Participation in County Budget Making Process and Economic Well-Being Among the In Youth in West Pokot County, Kenya.

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ABSTRACT
Public participation has gained prominence in modern days due to the belief that it contributes to accountability and enhanced service delivery. Many countries around the world have enacted public participation laws which have mandated the governments to prioritize public participation. Kenya, like other countries around the world has made public participation mandatory during budget making process. The Constitution of Kenya 2010, the county Government Act 2012, Public Finance Management Act 2012 and Public Participation Act 2016 all explain how public participation should be conducted. However, the participation of youth in public participation forums has been poor. Several factors have been identified to contribute towards poor youth participation in budget making process. This study sought to investigate participation in budget making process and well being of youths in West Pokot county, Kenya. The study focused on determining the effect of access to information on well being of youths in West Pokot county to find out the effect of youth’s knowledge and skills on well being of youths in West Pokot county, to explore the influence of youth attitude on well being of youths in West Pokot county, Kenya, to assess the effect of process location on well being of youths in West Pokot county, Kenya. The study targeted the youth aged between the ages of 18-35 in the four constituencies in West Pokot County namely: Kacheliba, Pokot South, Kapenguria and Sigor constituency. The target population for this study were youth and the county government officials particularly from the department of youth and finance especially those in charge of public participation during budget making process. Descriptive research design was used and purposive sampling adopted to obtain the sample size. The study test was conducted in West Pokot County involving 120 respondents. Out of the 120 questionnaires distributed 94 were returned for analysis. The study concluded that there is a significant relationship between access to information regarding budget making process and economic wellbeing of the youths and that there is increase of up to 0.307 units in youth economic wellbeing for each unit of increase in access to information information. The study further concluded that the youth’s knowledge and skills has a significant effect on youth economic wellbeing based on $\beta_2 = 0.073$ (p-value = 0.061 which is greater than $\alpha = 0.05$). Subsequently, the study results showed that youth’s attitude had significant estimation coefficients based on $\beta_3 = 0.674$ (p-value = 0.000 which is less than $\alpha = 0.05$), implying that we accept the hypothesis that a significant relationship exists between the youth’s attitude and youth economic wellbeing. Finally, study concluded that there is a significant relationship between process location and youth economic wellbeing. This was supported by the findings, as process location had a positive and significant effect youth economic wellbeing at $\beta_4 = 0.327$ (p-value = 0.000 which is less than $\alpha = 0.05$). Based on the results, the study recommended the following: County Government in collaboration with the other stakeholders should consider creating awareness among the youth on importance of participating in public participation events. The study also recommended that the county government should find a way in which the views of the less educated can be addressed because they also have some concerns that the county government must address. Another research can be conducted to broaden the scope of the study to other counties to find out whether youth’s perception, information availability and citizen’s perception determine youth participation in budget making process.

Keywords: access to information, youth’s knowledge and skills, youth’s attitude, process location
1.0 INTRODUCTION

1.1 Background of the Study
The idea of including citizens in the local budgetary decision making process was invented first in Brazil in the city of Porto Alegre in 1989 (Baiocchi 2020). Since then the concept spread over Brazil to other countries of Latin and North America, Asia, Africa and finally Europe (World Bank 2017). The prominence gained by this concept emanates from the belief that it enhances transparency, ownership accountability and closes the existing gap between, governments, civil society organizations, private sector and the general community (Moseti 2022).

Public participation denotes processes in which individuals, groups, and organizations have the opportunity to participate and take part in the conduct of public affairs that affect them, or in which they have an interest. Globally it has been gaining traction since the 1960s as a way of promoting democracy and facilitating ownership of development processes for sustainability and legitimacy. Active citizen participation indicates a democratic and all-inclusive society and is referred to as the backbone of a flourishing liberal democracy. In budget making process, public participation is seen as a decision making process where citizen deliberate and negotiate over distribution of public resources (Marzuki, 2019).

International Association of Public Participation notes that public participation takes place when individuals, or a group of people affected by a decision are involved in decision making. The purpose is not only to encourage the ordinary people to meaningfully contribute their input in decision-making (VAGO, 2019), but also makes the process hands-on, inclusive, deliberative, apparent, accountable and communicative (Blanc, 2020).

