, for it destroys the organization (Yukl, 2002). According to Murphy, (2005) the group leader is a facilitator with a moral role to concentrate on the people in helping and being of service to them.

Murphy (2005) cites Vazquez that the role of a leader is to build capacities of people and to encourage them to develop the ways and means for using their capacities. The group leaders could also empower others because they have the ability and authority to create that climate to encourage both group members to implement the new

strategies and provide the leadership needed for the said strategies to succeed. In doing so, the leader has the following responsibility by empowering the followers to share in the decision making process, encouraging team work and supporting them. Mulford (2003) suggests that a leader is one who provides individual support to appreciate the work of other group members, taking their opinions into consideration, promoting an atmosphere of care and trust. He or she is expected to be the pace setter for the rest of the group members. Many could therefore follow in interaction and change practices to the new understanding by demonstrating an example. The group leaders are indirectly setting a structure that encourages the group members to take part in decision making by distributing leadership and supporting autonomy. The leaders work toward the consensus to be arrived at by the other members and communicate it to both the group members and other concerned parties that will give a strong sense of focus of the youth group (ibid).

Maxwell, (2002) suggests four main roles for the group leader. One of the most important roles of group leadership is to learn from each other and be in close relationship with other members in the group by collaborating in a mutual way. Another role of group leaders is that of brokering by ensuring that the connections within the group are secure and that other group members are using the greatest opportunity to develop their skills for the development of the youth groups positively. The group leadership has a participatory role in project improvement as group members take a collective action to shape the youth group toward a stated goal.

Building a collaborative culture is another role of group leaders' in a youth group. Leaders build a collaborative culture that focuses on continuous professional development of colleagues (Johns and Saks, 2005) that allows new ideas. Among all

these roles of leaders, the most important points that come from the literature are involvement in the decision making process in the groups, collaboration with peers in discussing projects affecting group progress, drafting development programmes, making decisions of the group budget, setting right values and behaviour, above all setting standards. Collaboration is geared towards a positive outcome that is seen through their project performance. Muijs and Harris (2006) argue that in collaborative culture, there is a common vision shared by all members that shape the organization as a culture of trust and cooperation is established. With this they set the goals of the youth group, which guides them toward the vision of what they want. In developing the vision, they have meetings where such issues are commonly discussed trustfully and honestly.

A youth group that has a collaborative culture is more effective because there is a strong collegial relationship that suggests that interaction helps them to share ideas and generate new leadership. Northouse, (2007) for example argues that a collaborative climate constructed is essential for leadership because the atmosphere that fosters collaboration among members, trust, openness, respect, consistency and honesty leads to goal attainment. In a climate of effective group leadership, a collaborative climate ensures communication, safety, guiding problem solving and managing the problems. Blagg and Young (2001) suggest that leaders are action researchers and change agents. According to them, whether they have a formal leadership position or not, all of them should be involved in the development of the organization. The role of this leader is to act as follows: coaching team members in interpersonal skills, collaborating with them, clarifying goals to them, managing issues and power conflict, building commitment and spirit of belonging in the youth

group. Other roles of the group leader were identified by Lord and Miller (2000) as being in charge of organizing and administration in supporting the group indirectly and getting tasks done.

Kotter, (2001) argued that leaders' define how continuity is achieved when change must take place by letting followers understand and prepare for the change. He felt that driving change was a leadership function and building stability was a management function, whereas Gosling and Mintzberg (2001) explained that both leaders and managers would demonstrate this important characteristic. They argued that people have some degree of both leadership skills and management skills in them, and the amount varies depending on the person. They explain how management skills are generally considered to be less important when using a bimodal approach, but when understanding that people have both leadership and management skills generally speaking, the concept of separating out the different kinds of skills for each can be useful. Blagg and Young (2001) on the other hand are insistent that the most effective people tend to be those that have skills as both leaders and managers and who are able to balance these skills out, drawing on each as required in any given situation.

2.5 Leadership Competence and Practices

In Kenya, youth groups like all organizations are advancing in complexity with an increasing number of factors that impact on projects management and performance necessitating what Johns and Saks (2005) talks of competence in terms of knowledge, skills, abilities and behaviours that are required to perform a job successfully while Northouse (2007) views competence as a matter of fitting and thus defines

competence as a state of adaptive fitness and response readiness, and as the sustained capacity of people to respond in a committed and creative fashion to the demands placed on them by their environments. The most popular approach to explaining leadership competencies is through expressing competencies in terms of more effective leaders and less effective leaders. These authors stress the importance of creating a vision as an important competency of leadership. In addition to creating a vision, the above authors identify a number of key or core competencies required by leaders to manage change successfully. Blagg and Young (2001) identified some examples of the core competencies as: sense of mission; effective change agent; strategic competence; conceptual competence; negotiation; developing team-oriented structures and systems; communication; and developing self and others. Although the research focus has shifted to transformational leadership, Yukl (2002) stress the importance of both transactional and transformational leadership in organizations.

Mumford et al, (2007) describe the various conceptualizations of leadership skills in terms of cognitive, interpersonal, business and strategic. Typically the cognitive skills are linked to the underlying information processing which occur within the individual, interpersonal skills are those linked to the interaction with others. Leadership theories, by their nature, imply the use of specific skills and these are defined by the theory, context and nature of the leadership being applied. The same logic has been applied to the subject of leadership styles. Style is personal, and can be culturally orientated (Yukl, 2002) and, like values, is unique to an individual. Style is a way of putting good leadership into practice and not considered as an underlying fundamental.

Maxwell (2002) has a different opinion and argues that the leader's attention is on what they can put into people rather than what they can get out of them, so as to build

the kind of relationship that promotes and increase productivity in the organization. The focus of leadership has shifted from bureaucracy where the leader tends to direct others and make decision for others to implement to non-bureaucracy where leadership appears to emphasize motivation, inclusion and empowerment of followers. As such, Goleman (2000) define competent leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and productivity. They identified several human motivations that influence the leadership process and assumed that all human action is the result of both motivational and cognitive factors, the latter including ability, intelligence, and skills. To this end, Buckley (1993) suggests ways that researchers could develop more realistic explanations for how human motivation influences the leadership process than is the norm in the literature to date.

Motivation is concerned with the factors that influence people to behave in certain ways. Arnold (1996) listed the components as being, direction-what a person is trying to do, effort- how hard a person is trying to and persistence- how long a person keeps on trying. Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result, well motivated members are those with clearly defined goals who take action that they expect will achieve those goals. An organization as a whole can provide the context within which high levels of motivation can be achieved by providing incentives and rewards, satisfying work and opportunities for learning and growth (Bwisa, 2010). The Government of Kenya recognizes that access to skill development is key to the growth and development of any enterprise and more so the SMEs (RoK, 2005) because skilled leaders have what it take to pursue their dreams and acquire their objective.

Successful group leaders are passionate and obsessive about making their business opportunity work with a strong vision. Their determination to succeed is due to their strong will. According to Mokaya, (2010) setbacks and risks do not discourage them and they are relentless in their pursuit of goals. Being a risk taker is a natural trait because they are attracted to challenges and approach risks cautiously with common sense prevailing and this makes them cautious around the tough bends. Their willingness to persevere helps them against the odds as a result of being passionate about their venture, their sheer belief and conviction in an idea or action is a skill that helps them survive (Goleman, 2000). Being strategy planners, group leaders form the best group to support them in their venture. They focus on their main objective, growth and sustenance by learning to delegate. Serving as a member of the top management, they must have the ability to supervise all the sections of the business and become a generalist. Communication and delegation entrepreneurial skills help such leaders to muster the abilities and efforts made by their team members. Mediating and handling complaints for their organizations requires immense tact and diplomacy (Ouma, 2002).

Hard work and commitment are their strong traits. Leaders and managers are able to work long hours, are not afraid to get their hands dirty and are among the first few people to focus on their task with a high degree of involvement. They set high standards of performance by their accomplishments and are motivators. Willing to lead the team members especially in a crisis is a management and leadership skill that is valued highly according to Ocholla, (2011). Selling ideas and their products is an entrepreneurial skill that cannot be undervalued. Appealing presentations, direct selling whenever there is a need and determining sales quotas accurately are tasks that

these people must be able to achieve. Enhancing their skills by acquiring knowledge and practice and being customer oriented is an entrepreneurial skill that helps them to satisfy the needs of their customers. A strategic group leader must be customer focused because ultimately, it is they who decide if the group projects will boom or go bust because it is easy to keep regular customers happy rather than try to woo new customers (Buckley, 1993). Ability to adapt and change to a new environment is a strategic leadership skill that decides the outcome of success or failure in a dynamic environment.

Robert, (2008) citing Gullick presents leadership practices as including planning and organizing functions in determining long-term objectives and strategies and allocating resources according to priorities. According to Robert, leaders are mandated to determine how to use workforce that are available and resources efficiently to accomplish a task or projects; they also determine how to improve coordination productivity and effectiveness. In terms of problem solving, the leaders identify work related problems by analyzing problems in a systematic but timely manner to determine cause and find solutions and act decisively to implement solutions and resolve crises. According to Clemmer and McNeil (1990) the major task of leaders and managers is that of clarifying and directing or assigning work; providing direction in how to do work; communicating a clear understanding of job responsibilities, task objectives, priorities, and performance expectation. The leaders in this case are tasked to disseminate relevant information about decisions plans, and activities to people who need the information to do their work. They monitor the organizational progress especially by gathering information about work activities and external conditions affecting the work; checking on the progress and quality of the work; evaluating the

performance of individuals and the effectiveness of the organizational unit using influence techniques that appeal to logic or emotion to generate enthusiasm for the work, commitment to task objectives, and compliance with request for cooperation, resources, or assistance; setting an example of proper behavior, (Robert, 2008).

According to Goleman et al, (2002) important management aspect desirable of leadership is checking with people before making changes that affect them, by encouraging participation in decision making by allowing others to influence decisions. The leader gives praise for effective performance, significant achievements, and special contributions in the organization. In so doing, the leader is considered as supportive especially when they act in a friendly and considerate manner and by being patient and helpful with the staff through a show of sympathy and support when someone is upset or anxious. Robert (2008) avers that managing conflict and team building is a great role that leaders engage in facilitating the constructive resolution of conflict; encouraging cooperation, teamwork, and identification with the organizational unit by pointing out inconsistencies such as disconnects between members' behaviours and stated goals. In the end leaders can be also able to network and develop contacts with people even outside of the immediate work unit through socializing.

2.6 Types and Styles of Leadership

Various leadership paradigms have been used to describe leadership and its effectiveness. Leadership concept has changed over the last decades having transited from the traditional leadership to the new perspectives. Schermerhorn et al (2000) and Hoy and Miskel (2001) categorize trait, behavioural and situational or contingency

theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. The focus of all theories on leadership is to determine organizational effectiveness. They looked at three positions that could define the condition of a leadership task. Leader-member relations for example, how well do the leader and the followers get along; Task structure for example if the job highly structured, fairly unstructured, or somewhere in between; Position power such as how much authority do the leaders possess.

Cole, (2004) expresses that there are five types of leadership; these are Transformational type of leadership; Participative/team-based leadership; Situational leadership; task oriented leadership; Combination of task oriented and team based type of leadership all of which were discussed and adopted as leadership variables for purposes of this study.

Transformational Leadership: Cole, citing Bass (1998) proposed that there is a special power entailed in transforming leadership with leaders “armed with principles that may ultimately transform both leaders and followers into persons who jointly adhere to modal values and end-values”. For Bass transformational leaders expand a follower’s portfolio of needs, transform a follower’s self-interest, increase the confidence of followers and elevate their expectations. The transformational leaders are proactive in many different and unique ways as these leaders attempt to optimize development, not just performance. Development encompasses the maturation of ability, motivation, attitudes, and values. Such leaders want to elevate the maturity level of the needs of their associates from security needs to needs for achievement and self-development. They convince their associates to strive for a higher level of achievement as well as higher levels of moral and ethical standards. Burns (1999)

asserts that effective transformative leadership focus on meeting fundamental wants, needs and aspirations of the followers as well as attaining organizational goals.

Hooper and Potter (1997) too extend the notion of transformational leadership to identify seven key competences to include setting direction, setting an example, communication, alignment, bringing out the best in people and the leader as a change agent. This type of leadership has consistently shown advantages on a range of individual and organisational outcomes, such as objectives and performance (Bass, 1998). Through setting more challenging expectations and raising levels of self and collective efficacy, such a leadership style typically achieves significantly higher performance and commitment levels from their followers.

Situational Leadership: This kind of leadership is practiced by personalities whose influence can only be effective by being in the right place at the right time. This kind of leadership is very temporary in nature of value to the organization and its workforce. Although Fiedler (1967) believes that there is no single best way for leaders to lead, situations create different leadership style requirements for a leader and therefore the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables. The solution to a leadership situation is contingent on the factors that impinge on the situation (Dubrin, 1998). For example, in a highly routine or mechanistic environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance. However, in a dynamic environment a more flexible, participative style may be required.

Participative/Team-Based leadership: This style of leadership places strong emphasis on the welfare and motivation of followers. Leaders establish trust, mutual respect and rapport with the group and show concern, warmth, support and consideration for subordinates (Mullins, 2006). Leaders, with this style are more sensitive to the needs and feelings of the followers and typically find time to listen, are willing to make changes, look out for the personal welfare of others and are friendly and approachable (Goleman, 2000). Also they are supportive to their subordinates, helpful to them and are concerned for their well-being. The leader is perceived as interested in the human aspect of the work because of the strong regard for followers as human beings, a commitment to high production and contagion enthusiasm for good quality of work (Gangel, 1997). Team-oriented leaders are at their best when greater group satisfaction is gained and a positive organizational image is established. The good relationship between leader and follower is the most important factor that makes life easy for the leader in terms of influencing and exercising control over their situation.

Task Oriented Leadership: Leaders with this style emphasize direction of group activities through planning, communicating, information, scheduling, assigning tasks, emphasising deadlines, and giving direction. They concentrate on keeping their followers engaged in going through specified work cycles in a prescribed way and at a satisfactory rate as determined by the standards (Likert, 1961). Therefore, the job-centred style of leadership stresses on getting the work done, group interaction towards attainment of formal goals and organise group activities, rather than the welfare and motivation of followers.

This type of leadership is associated with efforts to achieve organisational goals (Mullins 2006). Accordingly, the task-centred leader perceives his or her people as mere hands to get the work done. He or she is noted for not sharing concern for neither followers' welfare nor his or her considerateness of their feelings and needs. Thus, in the leader's view, technical work factors take precedence over human work factors. Critics argue that these leaders equate working with machines to working with people and it is not surprising that they are always in charge of producing (ibid) groups.

Combination of Task oriented and Team Based: This leadership behaviour styles is superior according to Cole, (2004). He suggests that there are two main leadership behaviour styles: task-oriented and relationship-oriented otherwise, there are indications that the leader who is high on task behaviour may or may not be high or low on relationship behaviour. Leadership is a dynamic process in which essentially balances between needs of followers, tasks and goals in a given situation should be achieved. It has been observed that leaders who are both task and people-oriented create positive climate in their organizations. Cole (2004) says a leadership connected with both the team and task to be performed by their followers ultimately achieve commitment to high production and contagion enthusiasm for good quality of work.

2.6.1 Leadership Roles.

On the basis of his direct observational studies, Minzberg (1993) care with three types of leadership roles which can be summarized as: interpersonal, informational and decisional role.

Interpersonal Role: Arises directly from formal authority and refers to the relationship between the leader and employees. These roles can be divided into three using:

- i) Figure head role; where the leader acts as the symbol of the organization
- ii) Leader role; is where the leader uses his or her influence to motivate their followers while developing themselves
- iii) Liaison role; is where the leader interacts with people inside and outside the organization thus getting information that might be beneficial to employees

Information Role: is where the leader spends time giving and receiving information. As a monitor, the leader continually scans the followers. As a disseminator, the leader passes the information to the team and to outsiders.

Decisional Role: is where the leader decides on what to do. It comprises of entrepreneurial role where the leader initiates development of a project and assembles the resources. As a resource allocator, the leader makes decisions on who get what in his department and as a negotiator; the leader spends time on give and take negotiations with employees, bosses and outsiders on the employees' welfare.

2.6.2 Leadership behaviors and development of leadership style and skills

According to Gangel, (1997) Leadership skills are based on leadership behaviour, skills alone do not make leaders but style and behaviour do. The growing awareness and demand for idealist principles in leadership are increasing the emphasis on business ethics, corporate responsibility, emotional maturity, personal integrity, and

what is popularly now known as the triple bottom line representing profit, people and planet. Triple Bottom Line provides an excellent multi-dimensional framework for explaining, developing and assessing leadership potential and capability, and also links strongly with psychology aspects if for instance personality testing features in leadership selection and development methods.