The global perspective on youth participation in budget-making processes reveals a growing recognition of the importance of involving citizens in shaping their communities' development. In the Netherlands, a historical case demonstrated the value of public engagement in decision-making, as a lack of it led to significant delays and protests during a major infrastructure project (Nyagah & Njoka, 2022). In Malaysia, involving youth in policy-making, including budgeting, is seen as crucial for their development and engagement in national progress (Kamaruddish, Jae & Ali, 2018). Similarly, Bangladesh emphasizes public participation for accountability and recommends involving all stakeholders, including youth and women, in decision-making (Munyao, 2019; Sharma, 2018). In New Zealand, public participation is vital in community development projects, as demonstrated by the failure to engage the public resulting in resistance and project reevaluation (Blanc, 2020). Germany has adopted participatory budgeting to enhance local governance, focusing on neighborhood-level investments and transparency (Franzke, 2017).

Regionally, Africa is recognizing the effectiveness of participatory budgeting in decentralization and social accountability (Nabatchi et al., 2017). In South Africa, democratic developments have spurred various citizen engagement mechanisms to promote development and democratic accountability (Reutener & Fourie, 2019). In Nigeria, the absence of public participation in budgeting has led to poor project outcomes and resource mismanagement (Abwao & Gichure, 2017). In Tanzania, youth participation is linked to addressing their specific needs in community development initiatives (Jero, 2019).

At the local level in Kenya, public participation is a central pillar of the constitution and a cornerstone of democracy, allowing citizens to engage in decision-making processes (RoK, 2010). However, there are challenges, including stalled projects, court cases, and low participation levels, highlighting the need for improved public engagement processes (Karimi, 2019). In some rural areas with high illiteracy rates and economic challenges, participation remains low, posing difficulties for planners and service providers (Nyagah & Njoka, 2022).

1.2 Statement of the Problem
Kenya has made significant strides in putting in place legal frameworks that enhance participatory development through promulgation of Constitution of Kenya 2010. Public Finance Management Act of 2012, provides for county governments to engage the public in budget making process including the youth. Despite the importance of participatory budgeting, the link between public participation and budget implementation is missing in Kenya because
counties have variations in budget implementation (Jason, 2019). Kituyi (2021) also postulate that despite its support in the legislative framework in Kenya, the process faces challenges characterized by low participation rates. Similarly, Wandaka, Mungai and Odindo (2020) supported the claim that participatory budgeting has been a struggle and the whole process is seen as just symbolic.

The existing research gaps in the previous works also inspire this interrogation. Some of the previous studies focused on other economies thus presenting a contextual research gap. For instance, Mohammadi, Norazizan and Nikkhah (2018) in Iran, Waheduzzaman (2021) in Bangladesh, Hayrapetyan (2019) in Armenia, Juliana (2014) in Brazil and Herian (2011) in United States of America. Locally, the study by Imbo and Kiruthu (2019) focused on Kenya National Assembly while Moi (2019) focused on governance of projects presenting contextual and conceptual research gaps respectively. Other studies for instance, Mbithi, Ndambuki and Juma (2019) and Marine (2018) used secondary data thus presenting methodological research gap. To fill the gaps, this study sought to investigate the influence of youth participation in budget making process in West Pokot County, Kenya.

1.3.1 General Objective of the study
This study sought to investigate youth participation in county budget making process and wellbeing among the youth in West Pokot County, Kenya.

1.3.2 Specific objectives of the study
1. To examine the effect of access to information during county budget making process on economic well-being among youth in West Pokot.
2. To establish the effect of youth’s knowledge and skills on participation in budget making process in West Pokot County, Kenya.
3. To explore the influence youth’s attitude on participation in budget making process in West Pokot County, Kenya.
4. To assess the effect of process location on participation in budget making process in West Pokot County, Kenya.

1.4 Research hypotheses
Ho1: Access to Information on budget making process does not have a statistically significant effect on well-being among the youth in West Pokot County
Ho2: Youth’s knowledge and skills does not have a statistically significant effect on participation in budget making process
Ho3: Youth’s attitude does not have a statistically significant effect on participation in budget making process.
Ho4: process location does not have a statistically significant effect on participation in budget making process.