Murphy (2005) regards successful leaders as team builders; those people who possess the capacity and the will to rally men and women to a common purpose and the character which inspires confidence. From this definition, group leaders that have followers who are willing to follow are most likely to have projects which are successfully completed as a result of having the capacity and will to rally people to achieve a common goal. To rally followers behind them, these leaders possess a character that inspires confidence which only happens when leaders exemplify a character of service and model values. Leadership is a dynamic process in which the leader should possess the capacity to influence a specific group towards the purposes for that group. According to Hughes et al (2006), leaders face dilemmas that require choices between competing sets of values and priorities and best leaders recognize and face them with a commitment to doing what is right and not what is expedient. Although leaders face complex challenges that lack simple 'yes' or 'no' answers, they must whatever the case set a moral example to others that becomes the model for an entire group or organization, for good or bad. For example, leaders who themselves do not honour truth do not inspire it in others. Leaders mostly concerned with their own advancement do not inspire selflessness in others. Leaders should internalize a strong set of ethics- a system of moral values (Hughes et al, 2006).

Burns (1978) put great emphasis on the centrality of good character and importance of the moral dimension of leadership and argues that leaders ultimately must be judged on the basis of a framework of values, not just in terms of their effectiveness. Leaders should always treat others as ends in themselves and not as objects or mere means to the leader's ends. Burns maintained that leaders who do not behave ethically do not demonstrate true leadership characterized by a high degree of trust between a leader and followers and describe four qualities of leadership that engender trust. These are vision, empathy, consistency and integrity (ibid). Followers tend to trust leaders who create a compelling vision therefore leaders who pull together on the basis of shared beliefs and a common sense of organizational purpose and belonging are most likely to perform better than others because followers trust leaders who demonstrate empathy with them by especially showing they understand the world as followers see and experience it. Followers trust leaders who are consistent and whose integrity is strong, who demonstrate their commitment to higher principles through their actions.

According to Goleman, (2000) values are constructs representing generalized behaviours or states of affairs that are considered by the individual to be important and therefore group leaders to perform exceptionally well must be people who value personal integrity because values play a central role in a person's psychological makeup, they have a profound effect on leadership (Hughes et al, 2006) and play a key role in the choices made by leaders. Values, therefore, are seen to help leaders choose right from wrong and between ethical and unethical behaviour as Bhargava, (2003) argue that organizations can create and sustain high performance by applying a value-based leadership model. Values and trust are recipes to the growth of societal capital in business and consequently for sustainable performance and excellence,

organizations cannot afford to ignore the social, cultural and global realities of the times. This requires a leadership practice that is distinct from the past and value-based leadership seems to be the option (ibid).

Burns (1978) observed that moral leadership emerges from, and always returns to, the fundamental wants and needs, aspirations and values of the followers. It is a kind of leadership that can produce social change and satisfies followers' authentic needs. Value-based leaders discern the true interests of the followers from their stated desires and learn to address the underlying needs that the followers are unable to articulate. O'Toole, (1996) observed that value-based and effective leaders illuminate their followers' better side, revealing what is good in them and thus ultimately giving them hope. In the end, the leader's vision becomes their vision because it is built on the foundation of their needs and aspirations. He further proposed that value-based leadership must demonstrate integrity which is the practice of telling the truth, honesty and moral behaviour. According to O'Toole (1996) true leader must behave with integrity, by being an honest and ethical individual who is consistent in word and deed. This kind of a leader portrays wholeness or completeness that is achieved by people who have healthy self-confidence and self-esteem. Their self-esteem allows them to value and respect others. They never lose sight of their goals or compromise on their principles.

By being principled and pragmatic, Hogan and Curphy (2004) argue that leaders who surround themselves with followers who possess divergent values are likely to face more tension and conflict within the group but again, this approach is also more likely to provide a broader way of solving problems within the group. Progressive group leaders are principled in that the long-term courses they adopt are based on what is

morally right and pragmatic because they are willing to lose out on an immediate issue because they would not be distracted from the ultimate objective. Values not only affect the choices leaders make about what is and what is not important, they also have an impact on the choices they make about the people they want to work with.

As has been observed by Hughes et al (2006), values are very important to the leadership process. Leaders are motivated to act in ways consistent with their values and similarly, followers are not particularly motivated to work on activities that are inconsistent with their values since there is often a significant gap between organisations' stated values and the way it truly operates. Knowing the values of leadership can sometimes tell someone more about how an organization actually operates than the organization's stated values will. In any organization, the leadership's collective values play a significant role because many of the most difficult decisions made by leaders have to do with choices between two values. This is particularly true when the choices represent values in opposition. Group leaders with very strong commercial and altruistic values, for example, would probably struggle mightily, when having to make a decision about cutting on expenditure and downsizing in order to improve profitability. Those leaders who have strong commercial and weak altruistic values would have much less trouble making the same decision (Hughes et al, 2006) in the group.

Efficient, effective and value-based leadership require a leader who is both an implicational and applicational thinker; always keeping before him or her, questions of why and how. Considering why something is done develops implicational thinking. It leads one to consider core values and foundational presuppositions. For Hogan and

Curphy (2004), the leader must also develop an ability to think through many creative strategies of how to particularly apply the principles. It is not sufficient to understand all the concepts of leadership in theoretical terms but rather, the leader must be able to lead the change on the ground.

Leadership is based on an inspiring vision. Leaders should build a vision that the followers are able to adopt as their own as a result of being inspired as Mullins, (2006) explains that the leader's vision becomes the followers' vision because it is built on followers' needs and aspirations. Visionary leaders inspire trust and engender hope among their followers, who in turn feel encouraged to serve, sacrifice, persevere and lead change and ultimately these brand of leaders win the loyalty of the followers through their deeds and by example. In the long run, the high performance of group projects and teams are achieved because leaders listen to their followers in believe that the welfare of followers is the goal of leadership (ibid). By encouraging dissenting opinion among their closest advisers and listening to the opinions of those they serve, they are however, not bound by public opinion but respect for followers. Those who succeed in bringing about effective and moral change believe in and act on the inherent dignity of those they lead. They treat followers as ends and not means. In bringing about change, these leaders of leaders include the people affected in the change process.

According to O'Toole, great leaders are clear about their own beliefs. They think through their assumptions about human nature, the role of the organization, the measurement of performance, and so on. Within their well-developed systems of belief, they respond to issues facing them appropriately with full inclusion of followers. Inclusive leaders allow others to lead by sharing information, fostering a sense of community and creating a system of rewards, structure, process and

communication and are committed to giving all followers opportunities to contribute to the organization whereas Hogan and Curphy (2004) argue that, great leaders are people who challenge the process. Effective leaders who are value-based challenge the status quo by inspiring a shared vision by breathing life into hopes and dreams of others and enable them to see the exciting possibilities that the future holds and in essence enable others to act by enlisting the support and assistance of those who must make the project work. Such leaders model the way and are consistent both in word and deed. They encourage the hearts of the followers by recognizing individual contribution and celebrating accomplishment.

Preziosi (1996) believe that true leaders know that the followers need to live fulfilled lives and thus steps into the scene to provide the required leadership and followers willingly follow. He contends that people may be reluctant to follow because they may be in a state of apathy either because they are oppressed or they do not see the need to move out of the current situation and thus becomes the leader's job to build trust, help followers gain confidence in the leadership and in them and then motivate them to follow. On the other hand, Bass (1985) considers effective leadership to come from mobilizing others towards a goal shared by the leader and followers. From this definition, it can be seen that a competent leader is someone who mobilizes people, a person who is focused, one who works with people as a team member and someone who has willing followers.

Hughes et al (2006) describe leadership as a process that involves something happening as a result of the interaction between a leader and followers. They argue that leaders who take up the challenge to be value driven, to lead in a world that has turned into a global village tend to perform better than others. Such leaders are able to

achieve both their goals and those for their followers by taking the challenge to respond innovatively to accelerated change through understanding the importance of challenging people and thinking strategically. The challenge of superior leadership involves urging followers to reach their full potential and not settle for anything less than the best as Maxwell, (2002) contends that everything rises and falls on leadership.

Group project success is achieved by a leadership that guides an organization to appropriately handle change. By providing the correct skills to manage properly and to cope up with the outcomes of change and encouraging and inspiring everyone to give their best according to Northouse, (2007) such leaders achieve a lot. Great leadership in this sense therefore provides strategic intent meaning that it provides an organization with a crucial sense of where it wants to go as well as the results to be achieved. The leadership paradigm that is effective holds that before one can lead others, one must first be able to follow. Leaders who are best known for their skilful leadership abilities are those whose leadership flows from their skilful followership abilities (Hughes et al, 2006). According to Bass and Avolio, (1994) successful leadership is seen as a combination of personal competency in leadership, an organizational culture that supports people and leader's ability to inspire people. The leader who develop relations with the followers and motivate them to act to attain collective goals by directing the efforts of the group in order to make the most effective use of the combined resources of the group in task accomplishment are regarded as credible.

If leadership is defined partly in the eyes of followers, then, perhaps a better way to judge the leader's success is through their ratings of effectiveness. In this method,

followers are asked to rate their level of satisfaction or the effectiveness of the leader. Group members may be relatively satisfied or dissatisfied, may be motivated or demotivated, may feel relatively committed or uncommitted to the organization, or may believe their leader is relatively effective or ineffective (Hughes et al, 2006). The aspects above as suggested by Hughes may be used to reveal of the extent to which the leader is effective and thus the same approach was applied in this study to evaluate a leader's effectiveness. It is possible for a leader to get strong ratings from his or her superiors but poor ratings from followers. This may be the case if a leader was brought in to turnaround a poorly performing unit or organization, or if a leader has spent a considerable amount of time strategizing with board members. On the other hand, leaders could have poor relationships with their bosses and great relationships with their followers, and such relationships would be reflected in the ratings they get from these two groups.

2.7. Duties of Leaders in Organizational Sustenance

Communication is the real work of leadership, (Nohria, 1992). Nohria believes that effective leaders are masters of the classical elements of rhetoric, as outlined by Aristotle centuries ago. A leader can reach people through logos or logic, by appealing to their sense of what is rational. Things such as pathos, appealing to their emotions, or making arguments based on their sense of values. Great leaders, he notes, spend the bulk of their time communicating, and they know how to employ all three of Aristotle's rhetorical elements. Nohria also feels that leaders are able to distill their message, however complex it may be, to something that is accessible to those who may not share their knowledge or background. According to Gangel, (1997)

talent is needed for simplicity of saying things in a few words because then, such leaders are able to convey complicated concepts in just a few phrases.

Knowing audience is also essential according to Kotter, (2001) because great communicators have an appreciation for positioning and understand the people they are trying to reach and what they can and cannot hear. To him, such leaders send their message in through an open door rather than trying to push it through a wall. Gangel, (1997) believes part of knowing the audience is the ability to listen, leaders need to be masterful listeners as they need to be able to receive as well as send due to the fluidity of information in business today. There are so many false starts, unexpected obstacles, and surprising turns along the path to change such that leaders must pick causes they won't abandon easily, remain committed despite setbacks, and communicate their big ideas over and over again in every encounter.

Nohria (1992) reflects on Winston Churchill's devastating defeat at Gallipoli, which resulted in over 100,000 Allied casualties during World War I and notes that the campaign was a total disaster for British military leadership and so ask; what happens when leaders must communicate facts that are hard to take? Churchill took complete responsibility although a setback like that could have been paralyzing, he was able to move forward to lead his country to victory in World War II. The lesson says Nohria, is that Churchill and other great leaders are pragmatists who can deal with difficult realities but still have the optimism and courage to act and asserts that enduring setbacks while maintaining the ability to show others the way to go forward is a true test of leadership.

Dubrin (1998) concurs that one of the key elements of being a good business leader is the capacity to tell the hard truths although he contends that the ability to render that judgment can sometimes make or break a company. If leaders disclosed all their concerns and doubts, stock prices would plummet, their competitors would be all over them, and employees would be jumping ship (ibid). But even if you cannot be absolutely open with everyone, leaders have to confront their companies' problems and, share them with top management although Kotter, (2001) on the other hand underscores the positive potential of facing problems head-on because he believes great leadership does not mean running away from reality, he argues that sometimes the hard truths might just demoralize the company, but at other times sharing difficulties can inspire people to take action that will make the situation better.

2.8 Leadership Practices and difference in Performance

Leadership according to Chemers, (2000) involves the social process that results when an individual enlists the support and aid of others to accomplish a common task. While early research into leadership theory focused on personality traits and behaviors, this proved to be an unproductive line of inquiry because of the recognition of the more complex nature of the phenomenon. Early researchers including Stogdill, (1998) concluded that even though it was important to identify individual differences in effective leaders, the great variety of situations in which leaders operate makes it unlikely that a single trait serves as a universal predictor that can distinguish leaders versus non-leaders. This finding eventually led to leadership theories that included the interaction between situational contingencies and leadership traits (Chemers, 2000). Early researchers attempted to explain the variability of leadership behaviors in terms

of consideration such as showing concern for the feelings of subordinates, initiation of structure like the use of standard operating procedures by the leader and their emphasis on high quality work, accrual (employee benefits); and legitimacy (leaders demonstrating task-related competence as well as loyalty to group values (Graetz, 2000).

Empowerment allows others to do things the way they wish after receiving direction and authority to act (Luis, 2008). A shared set of values, along with a customer focus, is part of this style of leadership. People take the initiative in a situation and are creative, while feeling ownership. Empowered followers provide significant advantages to the customer and the institution. Empowered followers exhibit a greater commitment to the organization, and these people are likely to have greater trust for their leaders impacting the outcomes of their jobs (Avolio, 2004).

Shared values focusing on the followers provide a common vision. Clearly stated values form the foundation for a common sense of purpose and therefore improving what people do, including continued education is part of the process. In focusing on the workforce few and easily breached boundaries exist between divisions and cooperation exists between management levels in departmental hierarchy (Rajotte, 1996). People at all levels solve their own problems, while feeling free to ask for assistance when required. The net result of this process is an organization that is effective and efficient in its operation because of the flat and lean organizational structure that results. Supervisors serve as effective mentors as followers function best when they are provided with a sense of belonging, economic security, control, recognition, and self worth (Chapman, 2002)

Empowerment is the ability to complete tasks through other people (McConnell, 1995). The leadership style of empowerment become an important tool that is used in delegation as the management needs to possess skills of empowerment (such as facilitation, advising, training, and being a teammate) when delegating to others. Through the use of empowerment when delegating, the leadership shares their power with the subordinates. This sharing of power between the leadership and the followers can help them gain satisfaction by increasing the follower's knowledge and power base, where they begin to feel more fulfillments and is self-directed, (ibid) leading to goal attainment for the institution.

Glosing and Mintzberg, (2001) claimed that true leadership comes not from the leader, but rather how he or she develops confidence in everyone else. A need exists for leaders who are confident and proactive, rather than negative and reactive. Organizations with confident infrastructures produce excellent and resilient outcomes, confident group members should be a goal for the organization. To build confident teams, leaders need to communicate to everyone a belief that meeting high standards is possible while invoking a feeling that a purpose exists that is worth achieving.

Glosing and Mintzberg (2001) provided many instances of how, when leaders believe in their followers can create winning teams and organizations despite daunting odds, by investing in them, a feeling of purpose results. They go on to suggest three ways in which the leader can successfully build winning organizations: instill a culture of confidence that contains confident and positive interactions among members of the organization, construct an infrastructure that promotes confidence through a defined

growth strategy and pathway, and serve as a flashlight to focus light on inspirational and exciting activities.

Teams that possess an environment of confidence contain a culture that is continually able to renew itself, along with its members, and provide opportunities that allow for regeneration according to Glosing and Mintzberg, (2001). To them, behavior comes out of cultural rules and the reason that these behaviors are sustained when strong message is communicated as part of the value system of the organization. It is possible for organizations to create cultures when leaders develop philosophies as a result of clear choices that they make. Therefore, a team occupied by personnel with optimism would have more positive energy than one having a group with less optimism for change. The outcome would be more productive and cost-effective for the organization (ibid).

An effective leader builds an organization where high standards are important to all and where defining the infrastructure in such a way that attainment of these standards is possible exists. According to Kerfoot, (2004) building followers' confidence is an important process in long-range planning and attention to the basic cultural infrastructure of an organization. Producing confidence is a necessary focus because it does not happen merely as a result of hype and pep talk but is the result of an infrastructure that is well articulated to provide a roadmap to excellence, as well as continuing confidence and advancing skills for the staff

Strong relations have been found by Bass and Avolio, (1994) to be positively correlated with trust and negatively correlated with conflicts therefore they recommend incorporating fun activities that focuses on team confidence, by

encouraging people to get to know each other and become more confident with and around each other through these types of interactions. Learning is a major component in such an organization since group leaders that trust the other members with the transfer of authority achieve effective and successful delegation (Nathan, 1996). Trust relates to group members' competence, as well because leaders familiar with the skills of the members on the unit are able to assign tasks appropriately, without this knowledge the possibility of delegating tasks may be limited, or tasks may be assigned inappropriately. Detailed plans for achieving the goals and the allocation of resources are leadership strategies which are always long term and strategies to bring changes needed and to achieve the change.

The most popular approach to explaining competence and proactive leadership is through expressing competencies in terms of more effective leaders and less effective leaders (Chapman, 2002). The author stresses the importance of creating a vision as an important competency of leadership. Successful group leaders are passionate and obsessive about making their business opportunity work with a strong vision.