1.5 Scope of the Study
The study to assess the influence of youth participation in Budget making process in West Pokot County was conducted between January to March 2023. The study focused on the following variables: information availability, youth’s knowledge, youth attitude, and process location. The dependent variable was participation in the budget making process. Geographically, the study was conducted in West Pokot County and it targeted the youth aged between the ages of 18-35 in the four constituencies in West Pokot County namely: Kacheliba, South Pokot, Kapenguria and Sigor constituency. The target population for this study were youth and the county government officials particularly from the department of youth and finance especially those in charge of public participation during budget making process. Descriptive research design was used and purposive sampling was used to obtain the sample size.

LITERATURE REVIEW

2.1 Theoretical Framework
2.1.1 Sustainable Livelihoods Theory
Sustainable livelihoods theory is a conceptual framework that emerged in the late 1990s, primarily developed by the Department for International Development (DFID) in the United Kingdom. This theory aims to understand and improve the well-being of individuals and communities in the context of poverty and development. At its core, the sustainable livelihoods approach emphasizes the diverse assets, strategies, and capabilities that people employ to achieve sustainable livelihoods in the face of various challenges, including economic, social, and environmental factors (DFID, 2019).
The central tenet of this theory is the recognition of multiple livelihood assets that individuals and communities possess. These assets are categorized into five core components: human, social, natural, physical, and financial (DFID, 2019). Human assets refer to skills, knowledge, and health, while social assets encompass social networks and relationships. Natural assets pertain to natural resources like land and water, physical assets include infrastructure and equipment, and financial assets involve income and savings.

One of the strengths of the sustainable livelihoods theory is its holistic approach to poverty alleviation. By considering various asset types and their interactions, the theory offers a comprehensive understanding of livelihood dynamics. Additionally, it underscores the importance of external influences, such as policies and institutions, on livelihood strategies (Scoones, 2018).

Critics argue that the sustainable livelihoods approach can be overly complex and challenging to operationalize. Some have questioned its applicability in different cultural and geographical contexts (Ellis, 2020). Nevertheless, it remains a valuable framework for assessing and promoting sustainable development and poverty reduction strategies.

In conclusion, sustainable livelihoods theory provides a multifaceted perspective on poverty and development, focusing on assets, strategies, and external factors. Its incorporation of ecological and social dimensions makes it a relevant framework for this study as participation in budget making process is a means of prioritizing funded activities that improves economic outcomes among community members.

2.2.2 Social Exclusion Theory

Social exclusion theory is a concept that has gained prominence in social sciences and policy discussions, particularly in understanding and addressing issues of inequality, marginalization, and poverty. Rooted in the works of social theorists like Emile Durkheim and Pierre Bourdieu, this theory seeks to elucidate the processes through which individuals or groups are systematically prevented from participating fully in various aspects of society (Sen, 2019).

The core idea of social exclusion theory is that exclusion is not solely about economic deprivation but extends to social, political, and cultural dimensions. It encompasses the idea that people can be excluded from access to resources, opportunities, and decision-making processes, leading to their alienation from the broader society (Room, 2019).

One of the significant strengths of this theory lies in its multidimensionality. It acknowledges that exclusion is not limited to just one aspect of life but rather operates across interconnected domains, including education, employment, healthcare, and civic engagement (Silver, L. et al., 2022). Moreover, social exclusion theory underscores the structural and systemic nature of exclusion. It highlights the role of social institutions, policies, and power dynamics in perpetuating or mitigating exclusionary processes (Levitas, R. et al., 2017).

Critics of the theory argue that it can be overly broad and lacks clear operational definitions, making it challenging to apply in practice. Additionally, the concept's subjective nature makes it susceptible to varying interpretations and measurements (Bonvin, J.M. & Farvaque, N., 2017).

In conclusion, social exclusion theory provides a valuable framework for understanding the multifaceted nature of exclusion in society. It emphasizes the need for comprehensive, multidimensional approaches to address issues of inequality and marginalization across various domains of life. This is relevant to the study as it provides a foundation for participatory development which yields positive economic outcomes.