According to Kotter, (2001) leadership can be perceived as a particularly emotion-laden process, with emotions entwined with the social influence process. In an organization, the leaders' mood has some effects on his group. The leaders transmit their moods to other group members through the mechanism of contagion, (Mullins, 2006). Mood contagion may be one of the psychological mechanisms by which charismatic leaders influence followers. The second aspect of leadership and emotions is affective tone of the group, Group affective tone represents the consistent or homogeneous affective reactions within a group (Mullins, 2006). Group processes

like coordination, effort expenditure, and task strategy is achieved with the right mood approach.

Public expressions of mood impact how group members think and act. When people experience and express mood, they send signals to others. Leaders signal their goals, intentions, and attitudes through their expressions of moods for example the expressions of positive moods by group leaders signal that leaders deem progress toward goals to be good (Mullins, 2006). The group members respond to those signals cognitively and behaviorally in ways that are reflected in the group processes. To Kotter (1996), beyond the leader's disposition, his behavior is a source for followers' positive and negative emotions at work. Leaders shape workplace affective events such as feedback giving, allocating tasks and resource distribution. Since behavior and productivity are directly affected by their emotional states, it is imperative to consider members emotional responses to group leaders. Emotional intelligence, the ability to understand and manage moods and emotions in the self and others contributes to effective leadership in organizations (Burns, 2008).

2.9 Challenges of Leading Groups

Vroom and Jago, (1988) propose that there is no leadership style that is appropriate for all situations. It therefore follows that a leader develops a series of responses ranging from autocratic to consultative and applies the leadership style that is appropriate to the decision situation. The assumption is that the leader has to adapt their style to the situation. These authors suggest five decision-making styles, each requiring a different degree of participation by the subordinates. The styles are based on two variable factors: individual or group decisions and time-driven or

development-driven decisions. The point of focus is sharing: the manager shares decision-making with the subordinates. The official may also seek discussion and agreement with group members over an issue before a decision is taken (consensus) but according to Dubrin, (1998) the process of involving the subordinates to take a vote on an issue before a decision is taken, coaching subordinates and negotiating their demands is cumbersome to especially inexperienced leaders. These among others are challenging processes especially to inexperienced young leaders.

It has been observed that an organization is more effective when those who will be affected by the organization's decisions are fully involved in the decision-making process. It is believed that subordinates share a sense of responsibility for the organization when they are allowed to participate actively in decision-making according to Northouse, (2007) although the concern expressed by Dubrin, (1998) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision. Seeking advice from an uninformed or incompetent group of members may lead to disaster however, Goleman *et al.* (2002) posit that a democratic leader keeps team morale high and therefore positive climate prevails in the organization.

Leaders need to adopt what is, in effect, a 'post-heroic' leadership style, and adapt their preference to lead by example in favor of collaborative approaches inside and outside the organization. According to Munroe, (2003) most of today's leaders lack strategic organizational development skill qualities and for him, they will need to develop a completely new combination of skills and qualities to adequately equip them for the unprecedented demands of the dramatically changing business climate.

These shifting trends indicate that the next generation of leaders will have to be flexible, mobile and adaptable. But, most crucial of all, they must be highly collaborative and have strong conceptual and strategic thinking skills to find new ways to create loyalty among workforce according to Bass et al, (2008).

According to Odhiambo, (2013) leaders need outstanding cognitive skills to balance the competing demands of financial success, social responsibility and environmental custodianship, and must act as change agents, advocating environmentally responsible business practices. The scarcity of strategic resources like water, minerals and fossil fuels worldwide could trigger price hikes and operational costs. Organizations will be forced to lower their eco-footprint, adapt to rising operational costs and restructure along sustainable lines.

Poor leadership is a major obstacle to development particularly due to inadequate levels of accountability and transparency in the handling of public affairs. According to Godfrey, (2002) this is so because most leaders owe allegiance to ‘godfathers’ who sponsored them into political offices, so that they do everything possible to satisfy them even to the detriment of the organization’s development. Accordingly, one of the major challenges to development in Kenya is that of bad leadership and politics of belly that abound at all levels of governance in the country. He posits that “we lack good quality leadership and to move forward organizations need new breed of leaders that are sensitive, patriotic, and accountable and have demonstrable vision.” For Hughes and Curphy (2006) project failure over the years has been traced largely to a failure of leadership. To them, most of the leaders have come to power unprepared and therefore unable to grapple with the modern world where democracy is the dominant ideology and are in agreement with sentiments from Guyo and Mbugua

(2013) on poor quality of leadership being one of the challenges affecting implementation of the YEDFP in Kenya.

Nowadays organizations and institutions require effective leadership to harness its rich human and material resources for development and in effect, lack of accountability and transparency in government has helped to create wide distortions of income distribution throughout the society through corruption and misuse of resources thereby militating against development (Munroe, 2003). Ninalowo, (2003) sees transparency as a process whereby public officials are open and honest in the performance of their functions. In a society where the culture of accountability is treated with contempt, the culture of unethical practices as a means of doing business, both in the public and private sectors is bound to be enthroned. Thus there is a relationship between on the one hand, authentic leadership that subscribes to proper accountability in the management of public resources and, on the other, development in a society (ibid).

The discussion on the major obstacles to development in organizations is premised on the fact that there is poor leadership in which manifests in two major areas, namely, poor management of resources by officials, and corruption amongst leaders at various levels. Hughes and Curphy, (2006) argue that followers with leaders who possess divergent values are likely to face more tension and conflict within the group but this approach is also more likely to provide a broader way of solving problems within the group.

Hughes and Curphy, (2006) observe that there is often a significant gap between organizations' stated values and the way it truly operates. Knowing the values of its

leadership can sometimes tell someone more about how an organization actually operates than the organization's stated values will. In any organization, the top leadership's collective values play a significant role in determining organizational culture, just as an individual leader's values play a significant role in determining team climate. Values are often a key factor in conflict. Many of the most difficult decisions made by leaders have to do with choices between two values. This is particularly true when the choices represent values in opposition. Leaders with very strong commercial and altruistic values, for example, would probably struggle mightily, when having to make a decision about cutting jobs in order to improve profitability according to Hughes et al, (2006). Those leaders who have strong commercial and weak altruistic values would have much less trouble making the same decision.

In addition, sustainability of group projects is viewed as post implementation continuity of a programme after the phase-out of the initial support. It is also seen as an organizations' ability to continue performing in support reduced environment. To this end, there are number of factors that encourage and or discourage sustainability of youth projects such as host government policies, integration of the enterprise with the social and cultural setting and effective project implementation (Guyo and Mbugua, 2013).

A number of studies have been done on leadership and the role of leaders in ensuring group objectives and goals are achieved. The relationship between performances is usually based on commitment and input of every group member. In the current study the researcher intends to establish on the leadership behaviour on group performance

and the relationship between group leader practices on group productivity which have not yet been established in the past.

2.10 Theoretical Framework

This study is anchored on the Full Range Leadership (FRL) framework and its instrumentation developed by Bass and Avolio (1994). The authors argue that FRL framework abound to explain the character, attitude, disposition and behaviour of a leader requisite to achieve enhanced performance either at the group, organizational or national level. These include authentic, path-goal, inspirational, visionary, charismatic, transformational, transactional, complexity, distributing, contingency, trait and situational leadership theories (Kuada, 2010). The FRL distinguishes among three groups of behaviours leaders might exhibit: transformational leadership, transactional, and “laissez faire”. This study focuses on transformational leadership for two main reasons.

According to Bass and others, (2008) many empirical studies have shown that transformational leadership is positively associated with important work-related attitudes and behaviours such as job satisfaction, commitment, trust, job performance, and fewer turnover intentions; factors that this research considers as youth group project performance indicators. Second, transformational leadership has received more empirical scrutiny in the organizational science literature than have all other leadership theories for the past two decades (Bass, 1998) thus there is a body of knowledge from which this study can rely on.

This theory presents salient points for this study because it is based on the premise that follower's perception of expectancies between their efforts and performance is greatly affected by a group leader's behaviour. It describes the ways that leaders use to encourage and support their followers to achieve the goals they have set through idealized influence, individual consideration, intellectual stimulation and inspiration (Burns, 1978). The theorist recommend leaders to maximize mutual interest and restrain in the use of power because Transformational leaders persuades, inspires, influences the attitudes, behaviours and actions of other group members to work willingly, cooperatively and enthusiastically towards accomplishment of set goals and a new and improved position in organizations.

The Transformational leadership theory is best suited for this study because group leaders achieve results when they broaden and elevate the interests of the youth groups through their personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals with the idea that other group members are able to accomplish great things with extra effort, (Bass, 1998).

Indeed, leaders who are not capable of transforming their group members and groups can lead to the downfall of their organizations, which is more likely to happen in periods when change is needed. According to Einarsen, at those times leaders may act in unethical, tyrannical, despotic or inauthentic ways, abusing their influence for example by misappropriating and squandering group funds and other resources. They may show these kinds of behaviours either for the sake of organizational effectiveness or for their own personal interests, which may undermine followers' well-being (Einarsen *et al.*, 2007). Transformational leaders are visionaries who see themselves as change agents, display courage in the face of resistance and risk, emphasize the

needs for motivation, empowerment and trust, are driven by strong values, see mistakes, errors and failures as learning opportunities and cope with complexity, uncertainty and ambiguity according to Tichy and Devanna (1996). The outcome of this theory assists in understanding the influence of group leaders in projects performance.

This theory thus aims to identify both aspects of transformative and non-transformative leadership and to what extent these dimensions are similar or different to the constructs defined in leadership research. However the theory derived for this study does not explain physical or structural processes such as organizational transformation or organizational restructure. There is a distinct shift in thinking, away from extolling the charismatic-inspirational, or as is often described as heroic models of leadership, and even a growing antipathy towards such models. Various reasons are behind this movement, including a concern for the potentially lethal dark side of this kind of leadership.

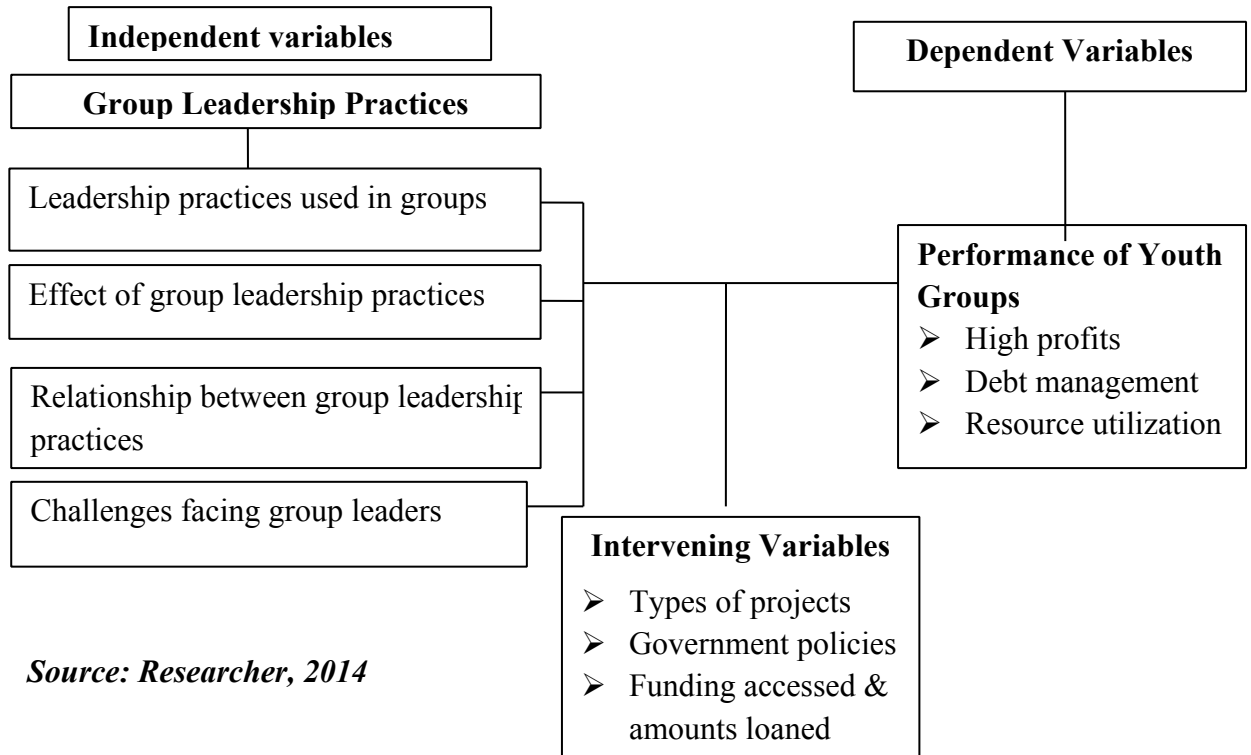
Conger, (1998) point to the damage that can be inflicted by selfish, self-serving leaders particularly those in the most senior positions, who may not only attribute the group's success almost exclusively to their own contributions, but perhaps more lethally, ignore or punish any form of criticism or advice offered to them. Such abusive leaders are mainly authoritarian and achieve obedience and submission by commanding, ridiculing, yelling at, lying to or humiliating, all of which result in perceptions of hostility among their followers. These behaviours call to mind personalized power-oriented leadership (McClelland and Burnham, 2003) as such leaders tend to be selfish and emphasize their personal goals at the expense of the youth group projects, groups and their followers as they foster identification with

themselves, but not with the vision and the goals of the organization or group. These unethical group leaders tend to dictate rather than empower their followers.

This study therefore utilized the theory to investigate both positive, negative and dysfunctional traits and behaviours of group leaders in Nandi County in order to understand why other group projects performing well while others are facing challenges and or have collapsed altogether. The theory will provide framework through which the youth group leaders and YEDF program stakeholders can manage the challenges at hand.

2.11 Conceptual Framework

It is argued in the conceptual framework presented in Figure 2.2 that group leaders play a significant role in group project performance. The main variables of the study are leadership practices and management strategies by group leadership in terms of how they lead their groups and how they affect and utilize group resources (Financial and Human Management). It is also maintained that the group leadership practices affects sustenance of an effective group culture, internal organizational management and external associations. These variables are the independent variables and were analyzed in relation to success of YEDF projects which is the dependent variable. Performance of YEDF projects was measured by completed projects, adequate allocation of resources and its utilization, debt management, control of expenditure and incidences of graft and profit levels. This is depicted in Figure 2.2.

Figure 2.2 Conceptual framework

Source: Researcher, 2014

The figure 2.2 above depicts the roles played by the group leaders in their quest for success. It is the duty of group leaders to strategically align their groups and projects with the environment they operate from and government policies for them to achieve project success. The type of Group leadership and the strategies used by the leaders here plays a critical role because through them, youth groups move in strategic directions and achieve their mission, vision and goals. To fulfill this role, the group leaders' practices shape internal and external operating systems, decision making, and control of management processes. It is also through group leaders' management skills and practices that enable resource utilization, high turnover or return on investments and subsequently reduced losses and incidences of graft in their projects as a result of

their ability to manage and sustain both internal and external relations. All the above variables are being considered in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used in the study. According to Cohen, Manion, and Morrion, (2007) methodology is a skill and an accepted way of gathering data to help understand a situation in the best possible terms. It is a systematic procedure and strategy of inquiry set to find answers for questions or problems in a social world (Creswell, 2005). We investigate issues and problems using an accepted procedure as social scientists. This section therefore contains various themes such as the research design, research setting, the target population and sampling techniques adopted. The instruments used in the data collection are described in detail. The chapter also has an indication of how data was analyzed and finally, highlights on the reliability and validity issues -ethical considerations that were taken into account by the researcher.

3.2 Research Design

Cross-sectional survey design was used in the study because all individuals registered from youth groups in the whole of Nandi County formed the unit of analysis for this study. According to Kothari, (2004) cross-sectional research involves gathering data across a particular population and then is organized and tabulated. The population was therefore drawn from across all the six constituencies (sub-counties) found in Nandi

County; these are, Aldai, Chesumei, Emgwen, Mosop, Nandi Hills, and Tinderet Constituencies. This study design was chosen to be appropriate because it provided enough protection aspects of the problem against bias and maximized reliability.

Descriptive survey design was also applied in this study. Mugenda and Mugenda (2003) citing Gay, assert that descriptive studies portray an accurate profile of persons, events or situations and depict the existing conditions and attitudes to answer questions concerning the current status of the subject in the study. Descriptive analysis was therefore appropriate for this study because the research purpose was to identify and describe the leadership practices and management strategies of group leaders in the study population. The two designs enabled the researcher to obtain extensive and in-depth quantitative and qualitative data on leadership practices and management strategies used for analysis.

3.3 The Study Area

The selection of research area and the youth groups involved in this study was based on what Creswell, (2005) and Merriam, (1998) described as purposeful sampling. This is the intentional selection of people or sites to understand them deeply. Nandi County was chosen because of the relatively low loan repayment rates (Youth Status Report, 2014). The county is located in the Rift Valley region and has six sub-counties, namely: Aldai (Nandi South), Emgwen (Nandi Central), Mosop (Nandi North), Chesumei (Nandi East) and, Nandi Hills and Tinderet was chosen. The 239 youth groups registered and funded by the time of carrying out this study were therefore chosen because of the potential information the researcher could collect from these youth groups.