2.2.3 Youth Empowerment Theory

Youth empowerment theory is a framework that highlights the importance of providing young people with the knowledge, skills, resources, and opportunities necessary to take control of their lives, make informed decisions, and actively participate in their communities (Zeldin et al., 2020). It advocates for the inclusion of young people's
perspectives, ideas, and opinions in decision-making processes at individual, community, and societal levels (Checkoway & Richards-Schuster, 2019).

This theory promotes active involvement in activities that promote personal growth, leadership development, and community engagement, fostering a sense of ownership and responsibility (Maton, 2008). It recognizes and builds upon the strengths, talents, and assets that young people possess, rather than focusing solely on deficits (Benson et al., 2017).

Youth empowerment theory has gained significance as a response to the recognition that involving young people in decision-making and community development can lead to positive outcomes, including improved self-esteem, increased civic engagement, and reduced risky behaviors (Zimmerman et al., 2019).

Empirical research in this field has demonstrated the positive impact of youth empowerment programs on various outcomes, such as academic achievement, mental health, and social capital (Zeldin et al., 2015).

However, challenges exist in implementing youth empowerment theory effectively. These include ensuring authentic youth participation rather than tokenism, addressing power imbalances, and creating supportive environments that allow young people to thrive (Kenny et al., 2019).

In conclusion, youth empowerment theory underscores the importance of nurturing the agency and capabilities of young people to actively engage in shaping their own lives and communities. It is a valuable framework for designing interventions and policies aimed at promoting positive youth development and civic participation.

2.2.4 Political Economy Theory

Political economy theory is a multidisciplinary framework that explores the interactions between politics, economics, and society to understand how institutions, policies, and power dynamics influence economic outcomes and social well-being (Stiglitz, 2017).

It recognizes that political actors, including governments, interest groups, and policymakers, play a significant role in shaping economic policies and regulations (Acemoglu & Robinson, 2006). This theory analyzes how economic resources, such as wealth and income, are distributed within societies and how political processes can impact this distribution (Piketty, 2014). Political economy theory highlights the importance of institutions, such as legal systems and property rights, in determining economic outcomes and development (North, 1990). It examines the power relationships within society and how they influence economic decision-making and resource allocation (Dahl, 1961).

Political economy theory has evolved over time, leading to various approaches and schools of thought, including classical political economy, Marxist political economy, and institutional political economy. These approaches offer different lenses through which scholars and policymakers can analyze economic and political phenomena. Contemporary political economy research addresses critical issues such as income inequality, globalization, environmental sustainability, and the role of multinational corporations in shaping economic policies (Milanovic, 2016).

However, the field of political economy is not without its challenges. Critics argue that it can be overly complex and abstract, making it difficult to apply in practical policy contexts. Additionally, interpretations and policy prescriptions can vary widely based on ideological perspectives (Durlauf & Blume, 2008).

In conclusion, political economy theory provides a valuable framework for understanding the intricate relationships between politics and economics. It is essential for analyzing and addressing pressing issues related to economic development, inequality, and governance.
2.2 Conceptual Framework

Access To Information.
- Access to internet
- Awareness campaigns
- Transport and communication

Knowledge & Skills
- On budgeting procedures
- On public financial management

Youth Attitude
- Political motivation
- Trust on county leadership
- Belief in value of their input

Process Location
- Rural and urban set-up
- Online location
- Offline location

Well-being
- Employment status
- Income levels
- Education and skills

Figure 2.1 Conceptual Framework
2.4. Review of Variables

2.4.1 Access to information

Access to information is crucial for successful public participation, particularly among youth. Kugonza and Mukobi (2011) emphasized that timely information access is vital for citizens to attend participation events and prepare their contributions. Kaseya and Kihone (2016) stressed that public participation holds the government accountable, requiring accessible information. Karimi's study (2017) in Embu County confirmed that access to information significantly influences youth participation, suggesting methods like civic education, printed posters, and media. Omolo (2010) and TI (2014) supported this, highlighting how information empowers citizens to contribute effectively. However, in Turkana County, inadequate and untimely information hindered participation, leading to poor contributions (Karimi, 2017).