3.4 Target population

The target population for this study was composed of all the youth members belonging to registered youth groups in Nandi County. The department of Social and Cultural Services Nandi Central District records showed 239 youth groups had been registered in the entire six constituencies at the time this research was conducted. It is recommended that each Youth Group has at least 12 members making a total of approximately 2868 youths involved in the study, Officials from the Ministry of Youth Affairs and other stakeholders dealing with youth programs such as Youth Enterprise Development Fund (YEDF) committees at divisional and district levels, Social Development Assistants and the Constituency Development Officers were also considered. The sample size was drawn using Yamane, (1969) formula to determine the sample frame.

Table 3.1 Target population

Target population	No. of registered Youth Groups	Approximate No. of youths in every Group	Population sampled
Aldai	20	12	240
Emgwen	98	12	1176
Chesumei	12	12	144
Nandi Hills	19	12	228
Mosop	76	12	912
Tindiret	14	12	168
Total	239		2868

Source: Researcher, 2014

3.5 Sample size and Sampling procedures

Some experts argue that a large sample size reduces the degree of standard error (Mugenda and Mugenda, 2004) however, Saunders *et al*, (2007) warn that having a large sample does not automatically guarantee accuracy of results if it was poorly selected.

3.5.1 Sample size

The sample size determination was based on Saunders *et al*, (2007) arguments that if well chosen, samples of about 10% of a population can often give good reliability in descriptive studies noting that if the elements of a population are quite similar, only a small sample is necessary to accurately portray the characteristic of interest; therefore the researcher chose 24 Youth Groups which represented 10.04% of the total number of registered youth groups, selected and adopted as a representative sample through simple random sampling.

According to Oso, (2009) in studies concerning teams and groups, at least a third of the population should be sampled so as to achieve a representative unit with greater precision and ensures a more representative sample is derived. Therefore at least 4 group members from all the 24 youth groups were selected through simple random sampling to achieve a sample size of 96 respondents for this study. This sampling method was used because it is easy and less costly method of sampling and can be conveniently used even in case of large populations (Kothari, 2004) This method also

offered equal opportunity for each member of the population to be sampled. The essence of using this method was to avoid research bias.

Table 3.2 Sample population

Sample determination	Sampling technique and rate	Sample size
239 Youth groups	10% (simple random)	24 groups
24*12 members =288	33.33% (simple random)	96 respondents
12 officials	(purposive)	12
Total		108

Source: Researcher, 2014

Due to the nature of the objectives adopted and group formation, the 24 youth groups were picked through use of simple random sampling techniques. Simple random sampling was then used to select at least 4 group members from each group sampled from the registered youth groups in the sub-County.

The Yamane (1969) formula was used to confirm the sample size as shown below;

$$n = \frac{N}{1+Ne^2}$$

Where: n= required responses

N=Sample size

e²=Error limit (10%)

Placing the formula for the current population will give a sample size of:

$$\text{Sample size (n)} = \frac{2868}{1+2868*0.01^2} = 96$$

The sample size utilized for this study was therefore 96 respondents.

3.5.2 Sampling Procedures

From the total sample size, the individual constituency sample size was calculated using proportionate random sampling technique. The formula applied was Bowley's population allocation formula in Nzelibe, (2001) as shown below;

$$nh = \frac{nNh}{N} \quad \text{Where;}$$

nh = the number of units allocated to each youth group

n = the total sample size

Nh = the number of group members in each youth group

N = the population size.

Following the Bowley's Allocation formula, the individual constituency sample size is derived proportionately as follows; and summarized in table 3.3 below;

Table 3.3 Proportionate Sampling

S/No	Name of Constituency	Registered youth population	Total sample size	No. of youth groups sampled
1	Aldai	240	8	2
2	Chesumei	144	5	1
3	Emgwen	1176	39	10
4	Mosop	912	30	7
5	Nandi Hills	228	8	2
6	Tinderet	168	6	2

	Total	2868	96	24
--	--------------	-------------	-----------	-----------

Source: Records and Field Survey, (2014).

3.6 Data collection and Data Analysis

Various methods of data collection were employed during the study. However, each method had its own instrument of data collection as indicated in the subsequent sections. The researcher used both primary and secondary data in order to collect views and opinions from the respondent issues regarding leadership practices and management strategies on performance of youth group projects in Kenya.

Based on the nature of the population and the time available, the following research collection techniques was employed by the researcher in collection of the data; questionnaires, interview schedules and focus-group discussion drawn from all the YEDF stakeholders. The researcher used a questionnaire, as the main tool for collecting data. The selection of the tool was guided by the nature of data to be collected, the time available as well as by the objectives of the study. Such information was best collected by the use of closed and open-ended questions that enabled the researcher to gather quantitative data while open-ended questions made possible to collect qualitative data.

3.6.1 Key Informant Interviews

The researcher collected data through interview schedules. These Interviews took the form of face to face interface between the researcher and selected members of the target population. Purposive sampling was used to select the key informants for the

study because of the information they hold owing to their positions in YEDF program. This included interviewing key officials from the department of Youth Affairs, Social Development Officers, the Constituency Development Officials and the County government. The researcher used face to face interviews because the method had distinctive advantage; personal interviews allowed the researcher to clarify ambiguous answers and, when appropriate, seek follow-up information (Burns, 1999; Silverman, 1993).

The interviews took a lot of time as a result of logistical scheduling. Most of the identified officials were not easily reached while those available had tight schedules and thus were only on hand for few minutes. Babbie and Mouton, (2001) posit that data collected from the interview is time consuming to analyze and the number of participants are small when compared to a survey. Despite the limitations above, interviews were appropriate for this research as it contributed to the understanding of the perceptions of group leadership practices to the management and other stakeholders concerned with the affairs of youth group projects in Nandi County.

3.6.2 Focus -Group Discussions

A focus group discussion was used to guide the interview and was held after distribution of questionnaires and conclusion of interviews with the key informants. The Focus Group Interviews with youth group members were limited to 4-10 participants as recommended by Leedy and Ormond, (2001) and Neuman, (1997). All informants in the study were enlightened about the purpose of the study and consequently assured of confidentiality and anonymity. The discussions were conducted much like dialogue between the informants and the researcher. The

questions being open-ended, the researcher made conscious effort to build rapport with the informants. The researcher mainly focused on the four research objectives and then probed further into relevant topics whenever informants mentioned them during the interview. The advantages of FGDs outweighs its disadvantages hence its usefulness in this study.

Open-ended questions in FGDs allowed the informants to explore different aspects of the subject so that more valid picture emerges, without any sense of them trying to guess what the interviewer wishes to hear. Mishler, (2006) points out that narrative moves FGDs beyond question and answer formats by bringing out the more deep-seated problems and insights of the informants. The researcher allowed informants to elaborate and encouraged them to extend their responses therefore empowered to put forth their own views. According to Silverman (2003), the intent of FGDs is to promote self disclosure among participants. The researcher found this method of data collection not only as economical but also useful in discovering interviewees' hidden feelings as espoused by Burns, (1999) arguments that the discussions of questions are easily valuable where the aim is to explore informants' perceptions, attitudes, beliefs or opinions and to provide opportunities for unforeseen responses or for those which are richer and more detailed than responses obtained through one respondent. The FGDs also allow respondents to offer unrestricted spontaneous expressions to help gather authentic understanding of the experiences and viewpoints of the participants, Silverman (2003).

The FGDs however, had limitations and weaknesses, according to Leedy and Ormond, (2001) the challenge is that it is time consuming and relatively appropriate for small groups and limits the number of questions asked. Also, the moderator of a

FGD need high skills to moderate the interviews and has less control over the group interview; also data gathered from group discussions are difficult to analyze (Merriam, 1998). The researcher overcame the challenges above by eliciting the support of DYOs who were acquainted and conversant with the identified youth groups participating in FGD.

3.6.3 Questionnaire

The researcher developed and distributed a total of 96 leadership questionnaires that addressed issues of leadership styles and practices in their groups, the effectiveness of those leadership styles and the respondents' view on management strategies by use of both open and closed questions to capture the perspectives of the respondents since the onus of interpretation falls on the respondents whenever objective type questions are used. Questionnaires and interviews were based on how the youth group members experience the leadership practices and management strategies used by their group leaders and the effect these practices have had on their group development, work and project performance.

The questions were structured in Likert scale response format, a format developed by Rensis Likert in an attempt to improve the levels of measurements in social research using standardized response categories in survey questionnaires (Leedy and Ormond 2001). Each item in the questionnaire was developed to address specific objective and research question of the study. Burns (1999) describes quantitative method as suitable in obtaining objective results. Using Likert scale to solicit quantitative data, the researcher was able to keep under control the amount of data received from the responses of both the group members and other responsible stakeholders. Advantage

of this technique is that the respondents are guided by the questions are likely to give the relevant information thus improve the reliability of the data to be generated.

The questionnaire was pre-tested using Kong'asis Youth Group in Kesses, Uasin Gishu County as trial experiment respondents who did not form part of the study sample. Thereafter, the tool was refined with assistance from the supervisors and data collection commenced. The questionnaires were administered by the researcher and collected on the same day they were given out because it saved on cost and time, in the end, a large sample could be surveyed in a widely spread population while achieving hundred percent response rates.

3.7 Data Collection Procedure

Prior arrangements were made and appointments sought with each of the 24 youth groups. After having been briefed by the researcher, four sampled respondents in each youth group filled in the self-administered questionnaires after which the researcher collected them immediately. Data collection from each of the 24 youth groups was done during different appointments which fell on their normal group meeting days. A total of 96 questionnaires were distributed to the respondents, all of which were responded to and returned to the researcher during data collection which took place from 19th November, 2014 to 3rd February, 2015. Two FGDs were conducted on different days and were organized based on the days and time that were convenient to the participants. The first FGD had 7 participants while the second had 5 participants.

3.8 Data Analysis

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. The data collected from the sampled respondents was analyzed both qualitatively and quantitatively. Qualitative analysis was done based on information that was collected through interviews and focused group discussions. On the other hand quantitative analysis entailed descriptive statistical techniques; this included determining frequencies, means, standard deviation and percentiles using statistical investigation tools – Microsoft Excel and Statistical Package for Social Sciences (SPSS). The descriptive statistics helped the researcher to describe meaningfully the distribution of scores using statistics while qualitative analysis explained further on the findings as Cooper and Schneider (2008), recommended that content analysis helps to bring issues into the forefront that would not have otherwise been captured through the use of structured questions in the questionnaire and interview.

3.9 Validity and Reliability of Instruments

This section is about validity and reliability of questionnaire that was used to collect data. Validity of instruments was established through consultations and pilot testing of questionnaires. According to Mugenda and Mugenda (2004), validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. It is a measure to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. The 24 youth groups in Nandi County which was 10.04% of the entire

population were chosen using cross-sectional descriptive research designs so as to achieve validity of results.

The items in questionnaire were discussed with the supervisors then subjected to pilot study in order to establish if they could be used to collect relevant data and identify any problems that were likely to occur at the time of actual data collection process. This ensured that the items on the questionnaire were clear to the respondents and considered reliable. Piloting was done in Kong'asis Youth Group found in Kesses Constituency, Uasin-Gishu County. The results from the pilot study were examined to determine reliability and changes then were made where necessary before the questionnaires administered.

3.10 Ethical Considerations

Permission to carry out the study was sought from the National Commission for Science, Technology and Innovation (NACOSTI), Nandi County Commissioner, Ministry of Education and from the respondents who participated in the study. The researcher provided adequate and clear explanation on the purpose of the study to the respondents and their voluntary participation and consent sought. The nature and purpose of the research was explained by the researcher. The researcher respected individuals' desire to safeguard their personal integrity, anonymity, confidentiality and their ability to withdraw from the study. In an effort to ensure this, all names and addresses were not written on the questionnaires but with identification numbers (Babbie and Mouton, 2001). All completed questionnaires were coded and names of respondents were not used to ensure this.

The participants were assured that the data was only to be used for the stated purposes of the research and that no other person will have access to the research data (Bless and Higson-Smith, 2000). Confidentiality can identify a given person's responses but essentially promises not to do so publicly. The major ethical issues overcome in the study were the infringement on privacy and confidentiality of respondents. This study intended and indeed treated all information with the highest level of confidence respected views of any kind from respondents. Any response given by the participants was used for any purpose other than this study. The results of the study will be availed to relevant authorities and to those participants who will be interested in the results.

3.11 Limitations of the Study

This study would have been conducted in all registered youth groups in the republic. However due to financial costs, time available, access and proximity, this study was confined only to Nandi County. Youth Groups from Nandi County were chosen primarily for the support it could afford the researcher. The study also narrowed the measure of performance of group leaders to group member's perception. Calder, (1977) argues that leadership process and effects exists primarily as perceptual processes in the minds of followers and observers although perception alone may not tell all about group leaders, as Tobias, (2000) notes that what one actually perceives can be substantially different from objective reality more so, for respondents who may be directly linked to negative performance of their group projects could be subjective in their responses but due to its reliability, the study was limited to this measure.

Youth groups' project performance cannot only be ascribed to leadership practices alone; economic conditions, government policies and procedures and competitive

dynamics among others matter enormously, however the researcher overlooked these consequences and chose to focus only on the group leadership. Other researchers are highly encouraged to extend this work to include other important variables such as the type of projects established, the level of education, age and gender in group formation, the amount of money loaned to various youth groups among others. Such studies are important before any generalizations are made about the impact of leadership in youth groups in Kenya and in Nandi County in particular.

The researcher had difficulties meeting a number of youth group members and in distributing the questionnaires. It took the intervention in the form of phone calls by the Youth District Officer and the Youth Divisional Officers to schedule various meetings with the selected youth groups, some of which never materialized. Further, a low turn-up by group members in all the 24 selected youth groups was as well experienced. As a result, the researcher opted to give out four questionnaires per youth group to the group members through a first come basis which worked well.

Some respondents posed a lot of questions concerning my research and intentions before accepting to fill in the questionnaire because they were concerned that my work would be used to implicate them while others joked about incentives before they answered questions. The researcher as a result, was open to all the group members about the rationale for the study and took a lot of time assuring all respondents that the information provided was strictly for academic purposes. Furthermore, the researcher guaranteed them of their anonymity and confidentiality of information by insisting that no names were required on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This section is divided into six parts according to the themes of the study. These include variables such as: youth respondents profile information, leadership styles and practices, leadership management skill effectiveness, impact of group leadership influences, competencies and abilities, relationship between group leadership practices and difference in group project performances and lastly challenges that group leaders are facing in the process of running group projects.

The chapter also dealt with the organization of data collected, interpretation and presentation. The researcher used descriptive analysis mainly frequencies and percentages in analyzing data collected. This was done through use of tables, percentages, numerical figures derived from respondents, pie charts, bar graphs, frequencies and chi-square. The researcher used SPSS software to analyze the data and come up with the aforementioned results.

The discussions reflect much on the objectives of the study and the research questions to try and achieve them. This is through dependent and independent variables in the study. This is also extended to the facts and evidence ascertained through use of

questionnaires, interview schedules and group discussions. A combination of all the three above accordingly created a level of acceptable standards in terms of reliability and validity of results is concerned. Simple tables and percentages formed the basis of analysis because they were easy to understand and interpret by any consumer of the research products.

This study also attempted a comparative analysis of group leadership practices between youth group projects perceived to be performing well vis-a-vis those seen to be performing poorly and adopted variables that could explain the same. Recommendations were generally based on transformative visionary leadership where there is hope in use of YEDF and youth groups to deliver the expected benefits of employment creation, poverty reduction and generally development in Kenya.

4.1.1 Response Rate

The study sample was 96 respondents sampled from the target population of 2868 registered youths. All the 96 distributed questionnaires were filled and returned on the same days they were given out. The response rate was attributed to appropriate introduction made to the youth groups plus support and assistance from DYO's offices. It may also reflect the high expectations which respondents had, that their challenges and problems could be solved through better policy concerns.

4.2 Respondents' Demographic Data

Before embarking to the main analysis of the study, the study first considered group members profile information to be very vital because it informs a basis on which the analysis is grounded on. Profile information was measured by looking at the

following variables: gender of the respondents; age; location of group projects; level of education and if they had previously held leadership positions in their groups.

4.2.1 Gender of the Respondents

The study got information from 96 respondents who filled the questionnaire. Among them were 46 female and 50 male. This is shown in figure 4.1 below.

Figure 4.1: Gender of the Respondents

Source: Field Data, 2014

Findings in figure 4.1 above indicate that male respondents were slightly higher than female. Although there was no direct objective on gender, the consideration of gender in the study was not to be ignored because in practice, gender dynamics may influence leadership practices and management strategies in organizations.

4.2.2 Education Level

Age and education level are important as far as leadership and management is concerned and therefore respondents were asked to indicate their levels of education. The study found out that (48.96%) of the respondents had college diploma and University degrees while over half of them (51.04%) had secondary education and only (1.04%) of them had basic education as shown in figure 4.2.

Figure 4.2 Education Level

Source: Field Data, 2014

From the data above, it is clear that majority of the respondents, (98.6%) had secondary education and above. This implies that almost all of them were literate and thus able to answer objectively the questionnaire. This study having approached leadership inquiry from the follower viewpoint assumes that the followers know what constitute effective and non effective leadership. It also implies that they are able understand the concept of leadership and management strategies used by the youth groups leadership. Again, depending on the group culture, they are in a position and able to make their thoughts and contributions known to the group leaders especially on issues that affect them and their group business projects. The group leaders were excluded from answering questionnaires but were able to participate in the two Focused Group Discussions.

4.2.3 Respondent Classification by Age

The respondents were asked to indicate their ages. The results were as shown in figure 4.3 below.

Figure 4.3 Respondent Classifications by Age

Source: Field Data, 2014

The age bracket of the respondents ranged from 18 to 35 years. It was established that only 4.2% of the respondents were aged over 35 years, 50% of the respondents aged

between 30-34 years while another 40.6% of the respondents were aged between 25-29 years, 5.2% were 18-24 years old. This is a clear indication that the YEDF policy on age is being implemented accordingly. Few of the respondents aged between 18-24 years were available reason being that most of the youth at this age bracket are still in college or university and thus is assumed to be the explanation as to why they did not actively participated in YEDF group projects.

4.2.4 Perceptions on Group Leadership Positions

The first and second objectives of the study were to establish leadership practices and management strategies and their impact on youth group project performance in Kenya and in Nandi County in particular. The respondents were therefore asked to respond to two general questions on their perceptions about the leadership holding posts and on how past group leadership elections were carried out as a build up to further questions.

Respondents were required to indicate a yes or no response on whether they thought their group leaders deserve the positions. Majority of the respondents stated YES which was ascertained by 63% of all the respondents while 31% stated NO on the same while a marginal 6% do not know if their group leaders deserve their positions or not. The pie chart below displays a summary of this;

Figure 4.4 Group Leadership Positions

Source: Field Data, 2014

In relations to the above findings, it is evident that elections were fairly done with 63% of the respondents agreeing while a sizeable number (31%) were not pleased with how elections were done and therefore feel their group leaders do not deserve their positions. This may explain group leadership challenges as originating with group formation and elections, a factor which affect attainment of group project performance. Legitimization according to Maxwell, (2002) can often mean the difference between success and failure of leadership efforts.

4.3 Elections of Youth Group Leaders

The respondents were asked to indicate their levels of agreements or disagreements about their perceptions on elections of their group leaders. The results were as shown in figure 4.5

Figure 4.5 Elections of Youth Group Leaders

Source: Field Data, 2014

In relations to how group leaders got into positions, it was established that 28% strongly agreed while 35% of the respondents agreed that their group leaders were rightfully elected. It was also established that another 35% of the respondents perceived that group leaders don't deserve to hold their positions therefore disagreed with the statement. Pearson chi-square was used to determine whether group leaders as deserving or not deserving to hold their positions is as a result of the perception of fair elections. A chi-square value of 22.750 with a p-value less than 0.05($p=0.0001$) was obtained indicating a strong relationship.

Although there was no direct objective on youth groups formation and elections, the consideration of the above findings in this study was not to be ignored because in practice, these concerns may affect directly or indirectly the performances of group projects.

4.3.2 Leadership Styles and Practices

Leadership styles are very important as far as implementation of youth group vision, goals and objectives and subsequently project performance, according to Cole (2004). This objective was measured by looking at six group leadership styles in order to identify the leadership practices and management strategies used and subsequently, the impact of these leadership styles in performance of group projects. The data collected is presented in figure 4.6 below.

Figure 4.6 Leadership Styles

Source: Field Data, 2014

From the data gathered on leadership styles in the above table, it is established that the leadership style that is the most popular in youth groups is the situational style of leadership as indicated by 41% of respondents stated that their group leaders adopted situational leadership style followed by a combination of task-oriented and team based leadership style and participative/team based leadership style as stated by 33% and 11% of the respondents respectively. According to Dubrin (1998), situational leadership style allows situational variables to interact with a leader's personality and behaviour and the environment, Fiedler (1967) believes the solution to a managerial situation is contingent on the factors that impinge on the situation.

Participative style of leadership was seen to be practiced by 11% of the respondents' youth groups. This style of leadership also involved team-based leadership style. This indicated that participative leadership and team-based approach to leadership are not so popular with Nandi County youth group leaders and is in contrast with Gangel (1997) on the growing importance and need for team-based leadership.

Transformational leadership style was seen to be practiced by only 4% of the respondents' group leaders. This implies that most of the group leaders do not focus on the growth of the followers, rather, the main focus is the achievement of organizational goals and organizational bottom-line. Transformational leaders will focus on both organizational results as well as people. Transformational leaders will focus on both project results as well as group members. One group leader interviewed was emphatic on this and said;

“Developing and transforming other group members is as crucial as repaying loans and making profits”.

The above statement is consistent with Burns' (1978) assertion that effective leadership must focus on meeting fundamental wants, needs and aspirations of the followers as well as attaining a healthy bottom-line. Both must go together. Of importance to the above findings is the attitude, needs and expectations of the followers in their endeavours.

4.3.3 Impacts of Leadership Practices/ Styles

The respondents were then asked if the leadership styles used by their group leaders are effective or not in goal attainment. Likert scale for answering where 1= strongly disagreed, 2=disagree, 3=agree, and 4= strongly agree as shown in figure 4.7

Figure 4.7 Impacts of Leadership Practices/ Styles

Source: Field Data, 2014

In relation to the role and impact of leadership styles as leading to goal realization in youth groups, 22% of the respondents strongly disagree while 35% disagreed respectively while 19% and 24% of the respondents agree and strongly agree respectively that leadership styles and practices impact on goal attainment.

The literature reviewed especially Blagg and Young (2001) conclude that no one leadership style is right for every manager under all circumstances. The effectiveness and efficiency of the application was what is likely to generate benefits to the groups and group members (Mumford et al, 2007). It was clear indication that many

respondents have negative attitude (57%) on how group leaders apply their practices and strategies especially on control of resources through budgeting, poor planning, direction setting and organization as explained by several respondents interviewed. The degree or weight of applied leadership practices and management strategies in group projects make group members develop attitude and behavior which may explain why programs and projects were always uncompleted while others did not meet specific objectives. Success should also be defined by the group members' level of satisfaction, motivation, growth and the achievement of organizational goals (Northouse, 2007).

4.3.4 Leadership Management Skill Effectiveness

Respondents were then asked to rate their group leaders management strategies in terms of problem solving skills, co-ordination skills, organization skills, budgeting and financial management, planning skills and direction setting skills. The rating was on a Likert scale of 4 where; 1=very poor, 2=poor, 3=fairly good and 4=very good. The mean which is a measure of central tendency was used. The closer the mean is to four the more the chance that the leaders exhibited very good skills as summarized in the table 4.1 below;

Table 4.1 Leadership Effectiveness

Leadership skills	Mean	Std. Deviation	Rank
Problem solving skills	2.78	1.207	1
Coordinating skills	2.65	1.105	2
Planning skills	2.49	1.009	3

Group organizational skills	2.48	1.222	4
Direction setting skill	2.09	.952	5
Budgeting and Financial Management skills	2.07	1.117	6

Source: Field Data, 2014

From the table 4.1 above, problem solving skills was ranked the highest with a mean of 2.78, coordinating skills with a mean of 2.65 followed by planning skills with a mean of 2.49 while budgeting and financial management was rated lowest with a mean of 2.07. Deviation of responses was highest in group organizational skills giving a standard deviation of 1.222 followed by problem solving skills (1.207). A mean value of 2.50 was chosen by the researcher as cut-off point for success of group leadership effectiveness.

It is believed that group leaders good with problem solving skills and coordinating skills in their activities did well; they could survive turbulences and succeed in future because through these management strategies, they could diagnose core problems, their causes and ultimately propose viable solutions, (Murphy, 2005). The researcher was also keen on budgeting and financial management skills and direction setting skills which were ranked lowest with a mean of 2.07 and 2.09 respectively. It was evident from the standard deviation of 1.222 and 1.207 in group organizational skills and problem solving skills respectively that group leaders apply various management techniques differently and thus explains the departure and difference in performance - some youth groups are performing better than others. Group leadership that empower other group members through knowledge, competences, skills, talents, know-how,

group cohesiveness, free from conflict atmosphere and involving all members in decisions that affect the youth group have been found to perform better than others as discussed by Yukl (2002) in the literature.

4.3.5 Group Leadership Influence and Competencies

In reference to group leadership practices and management strategies, respondents were asked to indicate the extent to which they agreed or disagreed with the given statements regarding their group leaders' influential roles. The results are as summarized in table 4.2 below;

Table 4.2 Group Leadership Influence and Competencies

Leadership Influence	Mean	Std. Deviation	Rank
Competent and know what they are doing	2.60	1.361	1
Follow set rules and regulations	2.59	.719	2
Emphasize collaboration	2.54	.820	3
Set achievable goals and concrete plans	2.34	1.113	4
Emphasize the interest of the group	2.32	.840	5

Source: Field Data, 2014

The survey results above shows competency and following of rules and regulations topping with a mean of 2.60 and 2.59 and with the highest deviation of responses which stood at 1.361 and 0.719 respectively while emphasis on group interest (2.32)

and goal setting (2.34) ranking lowest. The group leadership and management strategies act to influence other group members and end up motivating or demoralizing other members. Thus, effective leadership enables greater participation of the entire workforce, and can also influence both individual and organizational performance (Bass, 1997).

Effective leader behaviour facilitates the attainment of the follower's desires, which then results in effective performance (Fiedler and House, 1988). In reality, the degree of positive leadership influence has an effect and impact on productivity and quality production (SD 1.361). Leadership influence practically impact on group members' behaviors, attitude, creativity and innovativeness, interest and involvement in active participation in group projects. Youth group leaders should adopt a paradigm shift in their quest to achieve group goals and objectives by making their organizations learning organizations in order to utilize available talents, skills, knowledge and competences. The variability (SD 1.113) in the way youth group leadership influences all the above further explains the differences in project performances in Nandi County.

The respondents in group discussion II generally concluded that the various leading youth groups in Nandi County have people who can lead better, one respondent said:

“The time for autocratic rule has passed when one man acted as a leader. The leadership today is for everyone, which is why we build strong relationships in helping our group prosper.”

These findings are in agreement with the literature from Yukl, (2002) suggestions that empowerment gives the followers a strong commitment of the task to responsibility,

feeling of belonging in an organization, optimism about their work and a greater initiative.

4.3.6 Most valued Leadership Practices

The third objective of the study was to ascertain the relationship between group leadership practices and the differences in group project performance, the area of interest was to examine valued leadership practices and management strategies in terms of whether the leaders involve members in planning and decision making, whether they are able to spell out duties and responsibilities, share information and monitor group activities and whether they appeal in sharing an exciting dream. This section examined the above practices, each practice serving as a frame from which to explore what is most valued by youth group members. Table 4.3 below gives a summary of this;

Table 4.3 Most valued Leadership Practices

Group leadership practices	Mean	Std. Deviation	Rank
Group leaders involve other members in planning for group activities and projects.	3.28	.970	1
Group leaders are able to involve us in decision making.	3.20	.969	2
Group leaders are able to share information, ideas and vision clearly.	2.96	.739	3
Group leaders are able to monitor all group activities.	2.67	.660	4

Group leaders are able to spell out duties to members.	2.45	.881	5
They appeal to members to share an exciting dream.	1.97	1.051	6

Source: Field data, 2014

It was established that the most valued practice was involvement of group members in planning for group activities and projects with a mean of (3.28) and standard deviation of 0.97. Involvement of members in decision making came second with a mean of (3.20). The lowest ranking was group leaders' ability to spell out duties to group members (2.45) and youth group leaders' appeal to share an exciting dream (1.97) with many respondents having diverse rating on it (1.051).

The disparities in response indicated by the standard deviations in table 4.3 above provide this research with valuable information as to why some youth group projects thrive while others struggle or fail. Majority of the respondents prefer group leaders who are able to involve them in planning for group activities and leaders who involve them in decision making. This finding speaks of the importance of creating a culture of collaboration, participative management and visionary group leaders who are able to share information, ideas and clearly sell their vision to other group members. (Bass *et al*, 2008)

Involvement was central to responses about relationships and decision making. By being approachable and valuing others' opinions, group leaders are able to involve many group members in the critical decisions and actions taken. The informants in focused-group discussion I said:

“It is in rare cases that group leaders take decisions without the consent of the others. Most of the things are discussed formally and if a consensus is not reached, then we go on “for a vote.” People express their feelings and thinking on what and how a particular project could be carried out. When an agreement is not reached, then the remaining option is to go for voting. In this way other group members feel happy and motivated for taking part in issues concerning the youth group”.

On the other hand, another interviewee describes examples of group leaders who provoked negativity, generated frictions and created disunity among group members and juxtaposes the example with a leadership that revolves around and is rooted in kindness and inspiration as most valued leadership practice that lead to goals attainment.

In describing involvement, respondents indicated that shared values had also been established. This component of the interview yielded rich, in-depth response where youth group leaders identified the importance of shared decision making, an aspect of transformational leadership provided time and context for trust to be built amongst the group members. Trust was identified as a critical tool for effective decision making which enabled members of the team to share their perspectives and values related to the group priorities. The sentiments were in agreement with Graetz, (2000) assertions that building of trust in an organization may lead to easy goal attainment.

Facts are also needed in decision making, said my informants in focused-group discussion II stated;

“Group members believe in truth today rather than empty words before they make anything in the group.” You need to have facts and give a vivid explanation on why you think this decision might be the best for us. One respondent said, “You do not need to have empty words when you are making a decision. Your argument should be based on clear facts for everyone to see what you mean. Our group leaders must bring out clear evidence if their opinion is to be taken; they always have to make their strategies very clear and if possible explain.”

The above sentiments are in agreement with Danielson (2002) opinions that establishing consensus on a shared vision, purpose and improvement priorities ensures the active commitment on the part of all team members to work toward common goals. Glaser and Glaser, (2009) are also in agreement that team effectiveness prescribes open communication that is assertive and task focused, as well as creating opportunities for giving and receiving feedback aimed at development of a high trust climate thus leading to the difference in group project performances.

4.3.7 Group Leaders’ Abilities and Competencies

The purpose of this section was to determine abilities and competences from group leaders in their effort to bring about positive change in their groups. Group members were also tasked to respond to abilities and actions that garnered the most respect for group leaders in their youth groups and they responded as indicated in table 4.4 below.

Table 4.4 Group Leaders’ Abilities and Competencies

Group Leaders' Abilities and Competencies	Mean	Std. Deviation	Rank
Ability to take a stand and make tough decisions	3.90	0.77	1
Ability to create a strategy or vision for success	3.64	0.98	2
Ability to motivate and mobilize a group	2.60	1.16	3
Ability to unite and bring in the problematic group members	2.41	1.09	4

Source: Field Data, 2014

Youth group leaders that were found to have important strengths in terms of taking a stand and making important decisions (3.90) and the ability to create viable strategies or visions (3.64) for success as strong points for successful group leaders. The ability to motivate and mobilize a group with a mean of (2.60) and the ability to unite all group members (2.41) were identified as lacking amongst group leaders. Hooper and Potter (1997) extend this notion by identifying seven key competences of “transcendent leaders” which enable them to engage the emotional support of their followers and thus effectively transcend change. These are; setting direction, setting an example, communication, alignment, bringing out the best in people, the leader as a change agent, providing decision in a crisis and on the ambiguous.

The table above was found by the researcher to reflect what was noted in interviews with other stakeholders. One informant in focused-group discussion II said;

“We want a group leadership that other group members are proud of, leaders who gives all other group members an opportunity to contribute their views and opinions and at the end make decisions not based on background, politics or friendship...”

This was in agreement with sentiments by an informant in group discussion I, who had earlier said,

“...We will love a leadership that shows respect, treat us fairly, involve us in group projects and listen to our suggestions; above all we want friendships, satisfaction from our accomplishments and fun in our endeavors...”

YEDF stakeholders and other organizations should identify development needs for less competent leaders and give specific attention to the development of group leaders in these roles.

4.3.8 Challenges facing Group Leadership

Challenges are inevitable in organizations and groups, they therefore are perceived to hinder smooth adoption and implementation of agenda, visions and objectives. As a result, challenges were measured by looking at the following variables: whether it was about allocation and expenditure of recourses in the youth group; whether it was the culture developed by group members; poor communication; incompetence and poor leadership and corruption in the group; whether there is lack of training and development and whether the number of members in a youth group hinders performance of group leaders and consequently performance of group projects.