2.4.2 Youth’s knowledge and skills

Several studies have explored the relationship between youth knowledge and their participation in public processes, particularly in community projects and development initiatives. For instance, Angba et al. (2009) conducted research in Rivers State, Nigeria, and found that better-educated youth were more active in community projects compared to less educated ones. They used structured questionnaires in 27 communities, establishing a significant correlation between socio-demographic characteristics, education, and youth participation in community water projects. Ovwigho and Ifie (2004) and Onweagba (1990) also supported the idea that education positively influences youth participation in community development. Nelson et al. (1990) noted that educated youth actively participated in government rural development programs, suggesting education's importance in community development engagement. However, findings are inconsistent in some studies. Sarri and Trihopoulou (2005) observed that education levels affect how youth perceive development issues and motivate them to engage. Conversely, an OECD conference in 2004 suggested that well-educated youth might be less likely to participate in community affairs. Carter (2000) highlighted that inadequate education and training, particularly for girls in rural settings, hinder youth participation in community-based activities. In summary, education plays a complex role in shaping youth participation in community development, with varying effects depending on context and cultural factors.

2.4.3 Youth’s attitude

Effective youth participation in public activities, like budget making, hinges on understanding their perceptions. Kitui's (2021) study in Kenya found that citizens with negative views of participatory budgeting tend to skip meetings, believing it lacks value for county development due to government's disregard for their input. Similarly, Mohammed, Norazizan, and Mikkah (2018) in Iran highlighted that citizens' participation depends on how they perceive its relevance to their needs. Aboelanga's (2017) study in Egypt emphasized that involving citizens in project implementation is crucial but hindered by the belief that their opinions aren't valued. In Uganda, Kasozi and Mulindwa (2013) found access challenges and skepticism due to perceived ineffectiveness. Conversely, Moi (2019) discovered that citizens' expectations drive participation in Kenya's Nandi and Elgeyo Marakwet counties, indicating the importance of perception in governance.

2.4.4 Process location

Several studies have examined the impact of youth organizations on youth participation in the county budget-making process. These organizations play a significant role in mobilizing and empowering young people to engage in civic activities, including budget-related matters.
For instance, Smith and Johnson (2018) conducted a study in Kenya and found that youth organizations serve as important platforms for educating and mobilizing young people about budgetary processes. They provide training, awareness campaigns, and advocacy opportunities, which enhance the capacity of youth to participate effectively.

Additionally, research by Brown et al. (2019) highlights that youth organizations often act as intermediaries between young people and government institutions. They facilitate communication, bridge information gaps, and help youth navigate complex bureaucratic processes, thereby making participation more accessible.

Moreover, the study by Williams and Davis (2020) emphasizes the role of youth organizations in advocating for youth-specific budget allocations. These organizations lobby for funding of youth-oriented programs and services, which can directly benefit their constituencies.

In conclusion, the existing literature suggests that youth organizations play a crucial role in enhancing youth participation in the county budget-making process in Kenya. They provide education, mobilization, and advocacy avenues, ultimately increasing the influence of young people in shaping budgetary decisions.

2.4.5 Youth’s Economic well-being

There are several research studies and literature available on the economic well-being of youth. One interesting study is conducted by Johnson et al. (2019), which examines the impact of financial literacy programs on the economic well-being of youth. This study found that participating in financial literacy programs positively influenced the financial knowledge, skills, and behavior of youth, leading to improved economic well-being.

Another study by Smith (2020) explores the relationship between youth employment and economic well-being. The findings suggest that gaining employment at a young age can have long-term positive effects on the economic well-being of youth, including increased income, financial stability, and opportunities for career advancement.

The study by Smith (2017) found that high youth unemployment rates in Africa have been a persistent challenge. This phenomenon significantly affects the economic well-being of young Africans as it limits their income and career prospects (Jones & Brown, 2019). Access to quality education has been identified as a crucial factor in improving the economic well-being of African youth (Ndiaye et al., 2018). Education equips young people with skills needed for better employment opportunities (Adebayo & Oyekola, 2020).

The study conducted in Nigeria by Adeniyi & Olawumi (2016) found that entrepreneurship programs and initiatives play a vital role in enhancing the economic well-being of African youth. The findings concur with Kibet & Chepkwony (2018) who found that Youth-led start-ups and small businesses contribute to job creation and income generation.

The study by Makoni & Matondo (2019) found that gender disparities in economic well-being among African youth persist, with females often facing greater challenges. Addressing gender inequalities is essential for promoting economic well-being for all youth (Mwangi & Kabiru, 2021). Various African governments have implemented youth-focused policies and programs to enhance economic well-being (Okumu, 2020). Evaluating the effectiveness of these policies is essential for informed decision-making (Nkansa et al., 2017).

2.5 Critique of existing literature

The study focused on reviewing the literature concerning public participation. The reviewed literature has shown that access to information is very crucial in enabling the youth to participate in the public participation forums (Karimi, 2017). However, the reviewed literature has not demonstrated clearly how youth can access information by specifying the kind of channels to be used.
Concerning the youth’s knowledge, the reviewed literature has clearly demonstrated that there exist a strong correlation between the youth’s knowledge and participation in public participation process. The literature reviewed has failed to categorically identify the level of education that is crucial for enhanced public participation. Additionally, the study has not any recommendations pertaining to those with inadequate levels of education since their opinion have to count during public participation process.

The study has shown that youth’s attitude such as the economic activity of an individual have significant effect on their participation in public participation. The literature however, failed to show how to what extent can youth’s attitude affect public participation.

Finally, the reviewed literature showed that process location has significant effect on public participation and generally on economic wellbeing of the youths. The study showed that process location crucial in enabling the youth to participate in public participation (Maika & Iraivo, 2018). However, the literature has failed to show how specified time for public participation and to make it mandatory for youth to participate in the process.

2.6 Research gaps

Many authors have elaborate their view on global and regional context while neglecting the local examples like some local regions in Kenya including West Pokot county which gives a clear understanding about the factors participation in the budget making process and economic wellbeing of the youths in Kenya. Therefore, this study concentrated mainly on factors influencing youth participation in the budget making process in West Pokot County. It is becoming a major problem in understanding the youth participation in governance issues in development projects especially in the local level. This study helped to fill the gap by analyzing the factors influencing youth participation in the budget making process in Kenya.

3.0 RESEARCH METHODOLOGY

This study employed a descriptive research design, which involves the measurement, classification, analysis, comparison, and interpretation of data. It sought to establish the relationship between youth participation in the county budget-making process and their economic well-being in West Pokot County, Kenya. The study collected data from a population of 163,877 youths aged 18-35 in four sub-counties. Purposive sampling was used to select 120 respondents, and data was collected using closed-ended and open-ended questionnaires. The research instruments were validated by their relevance to the study topic, and reliability was ensured through a pilot test. Statistical Package for Social Sciences (SPSS) v.5.4 was used for data analysis, including multiple regression analysis to examine associations between dependent and independent variables, such as access to information, youth's knowledge and skills, youth's attitude, and process location, all influencing youth well-being. Because there were four independent variables in this study the multiple regression models generally assumed the following equation:

\[ Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon \]

Where:

- \( Y \) = youth well-being
- \( \beta_0 \) = constant; \( \beta_1, \beta_2, \beta_3 \) and \( \beta_4 \) = regression coefficients
- \( X_1 \) = access to information
- \( X_2 \) = Youth’s knowledge and skills
- \( X_3 \) = Youth’s attitude
- \( X_4 \) = process location
- \( \varepsilon \) = Error Term
4.0 FINDINGS AND DISCUSSIONS

4.1 Response Rate
In this study, a total of one hundred and twenty (120) questionnaires were distributed in 5 constituencies in West Pokot County. Out of the 120 questionnaires that were distributed, 94 were satisfactorily filled, 7 were not satisfactorily completed and 19 were unreturned for analysis. The ninety four (94) questionnaires that were satisfactorily filled and returned for analysis yielded a return rate of 78.33 percent. This questionnaire return rate was very reliable response rate to enable generalizations of the study findings. This agrees with Zikmund et al., (2010) who noted that a response rate of 70 percent and above is a reliable response rate(Charles, & Ochieng, 2023).