Furthermore, due to importance of challenges impeding leadership practices and management strategies, Respondents were asked to rate a list of challenges on a Likert scale of 4, 1= very low extent, 2= neutral low extent, 3= neutral great extent and 4 = very great extent. Thus these questions were analyzed using the mean to identify the rank of each factor. Results are as shown in table 4.5 below;

Table 4.5 Challenges facing group Leadership

Challenges facing group Leadership	Mean	Std. Deviation	Rank
Incompetence and poor group leadership skills	3.22	.873	1
Lack of training and development in the organization	3.19	1.145	2
Allocation and expenditure of resources in the group	3.11	.679	3
Culture developed by group members	3.10	.968	4
The number of members in a group	2.99	1.047	5
Poor communication	2.70	1.067	6
Others	0.89	.541	7

Source: Field Data, 2014

Incompetence and poor leadership on the part of the group leaders was ranked first with a mean of (3.22), and one of the highest challenge that hinder group leaders from achieving their goals; lack of training and development opportunities ranked second (3.19), and Allocation and expenditure of resources in the group (3.11) being third. The number of registered members in a youth group (2.99), and Poor communication was ranked last with a mean of (2.70) having the highest standard deviation value of (1.067).

From the study findings in table 4.5 above, it was established that respondents were in agreement with statements ranked 1-4. This is attested by variables having means of 3.22 and 3.10 as measured by 4.0 Likert scale which stands for 'great extent'. However they were least sure about statements ranked 5 and 6. This is evidenced by

statements having means of 2.99 and 2.70 respectively which stands for ‘low extend’ from the Likert scale.

A close scrutiny of the above findings suggest that incompetence and poor group leadership skills; lack of training and development in the organization and allocation and expenditure of resources in the group are major challenges impeding youth groups’ projects performance. A group leader during interview schedule I noted,

“I think because of the close-knit group and because of the culture we have developed, I think there is a great relationship - members lead in all sorts of areas without being formal leaders”.

In such youth groups, the shared roles are obvious to all and it is inevitable that all members play a role. This leadership role is integral for effective communication as well as setting up smaller groups where authentic discussion can occur regarding group project improvement.

Although poor communication between them and their group leaders was ranked among the least in influencing project performance, the high standard deviation value of (1.067) points that for group projects to be completed successfully, a lot of communication in youth group endeavors must have been involved while others did contrary. It is important to have better relationships and good communication in order to promote understanding, cooperation, and teamwork. Cairns (2000) advocate a leadership approach that would allow for the development of individuals’ own interests, insights, motivations, and capabilities; all these can only be achieved through good communication.

Few group leaders in this study spoke of personal leadership failures since the interview questions concentrated on successful and positive leadership experiences, nevertheless two group leaders mentioned challenge to their leadership and what they learned from the experience. One group leader in group discussion II noted:

“...having the opportunity to lead the best group make me feel like I am a valuable asset to the group and ensure that I work as hard to maintain that...”

As a result, it is clear that for projects performances to be achieved, competent and skillful group leaders should be elected into positions. Furthermore, training and development of group leaders should be beefed up in order to increase leadership potentials and skills, these statements are corroborated by Godfrey (2002) quoting the president of the World Bank that proper governance of companies and organizations is as crucial to the world economy as the proper governance of countries.

An informant in second interview schedule opined that:

“... Several youth groups desperately need strong, reliable and genuine group leaders because most of those currently in positions are self-absorbed. Some operate according to misplaced priorities and opportunistic motives...”

The above statements are supported by Munroe (2003) recommendation that groups, institutions and organizations should place people with skills, talent and most importantly character to take the helm of responsibility because a leaders' character flow end up hurting people and performance.

Lastly, the resources and its allocation more often than not hinder the relationship among the group leaders and the other members in the youth groups. An interviewee responded;

“The funding loans are not enough for the youth group. What impedes most to envisaged plans is the funding that comes late”,

Affiliated to that, many respondents complained that the available seed money is inadequate. Almost all the respondents agreed there are many things that they need to have but because of inadequate funds, they cannot be realised. One member in the Group Discussion I aptly captured this as he observed;

“We were given only 50,000 shillings as a group and we couldn’t do much with that amount especially when it comes to greenhouse construction and tomato growing which was our initial plan. The project stalled for over two months as we tried to raise more moneys”

The above statements were in contrast with remarks by many of the officials interviewed. One senior official on his part argued that;

“The money is not the problem but the quality of ideas, innovations and management of the funds.”

In light of this, the researcher concludes that although the funds may be inadequate, proper utilization on the part of youth groups and specifically the group leaders is mandatory for the program to achieve its objectives.

4.3.9 Other variables that affect youth group projects performance

The respondents were then asked about other concerns that affected youth group projects performance in their County. Among them were: government policies and regulations; funding accessed and amounts loaned; the types of projects established and others as shown in the figure 4.8 below:

Figure 4.8 Other variables that affect youth group projects performance

Source: Field Data, 2014

The researcher carried out survey on other variables perceived to affect youth groups project performances and got the following: 60% of the respondents reported access to funding and amounts loaned as affecting group projects performance, 20% of them reported government policies and long procedures while 12.5% reported the types of projects established as other factor that affected their project performances.

The above findings from Nandi County are in congruence with other findings earlier done by Guyo *et al* (2015), Okun'gu, (2012) and Ouma *et al*, (2002) concerning challenges that YEDF projects are facing. Guyo and his group concluded that insufficient business funding was a major problem in Marsabit County; Okun'gu found lack of finances as impacting performances of youth group micro and small enterprises in Kisumu West District while Mangee, (2010) concluded that inadequate entrepreneurial training as a result of insufficient staff as the challenge being experienced in Bahari Constituency, Kilifi County. The above findings though are inconsistent with YEDF Status Report, (2011) which indicated that the Fund had

started mandatory financial training programmes to enhance sustainability of the youth enterprises.

On others, a group leader mentioned challenges to their leadership and what they learned from those experiences for example, when asked to be the group treasurer at only 19 years of age, she recalled incurring stress attributed to youth and inexperience for the task but admits benefiting from the “intensive learning opportunities.”

4.3.9 Group Leadership and General Performance of the Group

To examine whether there was a relationship between respondents’ reactions on their satisfaction with group leaders and the general performance of the youth group, a chi-square value of 26.333 with a p-value less than 0.05($p=0.004$) was obtained. This shows that there is a very strong relationship between group leadership and overall performance of the youth groups.

4.4 Conclusion

This research therefore concludes strongly that the choice of leadership styles and management strategies in youth groups is lifeline of various youth groups because through them, core problems pertaining to financial management efficiency, poor group leadership skills, and incompetence and negative cultures are overcome. The above influences the group members’ attitude and behaviors toward the leadership and consequently group projects. Leadership makes group members productive or unproductive depending on how they are approached (Yulk, 2002). From the foregoing, this study construed that the choice and quality of leadership and management explain performance gaps between youth group projects in Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the salient findings of the study based on each objective and on the basis of these, recommendations are derived. Comments about the areas that need further research are highlighted. The researcher surveyed a combination of these to find out what causes performance gaps in various youth groups' projects and how to bridge these gaps using leadership practices. The conclusions drawn from the study has been done on the basis of the independent variables and dependent variables as reflected by the research objectives and research questions of the study.

5.2 Summary of Findings

The main objective of this study was to identify the specific leadership practices exhibited by youth group leaders in Nandi County in enhancing projects performance and to examine how these specific practices affected the sustenance and performance of the established group projects. From the supported material and results of the study it was concluded that there is a significant relationship or link between leadership practices and YEDF group project performance in Nandi County, Kenya.

5.2.1 Gender of the Respondents

The findings indicated that male respondents were slightly higher than female. Although there was no direct objective on gender, the consideration of gender in the

study was not to be ignored because in practice, gender dynamics may influence leadership practices and management strategies in organizations.

5.2.2 Education Level

Education levels are important as far as leadership and management is concerned and therefore respondents were asked to indicate their levels of education. From the findings it was evident that almost all of them were literate and thus able to answer objectively the questionnaire. Depending on the group culture, they are in a position to make their thoughts known to their group leaders on issues affecting them and the projects.

5.2.3 Respondent Classification by Age

From the findings it was evident that the YEDF policy on age is being implemented accordingly. Another explanation as to why few of the respondents aged between 18-24 years were available is that most of the youth at this age bracket are still in secondary school and college or university.

5.2.4 Perceptions on Group Leadership Positions

Although there was no direct objective on youth groups formation and elections, the consideration of the above in this study was not to be ignored because in practice, these concerns may affect directly or indirectly the performances of group projects. From the findings it was evident that elections were fairly done with 63% of the respondents agreeing while a sizeable number (31%) were not pleased with how elections were done and therefore feel they do not deserve their positions, although a common understanding in the respondents' perception about electing group leaders in

their youth groups was that it was participatory and democratic. It implies that group leadership challenges begin with group formation and elections, a factor which ultimately affect group project performance and attainment of group goals.

5.3 Research Main Objectives

5.3.1 Leadership Styles and Practices

On the basis of the foregoing results concerning leadership styles used by group leaders as shown in chapter four, it is concluded that the leadership style that is most popular in Nandi Youth Groups is the situational style of leadership as indicated by 41% of respondents stated that their group leaders adopted situational leadership style followed by a combination of task-oriented and team based leadership style and participative/team based leadership style as stated by 33% and 11% of the respondents respectively. It is also established that these leadership styles had negative outcomes on group project performances because in essence, group leaders are particular about getting results and only encourage other group members to give their best to increase productivity. Only 4% of the group leaders practice transformational kind of leadership.

5.3.2 Impacts of Leadership Practices/ Styles

The second conclusion from the findings is that leadership practices/ styles have an impact on group project performances; many respondents have negative attitude on how group leaders apply their practices and strategies especially on control of resources through budgeting, poor planning, direction setting and organization as clarified by respondents interviewed. This conclusion may explain why some

programs and projects failed; others were uncompleted (plate II and III, appendix VIII) and others did not meet specific objectives. Positive effects were defined by the group members' level of satisfaction, motivation, growth and the achievement of organizational goals.

5.3.3 Leadership Management Skill Effectiveness

From the findings group leaders who are good with problem solving skills and coordinating skills activities did well; they could survive turbulences and succeed in future because through these management strategies, they could diagnose core problems, their causes and ultimately offered viable solutions while those lacking these necessary skills struggled to deliver and others ultimately failed as aptly captured by Blagg and Young (2001) in the literature and from perceptions of key informants.

5.3.4 Group Leadership Influence and Competencies

From the findings it was manifest that group members desire group leaders who are competent and know what they are doing in leading the youth group, leaders who follow rules and regulations and those that emphasize collaboration. Group leadership influence and competencies determines how other group members perceive about their leaders. On the basis of the foregoing results, it is concluded that general norms, group characteristics, everyday sociability and even trust in the youth groups is gained as a result of leadership influence and displayed competence.

5.3.5 Most valued Leadership Practices

It was clear from the findings as to why some youth group projects thrive while others struggle or fail. The study established that there is a relationship between group leadership practices and the differences in group project performance. Majority of the respondents prefer group leaders who are able to involve them in planning for group activities and leaders who involve them in decision making as ranked in the table 4.3 above. Glaser and Glaser (1992) assertion that high performance achievement is as a result of leadership practicing open communication that is assertive, task focused and with opportunity for giving and receiving feedback aimed at development of a high trust climate. Youth Groups with visionary leadership and who shared exiting dreams with other group members were also found to progress well as opposed to those without as expressed by the highest standard deviation value.

5.3.6 Group Leaders' Abilities/Competencies

From the findings it was evident that youth group members desire group leaders who are able to make tough decisions on behalf of the group, who give all other group members an opportunity to contribute their views and opinions and at the end make decisions not based on background, politics or friendship. Strategic and visionary leaders were also needed. This was in concurrence with Maxwell (2002), on the focus of successful leadership shifting from directing and making decisions alone for others to emphasis of motivation, inclusion and empowerment of followers.

5.3.7 Challenges facing Group Leadership

From analysis of results above, various challenges were identified based on the secondary data and primary data collected as constraining the performance of YEDF projects, several conclusions were drawn. It was interpreted that issues of incompetence and poor leadership skills due to lack of training ranked as first and one of the highest challenge that hinder group leaders from achieving their goals followed by how group leaders allocate and spend group resources; corruption and misappropriation of group funds was identified. Incompetent and ineffective leadership is seen to result in improper utilization of the available resources. Although poor communication between them and their group leaders was ranked among the least in influencing project performance, the high standard deviation value points that for group projects to be completed successfully and group goals to be achieved, a lot of communication in youth group endeavors must have been involved. Those who did contrary failed. It is important to have better relationships and good communication in order to promote understanding, cooperation, and teamwork. This study also conclude that funding access and loaned amounts, government policies and long procedures are among other challenges that is deemed to hold back advancement of YEDFP in Nandi County, Kenya.

It is also clear from the findings that most of the group leaders are not competent enough to implement strategies as they are unable to lead effectively resulting to/in improper utilization of the available resources especially the available human capital. Leadership influence and competence is seen to practically influence on group

members behaviours, attitude, creativity and innovativeness, interest and involvement in participation (Yukl, 2002) in group projects.

5.4 Conclusion

The study established that the YEDF program is a noble idea although it is far from meeting its objectives, it is concluded that youth group leadership practices has direct relationship with youth group members' output and that depending on the style exhibited by the group leaders, project productivity is either enhanced or stalled as a result of the group leadership roles. Overall it has been demonstrated that the leadership styles, skills, competencies and influence and abilities are absolutely essential in building up a successful youth group that is able to achieve its project goals. Whereas tasks are important for the day-to-day existence of the youth group projects, developing group members and groups are important for the long-range performance of the group projects. It is extremely important to balance the ability to get things done (tasks) with keeping the group together (people). The most successful youth groups were those that its group leaders are able to balance the two strategies. Thus, it should be extremely important for youth group leaders in Nandi County and in Kenya to balance their leadership and management styles to equally reflect much interest in group members in its pursuit to enhance group project performance and have competitive advantage.

Following the above findings the study concludes that Group leadership Practices are part of issues that affect performance of youth group projects in Kenya, positively; they add value to the systems that drive the engine of project performance. The only critical point is that leadership performance gap indicators should be diagnosed,

analyzed and strategies to solve them developed. Hence according to the researcher, Transformative Leadership theory becomes the lifeline of youth group leadership and group leaders should readjust to adopt and adapt all workable, realistic and acceptable practices because Transformational leadership changes the nature of something, elevating it to a higher level. Outcomes such as improvement, achievement, enrichment, and self-actualization are the hallmarks of effective transformational leadership; evident in this study.

Group leaders should endeavor to become role models to other group members; inspire them by providing meaning and challenge to work; stimulate their efforts to become more innovative and creative; and lastly, pay greater attention to each individual's need for achievement and growth in accordance with Chapter six of the Constitution of Kenya (2010), Article 73 touching on the guiding principles of leadership and integrity especially on sub-section 2(a), (b) and (c) on the selection of leaders on the basis of personal integrity, competence and suitability, or election in free and fair elections, should always be a good guide among others in youth group leadership selection process in Nandi County and in Kenya.

5.5 Recommendations

The YEDF program is a noble idea. Provision of YEDF loans in Kenya is still an ongoing process which has had varied impact on many youths. However, from the analysis of data, the envisaged effectiveness and improvement among the youth is far from being achieved. A number of gains and challenges have been identified in group leadership practices and therefore following the above findings, the study made the following recommendations solidly as a projection from analysis and results

interpreted by the researcher. It is a generalization that could be contested objectively or with reasons. Hence, the recommendations are discussed below.

5.5.1 Recommendations on Policy

The findings from this study have policy implications on YEDF project performance. A progressive and strong youth policy framework therefore should be developed and implemented by the government. According to UNESCO (2004) a youth policy should embody strategies that empower youth to actively influence and shape their agenda. This policy should oblige traditional decision makers to work not only for the young people but with them (ibid). An integrated and cross-cutting policy that strengthens the capacity and effectiveness to respond to the needs of youth (UN, 2012) should be supported by both the Central and the County governments now that the 2010 constitution has been fully implemented. The National Employment Authority Bill (2015) currently in parliament should be passed urgently. The youth therefore should be considered as primary actors with whom to be involved in decision making and running of group projects, not as spectators but as active agents of change. Therefore based on the findings this study suggests the following policy recommendations:

From the study findings it was established that methods and ways of choosing or electing group members into leadership positions is not clear, the survey revealed that this exercise is very important because it ends up determining group expectations, morale, support, cooperation, attitude and group members' behaviours. As a result, the ministry should develop and lay down a policy framework on how to manage and

conduct fair elections in youth groups so that transparency, integrity, fairness and gender equity is achieved. It was also established that leading and managing a big youth group of 12-15 members is difficult and demanding. Most of those interviewed, proposed that this number should be reduced to 3-7 members and therefore a policy on the same should be looked into.

Programmes of training and development for both the group leaders and other group members should be aligned with individual training needs and aspirations, Training Needs Analysis (TNA) should first be done on leadership performance gaps and thus be able to help youth group leaders to:-

- i. Be competent to perform their current roles
- ii. Identify their areas of weakness
- iii. Increase opportunities for responsibility and challenge.

The training should be sector or industry specific rather than the general training currently being offered. The “one size fits all” approach currently being used is not appropriate across the board for all youth groups and their leadership. Again, the Ministry of Education should be involved to design a curriculum that provide young people with relevant educational knowledge and skills through promotion of vocational training programs, entrepreneurship, management and leadership as well as other initiatives such as the NYS as a basis for gaining further learning.

A lot of mentoring should also be considered so as to enable the youth improve on management skills, leadership qualities, attitudes and beliefs and other abilities. The government should develop stakeholder role playing exercises to develop skills of group leaders and their members in dialogue, negotiation and conflict management so

as to achieve meaningful group participation, group project ownership, strategic decision making and group empowerment. This will strengthen the capacity of the above to enable the leaders to manage effectively and competently. Close consultation with youth development organizations should be pursued to better understand gaps in youth development practices and how these can be effectively translated into business support services. Special focus on enterprise creation and sustenance should be targeted.

The government should strengthen its capacity for Monitoring and Evaluation of YEDF projects. Reliable and timely Monitoring and Evaluation should be implemented seriously and strictly so as to understand current challenges and needs, strengths and weaknesses that may affect sustenance of the said projects as opposed to the weak supervisory mechanisms that are in place now. Emerging gaps in Policy Implementation should be addressed urgently. These are on issues touching on institutionalized corruption and misappropriation of group funds are concerns that this research recommend for redress in earnest. Strict interventions and legislations touching on corruption and abuse of office should be implemented; chapter six of the constitution should be observed especially by the youth group leadership. The government should facilitate the development of a strong regulatory framework especially on group formation, leadership competencies and skills. Evaluation and review of this policy strategy should be carried out in partnership with reputable institutions, universities and other relevant stakeholders in the youth sector.

The County government should develop a policy in consultation with the youth to ensure the needs, opportunities and capacities of youth enterprises are catered for. A policy on youth mentorship, offers of advice and leadership guidance should also be

developed to help the group leaders and members to better understand the dynamics of business and promote the value of entrepreneurship, business development and leadership.

Development of the National policy of Youth polytechnics and Vocational colleges should be hastened. These institutions should be used to offer programmes aimed at economically empowering young men and women with special focus on enterprise creation, management and leadership. Deliberate policy to review Kenyan education system to teach the youth on how to be competitive, innovative and transformational should be put in place. The government should also fast track implementation of the national internship and apprenticeship policy (now called, The National Youth Employment Authority Act of 2016) that will significantly increase the skill fund among the young people in the country in various fields of education and training.

The government (both Central and County) should put in place stringent mechanisms for awarding the high performers. Development of stringent measures to apprehend and punish those who misuse or misappropriate the youth group funds should be introduced; this study noted with a lot of concern irresponsible leadership; Prosecution of such group leaders should be hastened.

5.5.2 Recommendations for Group leaders

Given the widely documented ineffectiveness of situational leadership and task oriented styles and the results of this study, it is recommended that group leaders should discard these leadership styles in favor of transformational leadership practices because Transformational leadership calls for greater involvement in guiding other

group members to participate in organizational goals while focusing at the same time on task to be done to improve on group projects performance.

Group leaders should develop a range of management and leadership strategies that can enhance and redirect their followers' efforts and dedication towards their groups and subsequently their group projects. These strategies ought to have positive impact on management effort, empowerment, confidence, interest on group project success, input and output, skills and knowledge. Youth group leaders should adopt best leadership and management practices and styles that create conducive environment for all members to perform better as long as other group members support them. This should be done through introduction of Best Practices and Benchmarking with other well performing youth groups in Nandi County or even elsewhere in Kenya because these practices and strategies will add value to youth groups in terms of productivity and continuous improvement. James Kouzes (1987) best practices include but not limited to leaders being inspiring, honest, forward-looking, and competent.

All variables of transformational leadership style have a strong positive relationship with performance. It is therefore recommended that the goals and vision of the group should be formulated and implemented by involving all group members to participate actively especially in planning and budgeting. The above should be communicated well and clearly to ensure an understanding is reached especially on how to solve core problems and on how to achieve success through teamwork. The spirit of "teamocracy" should be adopted in order to utilize the collective strengths and abilities of all group members because group project success cannot be attained by singular person doing singular things. Teamwork and communication has a lot of

impact on group members' effectiveness and productivity therefore group leaders should be able to do the same well within their groups.

Succession plans should be put in place so as to enable smooth take-over of group leadership. Youth Groups should avoid over dependency on only a few talented individuals who are skilled and knowledgeable because new and brighter ideas are lost when these people leave especially for further education as was noted with concern in this study.

5.5.3 Suggestions for Further Research

The researcher recommends further in-depth study in the area of Leadership Practice and specifically Management Strategies in Kenya. This study was descriptive and so there is a need to conduct a detailed inquiry in this area using other methodologies.

Future studies should also consider having a bigger sample which would help cover other Counties that were excluded in this study; a comparative study is highly suggested before generalizations are made in order to ascertain or not whether the effects of group leadership transcends to other sub-counties and counties in Kenya.

The impact of Devolution and Decentralization governance in Kenya on performance of YEDF projects should be looked at.

A comparative study between youth group funding and individual funding method of financing youth businesses projects by YEDF.

REFERENCES

- Arnold C.H. (1996). *The Strategy and Concept process: A Pragmatic Approach*, (2nd ed.) New Jersey, Prentice Hall.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders' impact follower attitudes and behaviours. *Leadership Quarterly*.
- Babbie, W. and Mouton, R. (2001). *Interviewing as qualitative research: a guide for researchers in Education*. Teachers College Press. New York.
- Bass, B. M. and Avolio, B. J. (1994). Re-examining the components of transformational and transactional leadership using the multifactor leadership questionnaire. *Journal of Occupational and Organizational Psychology*.
- Bass, B.M (1998). Transformational Leadership: Beyond Initiation and Consideration. *Journal of Management*.
- Bass, B.M., Avolio, B.J. and Steidmeir, P. (2008). Improving Organizational Effectiveness through Transformational Leadership, Thousand Oaks, CA:Sage Publication.
- Bhargava, S. (2003). *Transformational Leadership: Value-based management for Indian Organizations*. New Delhi: Response Books- Sage publications.
- Blagg, G. and Young, R. (2004). "Managerial Incompetence: *Is There a Dead Skunk on the table?*" Working Paper. St. Paul, MN: West Publishing Company.
- Bless, M. and Higson, S. (2000). The good research guide for small-scale research projects. (2nd ed.). Milton Keynes: Open University Press.
- Brown, O. and Keeping, M. (2005). Follower –Centered Perspectives on Leadership. Champaign- Urbana. U.S.A.
- Buckley, A. (1993). The Essence of Small Business. Prentice Hall International, UK
- Burns, A. (1999). Collaborative Action Research for English Language Teachers. Cambridge University Press.
- Burns, J. M. (1978). Leadership. Harper and Row. New York.
- Burns, J.M. (2003). Transforming leadership: *A new pursuit of happiness*. Atlantic Monthly Press. NY.
- Bwisa, H. M. (2010). *Towards the Improvement of Entrepreneurship Education in Africa*. Paper presented at the JKUAT Scientific, Technological and Innovation Conference, JKUAT, November, 2010.

- Cairns, M. (2000). *Competency Theory Leadership*. New Straits Times-Management Times. New York.
- Calder, M. (1977). *Contemporary Leadership Theories: Enhancing the understanding of Leadership as Attributed Quality*. Oxford University Press.
- Chapman, J.A. (2002). *A Framework for Transformational Change in Organizations*. Leadership & Organization. New York.
- Chemers, S. (2000). *Management of Organizational Behavior: Leading Human Resources* (9th ed.). Upper Saddle River, NJ: Pearson Education.
- Chen, F. and Francesco, D. (2000). *Participative leadership by American and Chinese managers in China: The role of leadership*, Journal of Management Studies; Vol. 43.
- Clemmer, J. and McNeil, E. (1990). *Leadership skills: New techniques to improve organizational effectiveness for every manager*. London; Piatkus Books.
- Coenjaerts, C.E., C. Ernst, M. Firtuny and D. Rei (2009). "Youth Employment", *Youth Employment Network*, OECD.
- Cohen, L., Mansion, L. and Morrion, K. (2007). *Research Methods in Education* (6th edition). London and New York: Routledge.
- Cole, B. (2004). *Principles of human resource management*: Prentice hall Book Publishers.
- Conger, N. (1998). *A theory of Leadership effectiveness*. McGraw-Hill: Harper and Row Publishers
- Cooper, D. and Schneider, P. (2008). *Business Research Methods* (8th edition): New Dheli. MacGrow Hill.
- Creswell, J. (2008). *Research Design; Qualitative, quantitative and Mixed methods Approaches* (5th edition). Thousands Oaks, London: Sage Publications.
- Danielson, C. (2002). *Performance Management: Academic Achievement*. Alexandria, VA.
- Daresh, (2002). *Cognitive asymmetry in employee emotional reactions to leadership behaviors*. The Leadership Quarterly
- Dimma, W.A. (1989). *Leadership, Business Qualities*; Business Quaterly Report, Winter 23(2), pp.20-41.121.
- DTI (2000). *National Strategy for Fostering Entrepreneurship*. The Department of Trade and Industry, Pretoria South Africa. *Economic Literature*.

- Dubrin, A.J. (1998). *Leadership: Research Findings, Practice and Skills* (7thed.) *Journal of Social Psychology* Mason, O.H, South Western. Boston
- Einarsen, N.T., Hellriegel, D., Jackson, S.E. and Slocum, J.W. (2007). *Bullying and Harassment in the Work Place: Development in Theory and Research*. Carry Cooper Publishers.
- Fiedler, F.E. (1967). *Situational Theory: A theory of leadership effectiveness*, New Jersey: Prentice Hall.
- Fiedler, F.E. and House, R.J. (1988). *Leadership Theory and Research*, A Report of Progress – International Review of Industrial and Organizational Psychology.
- Gangel, K.O. (1997). *Team Leadership in Christian Ministry*. Moody Press, Chicago.
- George, C. (2004). *Effective Strategies of Crime Prevention: The Case of Durban S.A* UN-Habitat. Nairobi.
- Glaser, J. & Glaser, B. C. (2009). Developing adaptive teams: A theory of dynamic team leadership. In E. Salas, G. F. Goodwin, & C. S. Burke (Eds.), *Team effectiveness in complex organizations*. New York.
- Glosing, J. and Mintzberg, H. (2001) *The Five Minds of a Manager*. Harvard Business Review. December 2001, product no. 8334.
- Godfrey, M. (2002). *Governance, Leadership and Institutional Change: Corporate Governance in World economy*. World Bank. New York.
- Goleman, D. (2002). *Leadership that gets results*. Harvard Business Review, 78(2) (March), pp 78-90.
- Graetz, F. (2000) *Strategic Change Leadership. Management Decision*. Greenberg Publishers. New York.
- Greenberg, N. and Barron Kelly (2008). *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow*. Sage Publications, Leadership Quarterly.
- Guyo Nguta, H. and Mbugua, Z. (2013). Factors Influencing Loan Repayment Default in Micro Finance Institutions: The Experience of Marsabit County, Kenya. *International Journal of Applied Science and Technology*. Volume 3, Number 3, March 2013.
- Hendel, S. (2005). *Leadership Qualities and Organizational Transformation*. Chicago, Moody Press.
- Hooper, P. and Potter, J. (1997). *The Business of Leadership*, Aldershot: Ashgate Publishing Company.
- Hoy, W.K. and Miskel, C.G. (2001). *Educational Administration: Theory, Research and Practice*. 6th edition, New York: McGraw-Hill.

- Hughes, R.L. and Curphy, G.J. (2006). *Leadership: Enhancing the lessons of good management*. Sloan Management Review, NJ.
- International Labour Organization, (2014). *The Context: A growing spotlight on global youth issue p. 4*.
- Johns, D. and Saks, L (2005). *The New Leadership: Managing Participation in Organizations*. Englewood Cliffs, NJ: Prentice-Hall.
- Jones, M. and George, B. (2004). "Review of Leadership and Decision Making". *Sloan Management Review*.
- Kerfoot, T. (2004). Towards a theory of leadership practice. *Journal of Curriculum Studies*.
- Kothari, C.R. (2004). *Research Methodology, Methods and Techniques*, second edition, New Delhi, Wishwa Prakashan Publishers.
- Kotter, P. John (1996). *Good Management Controls Complexity; Effective leadership*
- Kotter, P. John (2001). *The Leadership Factor*. New York: Free press, Collier Macmillan.
- Kouzes, J.M., and Posner, B.Z. (1987). *The leadership Challenge: How to get extraordinary things done in organizations*. San Francisco: Jossey-Bass Publications.
- Kuada, D. (2010) *Management in Africa: Macro and Micro Perspectives. International Journal of Business*.
- Leedy, M. and Ormond, D. (2001). *Research Design and Methodology*. Pearson Edu. Limited. England.
- Likert, R. (1961). *New Patterns of Management*, McGraw-Hill.
- Lord and Miller (2000). *Essential Theories of Motivation and Leadership*. Armonk: M.E. Sharpe.
- Luis, C. (2008). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*.
- Mangee, D. (2003). *Leadership and power: Identity Processes in Groups and Organizations*. UK- Sage Publications.
- Mangee, Jocelyn (2010). *Determinants of Effective Utilization of Youth Enterprise Development Fund. A Case of Bahari Constituency Kilifi County, Kenya*. Published M. A. Project Planning and Management Department of Extra Mural Studies (<http://ems.uonbi.ac.ke>)

- Maxwell, J., C. (2002). *Leadership without Easy Answers*. Cambridge, MA: Harvard University Press.
- Mburu, F. (2008). *The Viability of Youth Enterprise Development Fund as an Empowerment Tool for Youth Entrepreneurs in Informal Sector in Ruiru Division, Kenya*, Unpublished M.A. Sociology Report. University of Nairobi, Kenya.
- McClelland, W. and Burnharm, U. (2003). Linking Leader Personality with Group Dynamics: *Leader Process Directiveness*. New Jersey: Prentice Hall.
- McConnell, B. (1995). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*.
- Merriam, S.B. (1998). *Qualitative Research and Case study Applications*. Jossey-Bass, San Francisco.
- Ministry of Youth Affairs (2006). "Kenya National Youth Policy, 2006, Nairobi." *Working Paper* No. 66, International Policy Centre.
- Minzberg, G. (1993). *The New Leadership Managing: Participation in Organization*, New Jersey: Prentice Hall.
- Mishler, E. (2006). *Research Interviewing: Context and Narrative*, (8thed.) Cambridge Mass. Harvard University Press.
- Mokaya, D. (2010). Search for an Employment-Oriented Growth Strategy: A Discussion, *Economic and Political Weekly*, Vol. 25 Development. Nairobi: Government Printer.
- Mokaya, M.W. (2010). *Tackling Youth Unemployment in Kenya*. OSI New Simon African Voices Scholar, Woodrow Wilson Center.
- Mugenda, O. and Mugenda, L. (2003). *Research Methods. Qualitative and Quantitative Approaches*, AcTs Press Nairobi.
- Muijs, F. and Harris, W. (2006). *Performance Management Model, A system-based approach to system quality*, the international *Journal of Public Sector Management*, Volume 13, No. 1, pp.19-12
- Mulford, R. (2003). *Leadership and Mobilizing Potential, Human Resource Management*. International Journal of Global Business; 10(1): 8-16.
- Mullins, L. (2006). *Management and Organizational Behaviour*, London: Pitman Publishing.
- Mumford, D., Jackson, S.E. and Slocum, J.W. (2007). *Management*, Cincinnati: South- Western College Publishing.

- Munroe, M. (2003). *The Power of Character in Leadership: How Values, Morals and Principles affect Leaders*. Whitaker House. New Kensington. PA.
- Murphy, D.A. (2005). *Emotions and leadership: The role of emotional intelligence*, Human Relations. Journal of Applied Social Psychology.
- Mwita, D. (2000). *Business Performance Measurement*. McGraw Hill. New York.
- Nathan, C. (1996). *Leader Positive Mood and Group Performance: The Case of Customer Service*. Journal of Applied Social Psychology.
- National Statistic Bureau (2007). *Poverty Alleviation in Rural Kenya Monitoring Report*, Kenya Bureau of statistics report, Government printing press. Nairobi.
- National Statistics Bureau (2007). *Economic Recovery Strategy for Wealth and Employment Creation, 2007–2012*. Kenya National Bureau of Statistics. Nairobi.
- National Youth Charter (2013). *Tackling Youth Unemployment in Kenya*. OSI New Simon African Voices, Woodrow Wilson Center.
- National Youth Policy (2007). Kenya National Assembly Hansad. Republic of Kenya.
- Neumann, W. (1997). *Social Research Methods: Qualitative and Quantitative approaches*. Boston, Allyn and Bacon Publications.
- Ninalowo, A. (2003). “Democratic Governance, Regional Integration and Development in Africa”. Development Policy Management Forum, Feb. 2004. Addis Ababa.
- Njonjo, K.S. (2010). *Youth Fact Book: Infinite Possibility or Definite Disaster?* Institute of Economic Affairs-Kenya. Nairobi.
- Nohria, N. (1992). *Situational Factors in Leadership*. Columbus: Ohio State University Bureau of Educational Research.
- Northouse, Peter (2007). *Leadership: Theory and Practice* (4th edition). Thousand Oaks.
- Nzelibe, D.M. (2001). *Research Methods in Administrative Science*. Choba-Port-Harcourt; University of Port-Harcourt Publishing House.
- O’Toole, J. (1996). *Leading Change: The Argument for Value-based leadership*. San Francisco: Jossey-Bass.
- Ochola, M., (2011). *Influence of Youth Enterprise Development Fund on Economic Empowerment of Youth in Bondo District, Kenya*. Unpublished M.A. PPM Report. University of Nairobi, Kenya.