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Questionnaire Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactorily Filled</td>
<td>94</td>
<td>78.33</td>
</tr>
<tr>
<td>Not Satisfactorily Filled</td>
<td>7</td>
<td>5.83</td>
</tr>
<tr>
<td>Unreturned</td>
<td>19</td>
<td>15.83</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2 Demographic data

4.2.1 Name of the constituency
The study sought to find out the name of the constituency where the respondents were drawn from. The study found that 35.5 percent were from Pokot South Constituency, 24.6 percent from Kapenguria Constituency, 14.5 percent from Kacheliba constituency, and 26.4 percent were from Sigor constituency. This means majority of the respondents who took part in the study were from Pokot South Constituency.

4.2.2 Age of the respondents
The study was also interested in finding out the age of the respondents. The study found that 13.4 percent of the respondents were aged between 18-24 years, 37.6 percent were aged between 25-30 years while 49.0 percent were aged between 30-35 years. This means majority of the respondents who took part in the study were aged between 30-35 years.

4.2.3 Gender of the respondents
The study further sought to find out the gender of the respondents. The results obtained showed that 36.8 percent were females, while 63.2 percent of the respondents were males. This implies that majority of the respondents who took part in the study were males.

Table 4.2: gender of the respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>59</td>
<td>63.2</td>
</tr>
<tr>
<td>Females</td>
<td>35</td>
<td>36.8</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3 Presentations of the findings

4.3.1 Access to information
The first objective of this study was to examine the effect of access to information availability on economic wellbeing of the youths. In determining this objective, the respondents were requested to respond to several statements regarding access to information.

First the respondents were asked to indicate whether the county government provides the information regarding public participation in the budget making process. The results obtained revealed that 21.4 percent of the respondents indicated that the county government provides information regarding public participation, while 79.6 percent of the respondents indicated that the county government does not provide information. This means the county government does not provides the information regarding public participation in the budget making process.
Table 4.3: information availability

<table>
<thead>
<tr>
<th>The county provides information about public participation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>20</td>
<td>21.4</td>
</tr>
<tr>
<td>NO</td>
<td>74</td>
<td>79.6</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100</td>
</tr>
</tbody>
</table>

The study further sought to find out the level of access to information pertaining public participation. The respondents were asked to select their level of access to information on the scale of high, moderate, low and I don’t know. The study established that 30.4 percent of the respondents indicated that their level of access to information is high, 26.7 percent was moderate, 34.3 percent their level was low, while 8.6 percent indicated that they didn’t know about their level of access to information concerning public participation. This means majority of the youth to some extent have access to information concerning public participation meetings.

The study was also interested in finding out how information on public participation is communicated. The respondents were asked to indicate the kind of channel which the county government communicates to the youth about public participation. The finding of the study showed that 8.3 percent of the respondents stated that the communication is made through radios and televisions, 50.3 indicated that communication is made through posters, 29.4 percent indicated that communication is made through social media such as Facebook, whatsapp and Twitter. On the other hand, 12.0 percent of the respondents noted that communication is made through public Baraza’s. This shows that communication concerning public participation is commonly communicated through posters.

Table 4.4: How information is communicated

<table>
<thead>
<tr>
<th>Channel of communication</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radios/TV</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>Posters</td>
<td>56</td>
<td>60.3</td>
</tr>
<tr>
<td>Social media</td>
<td>27</td>
<td>29.4</td>
</tr>
<tr>
<td>Public Baraza’s</td>
<td>11</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100</td>
</tr>
</tbody>
</table>

The study also sought to find out the preferred channel of communication. The respondents were asked to indicate their preferred channel of communication. The results obtained showed that 66.3 percent of the respondents prefer social media, 10.7 percent prefer posters, and 12.3 percent prefer Radio and Television, while 10.7 percent of the respondents prefer public Baraza’s. This means that the youth prefer social media as a channel of communication.

The first objective of this study was to find out the effect of access to information regarding budget making process and economic wellbeing of the youths. The respondents were asked to respond to several statements regarding access to information.

First the study sought to find out whether the county government’s timelines in releasing information. The results obtained indicated that 24.4 percent of the respondents strongly agreed, 36.6 percent agreed, none of the respondents were neutral, 19.5 percent disagreed, while 19.5 percent strongly disagreed. These findings show that the county government’s timeliness in releasing information seems moderately agreed upon.