- Odhiambo, A. A. (2013). *Factors Influencing Performance of Youth Owned Micro Enterprises in Siaya, Kenya*. Unpublished M.B.A Report. University of Nairobi, Kenya.
- Okun'gu, K. (2012). *Investigation to Sustainability Challenges of youth Group Micro and Small Enterprises in Kisumu West District*. Unpublished M.B.A report. Kenyatta University, Nairobi, Kenya.
- Oso, W.Y. (2009). *A General Guide to Writing Research Proposal and Report*. Options Printer and Publishers.
- Ouma R, Osana P, Mullumba F. (2002). *The Status of Youth and children in Kenya: A Review of the Implementation of Agenda 21 in Kenya*. Kenya NGO Earth Summit 2002 Forum, Nairobi.
- Preziosi, R.C. (1996). *Value-based Leadership for the 21st Century*. San Diego, CA: Pfeiffer & Co.
- Rajotte, G. A. (1996). *Exploring Corporate Strategy*, (6th ed.) Prentice Hall. London
- Republic of Kenya (2008a). *Analytical Report: 2005–06 Labour Force Survey*. Central Bureau of Statistics. Ministry of Planning.
- Republic of Kenya (2008). *First Medium Term Plan: Kenya Vision 2030—A Globally Competitive and Prosperous Kenya*, Nairobi: Office.
- Republic of Kenya (2010). *The Constitution of Kenya*. Attorney General. Government Printer, Nairobi.
- Republic of Kenya (2010b). *Kenya Population and Housing Census 2009, Volume I*. Nairobi: Kenya National Bureau of Statistics.
- Republic of Kenya (2010). *Kenya Population and Housing Census 2009, Volume II*. Nairobi: Kenya National Bureau of Statistics.
- Riesman, C. (1993). *Narrative Analysis*, Newbury Park: Sage Publications.
- Robert, J. (2008). *Path-goal theory of leadership: Lessons, legacy, and a Reformulated Theory*. Ashgate Publishing. Oxford.
- Robson, B. (2008). *Partnership, Collaborative Planning and Urban Regeneration*. Ashgate Publishing. Oxford.
- Rosemary, K.M. (2010). *Stimulating Youth Entrepreneurship in Kenya*. Unpublished M.B.A report. Kenyatta University, Nairobi, Kenya.
- Saunders, M., Lewis, P., Thornhill, A., (2007). *Research Methods for Business Students*, Third Ed. Pearson Edu. Limited, England.

- Shcermerhorn, K.R., Hunt, J.G. and Osborn, R.N. (2000). *Organizational Behaviour*, 7th edition, New York: John Wiley & Sons Inc.
- Siegel R, Siegel E & MacMillan, B. (2003). Characteristics distinguishing high-growth ventures. *Journal of Business Venturing*, 8(2), 169-180.
- Silverman, D. (2003). *Interpreting Qualitative Data*. London: Sage publications
South African Journal of Business Management.
- Smircich, M. and Morgan, R. (2002). *Personality and Leadership Behavior*. Reading, Mass.: Addison-Wesley.
- Stogdill, D. (1998). *Leadership skills: New techniques to improve organizational effectiveness for every manager*. London; Piatkus Books.
- Tichy, N.M and Devanna, M.A (1986). *Transformational Leadership*. John Wiley and Sons. New York
- Tizard, J. (2001). *Seamless Change: Leadership Practice*. *Journal of curriculum studies*.
- Tobias, M. (2000). *Perceptions: Fundamentals of Awareness*, Praeger, Washington DC.
- Towler .M (2003). *Organizational Culture, Macro and Micro Empowerment Dimensions*. Universal Publishers. CA.
- UN Report (2010). *Chronic Poverty in Sub-Saharan Africa: Achievements, Problems and Prospects*. Institute for Development, Policy and Management. Manchester.
- UN World Youth Report (2012) *Youth Unemployment: Youth Perspective on Pursuit of Decent work in changing times*. Published by the UN Department of Economic and Social Affairs (UNDESA).
- United Nations World Youth Report (2012) *Taking Charge of Change*. United Nations Publication, New York.
- Vroom, Victor H., Jago, Arthur G. (1988). *The New Leadership: Managing Participation in Organizations*. Englewood Cliffs, NJ: Prentice-Hall.
- Wang, H., Tsui, A. Xin, K. R. (2011). *CEO Leadership behaviors, Organizational Performance and Employees' attitudes*. *The Leadership Quarterly*, 22, 92-105.
<http://doi.org/c9b7mz>.
- World Bank (2007). *Building Effective Employment Programs For Unemployed Youth*. Washington DC.
- Yamane, T. (1969). *Statistics: An introductory Analysis*, 2nd Ed., New York: Harper and Row.

- YEDF (2009). Enterprise Development Unit (ED- Brochure) 2009, Nairobi Kenya.
- YEDF (2013). Youth Enterprise Development Fund Status Report: 2011. Nairobi, Kenya.
- YEDF Status Report (2011). Youth Enterprise Development Fund Status Report. Nairobi: Government Printer.
- Yukl, G. A. (2002). Leadership in Organizations (4th edition). Englewood Cliffs, NJ: Prentice-Hall.

APPENDIX I: QUESTIONNAIRE DESIGNED FOR GROUP MEMBERS

Dear Respondent,

This questionnaire is designed to assist the researcher to make an objective assessment of *the impact that Group Leadership Practices and Management Strategies have on performance of youth groups' projects in Nandi County*. The exercise is basically academic and your answers would be treated with the utmost confidentiality they deserve. Your maximum co-operation is highly anticipated.

Please express your views by ticking the box appropriate to your response. There are no right or wrong answers – your opinion based on your personal experience is what is needed. Thank you in advance for your co-operation.

Cosmus Kemboi

Background Information

Youth group project name (optional) _____

Gender: Male ☐ Female ☐

Age 18- 24 ☐ 25-29 ☐ 30-34 ☐ 35 and above ☐

In which constituency is your youth project located?

Aldai ☐ Chesumei ☐ Emgwen ☐ Mosop ☐ Nandi Hills ☐ indirect ☐

Have you ever held any leadership position in your group? Yes ☐ No ☐

What level of formal Education have you obtained? Basic Education ☐ Secondary ☐

College Diploma ☐ University Degree ☐

GENERAL QUESTIONS

Indicate your level of agreement with the following statements by ticking on the appropriate box.

Do you think your group leaders deserve their positions? Yes ☐ No ☐

Were they elected democratically and or fairly? Yes ☐ No ☐

Don't know ☐

Are they are in their positions because of politics?

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

They are the owners or initiators of the group

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

SECTION A – Objective I

Which leadership style do you think your group leaders use in your youth groups?

(Please tick only one option)

Leadership style/ practices	Tick (☐)here
Task-oriented leadership	
Participative leadership/ Team-based leadership	
Transformational leadership	
A combination of task-oriented and team –based leadership	

Do you agree the leadership style that you have ticked above is effective in goal attainment?

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

How do you rate your group leaders in terms of?

Management skills	Very poor	Poor	Fairly Good	Very Good
Problem solving skills				
Co-ordinating skills				
Organization skills				
Budgeting and financial management				
Planning skills				
Direction setting skills				

From the table above which leadership and management skill would you greatly value and believe can help your group leaders to achieve group goals and objectives? **(Tick once only)**

- Problem solving skills ☐
- Co-ordinating skills ☐
- Organization skills ☐
- Budgeting and financial management ☐
- Planning skills ☐
- Direction setting skills ☐

In your opinion, what leadership actions from the options below garner the most respect for your group leaders? Use scales 1, 2, 3&4 (1=highest; 4=lowest)

Ability to take a stand and make tough decisions ☐

Ability to bring in the numbers ☐

Ability to come up with a strategy or vision for success ☐

Ability to mobilize and motivate a group ☐

In your opinion, what do you think should be done to address short-comings in terms of leadership skills?

SECTION C- Objective II

To what extent do you agree or disagree to the following statements in relations to your group leaders' leadership practices and management strategies?

Leadership Strategies	Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
They are competent and know what they are doing in leading the youth group.				
They do things strictly in accordance with rules and procedures				
They Emphasise collaboration in group goals achievement and in day to day running of the group projects.				
They emphasise the interest of the group and are committed				
Set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that the group				

work on.				
----------	--	--	--	--

SECTION D- Objective III

Group leaders involve other members in planning for group activities and projects.

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

Group leaders are able to spell out duties and responsibilities to other group members.

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

In terms of communication, the group leaders are able to share information ideas and vision clearly.

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

Group leaders involve us in making decisions relating to group project improvement.

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

The group leaders able to monitor all the group activities so as to be accomplished as planned.

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

They appeal to other group members to share an exciting dream of the future actively

listen to diverse points of view. Strongly Disagree ☐ Disagree ☐ Neutral ☐

Agree Strong ☐ Agree

On a scale from 1 to 4 indicate the level of satisfaction that you have with your group leaders in overall. Not very satisfied ☐ Not satisfied ☐

Moderately satisfied ☐ highly satisfied ☐

SECTION E- Objective IV

Do you think that the performance of Youth Group Projects is negatively affected by group leadership practices and management strategies?

Strongly Disagree ☐ Disagree ☐ Neutral Agree ☐ Strongly Agree ☐

How would you rate the general performance of your group projects?

Very poor ☐ Poor ☐ Fairly good ☐ Very good ☐

Indicate the extent to which you agree with the factors that hinder your group leaders from achieving their goals. Use scale of 1 to 5 where; 1= Very low extent; 2= Low extent; 3 Average extent; 4=Great extent; 5=very great extent

Challenges facing group leadership	Very Low extent	Low extent	Great extent	Very great extent
The allocation and expenditure of resources in the group				
The culture developed by group members				
The strategic leadership of the youth group /incompetence and poor leadership				
Lack of Training and development in the organization				
Poor communication				
The size of the group (number of members)				

What else do you think affect performance of group projects? (Rank them from 1-4, one being the highest rank)

i. Funding access and amount loaned ☐

ii. Government policies and procedures ☐

iii. The type of projects established ☐

iv. The general state of country's economy ☐

v. Others(explain)_____

_____ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ _____

What other leadership issues do you think are of concern to you, that the YEDF management and group leaders should address?

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ _____

End

(Thank You Very Much for Your time)

Appendix II: INTERVIEW QUESTIONS FOR GROUP LEADERS

How was the youth Group formed/established?

How did you get into leadership position?

What are your major responsibilities as group leader?

What part do you play in achieving group targets?

How do you help in accomplishing goals?

How do you use leadership practises in business growth of the organization?

How do you measure the performance of the projects and group members?

Tell me your experiences when decision making has not been successful.

Do you think the size of the group is a challenge to you as group leaders?

What are the challenges that you as group leaders face?

What measures have been put in place to address the challenges?

What policy changes do you think should be done to YEDF and UWEZO?

End

(Thank You Very Much for Your time and attention)

Appendix III: INTERVIEW QUESTIONS FOR OTHER STAKEHOLDERS

What are the challenges facing the implementation of YEDF policy?

What are the duties and roles of DY0?

What are the problems and leadership challenges that youth group leaders in your county are facing?

How are youth group projects Monitored and Evaluated?

What and how can the County government be involved in youth policy formulation and implementation?

What are the possible solutions to these challenges?

What other policy concerns should be looked into by both the county and central governments?

Are there gaps in the policy that should be filled?

End

(Thank You Very Much for Your time and attention)

Appendix IV: QUESTIONS FOR FORCUSED-GROUP DISCUSSIONS

How are group leaders chosen/ selected?

What are the duties and roles of your group leaders?

What values and personal traits or characteristics do you look for in a leader?

What kind of leadership is your group experiencing?

What are the leadership challenges and problems that youth group leaders are facing?

How are decision reached in your groups?

How is the concept of teamwork affecting performance or your group?

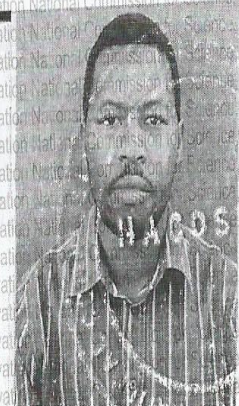
End

(Thank You Very Much for Your time and attention)

Appendix V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. COSMUS KIPKETER KEMBOI
of MOI UNIVERSITY, 807-30300
kapsabet, has been permitted to
conduct research in Nandi County
on the topic: GROUP LEADERSHIP
PRACTICES AND MANAGEMENT
STRATEGIES ON PERFORMANCE OF
YOUTH GROUP PROJECTS IN KENYA:
CASE OF NANDI COUNTY
for the period ending:
31st December, 2015

Permit No : NACOSTI/P/15/2522/5398
Date Of Issue : 8th April, 2015
Fee Received : Ksh 1,000



Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

Appendix VI: Map of Nandi, Kenya

Source: Softkenya.com

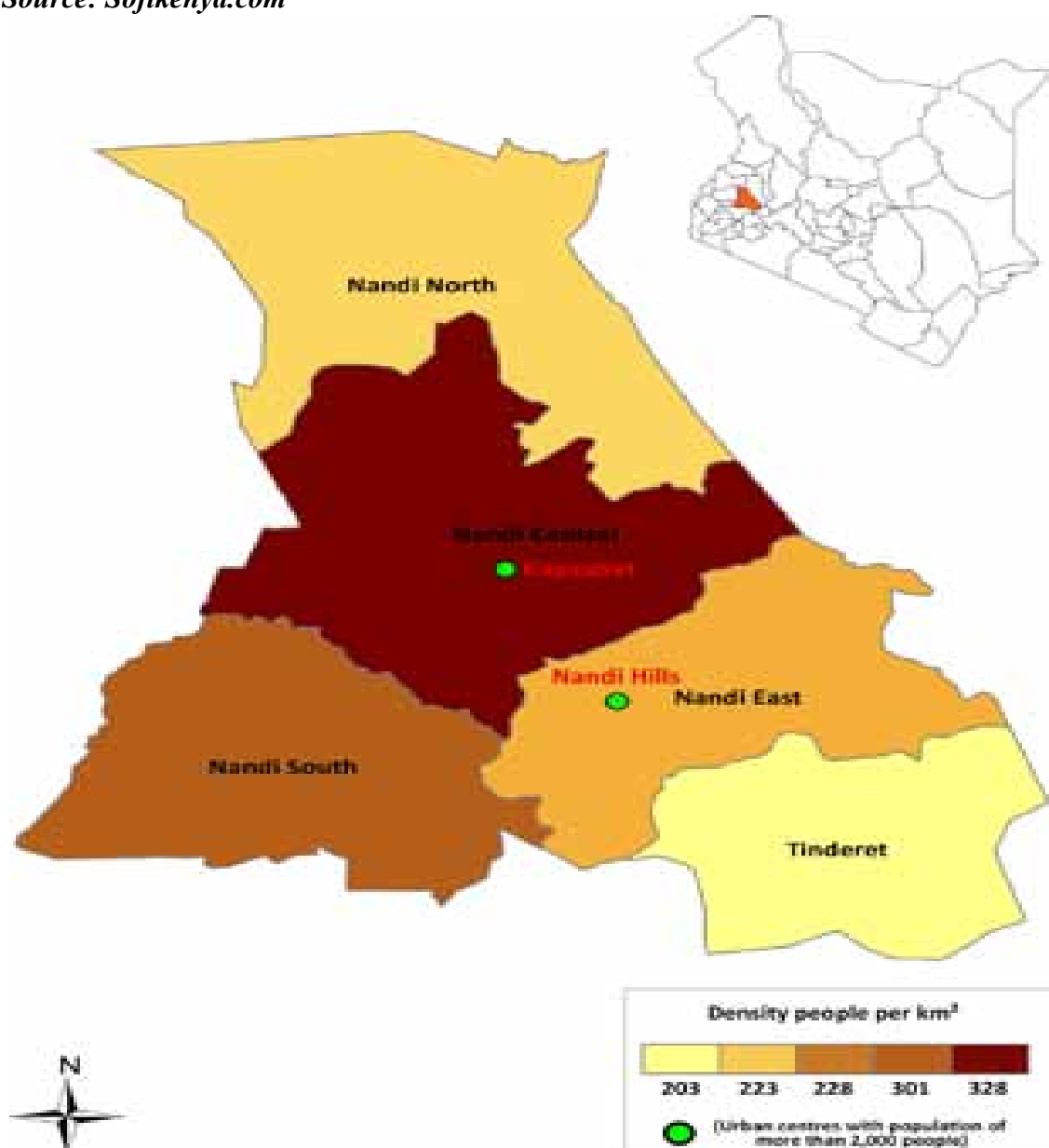




Plate I

Source: Field Data, 2014

Appendix VIII: SUCCESSFUL YOUTH PROJECT



Plate II
Source: Field Data, 2014