The study was also interested in finding out whether the county government avails information regarding its track record and the development plans. The results obtained showed that 58.5 percent of the respondents strongly agreed, 14.6 percent agreed, 2.4 percent of the respondents were neutral, 22.0 percent disagreed, while 2.4 percent of the respondents strongly disagreed. This means the availability of information regarding the county’s track record and development plans is highly agreed upon.

The study further sought to find out whether the county government readily avails information on public accounts. The results obtained revealed that 29.3 percent of the respondents strongly agreed, 41.3 percent of the respondents agreed, 4.9 were neutral, 9.8 disagreed, while 14.6 percent strongly disagreed. This means information on public accounts has a mix of responses, with a significant portion in agreement.

The study was also interested in finding out whether the information available to the public is reliable. The findings of the study showed that 36.6 percent of the respondents strongly agreed, 19.5 percent agreed, 17.1 were neutral, 14.6 percent disagreed, while 12.2 percent strongly disagreed. This means the Perceptions about the reliability of public information are varied, with a notable portion in agreement.

The study further sought to find out whether the county government conducts public participation awareness on participatory budgeting. The study found that 24.4 percent strongly agreed, 39.0 percent agreed, 9.8 percent were
neutral, 17.1 disagreed, while 7.3 percent strongly disagreed. This means the views on the positive impact of youth access to budget information on economic well-being are mixed.

The study was interested in finding out whether youth having access to budget information positively impacts their economic wellbeing of the community. The findings of the study showed that 39.0 percent strongly agreed, 24.4 percent of the respondents agreed, none of the respondents was neutral, 31.7 percent of the respondents disagreed, while 12.2 percent of the respondents strongly disagreed. This means youth having access to information regarding budget positively impact the economic wellbeing of the community.

Subsequently, the study sought to find out whether access to information about the budget making process positively affects youth economic prospects. The findings of the study obtained indicated that 17.1 percent wellbeing of the strongly agreed, 19.5 percent wellbeing of the cagreed, 22.0 percent wellbeing of the c were neutral, 31.7 percent disagreed, while 9.8 percent wellbeing of the strongly disagreed. This means access to information about the budget making process doesn’t positively affect youth’s economic prospects.

Moreover, the study sought to find out whether youths have easy access to information about the county budget making process. The findings of the study revealed that 24.4 percent wellbeing of the cstrongly agreed, 17.1 percent wellbeing of the cagreed, 9.8 percent wellbeing of the c were neutral, 36.6 percent wellbeing of the cagreed, while 12.2 percent of the respondents strongly disagreed. This means youths don’t have easy access to information about the budget making process.

Finally, the study sought to find out whether the information about the budget process is clear and understandable. The findings of the study revealed that 24.4 percent wellbeing of the cstrongly agreed, 36.6 percent of the respondents agreed, none of the respondents were neutral, 19.5 percent wellbeing of the cdisagreed, while 19.5 percent wellbeing of the strongly disagreed. This means the information about the budget making process is clear and understandable.

### Table 4.5: Access to information

<table>
<thead>
<tr>
<th>Statement</th>
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<th>D</th>
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</tr>
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<tbody>
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<td>The county government is timely in releasing information</td>
<td>24.4</td>
<td>36.6</td>
<td>0</td>
<td>19.5</td>
<td>19.5</td>
</tr>
<tr>
<td>The county readily avails information showing its track record and the development plans</td>
<td>58.5</td>
<td>14.6</td>
<td>2.4</td>
<td>22.0</td>
<td>2.4</td>
</tr>
<tr>
<td>The county government readily avails information on public accounts</td>
<td>29.3</td>
<td>41.5</td>
<td>4.9</td>
<td>9.8</td>
<td>14.6</td>
</tr>
<tr>
<td>The information available to the public is reliable</td>
<td>36.6</td>
<td>19.5</td>
<td>17.1</td>
<td>14.6</td>
<td>12.2</td>
</tr>
<tr>
<td>The county government conducts public awareness on participatory budgeting</td>
<td>24.4</td>
<td>39.0</td>
<td>9.8</td>
<td>17.1</td>
<td>7.3</td>
</tr>
<tr>
<td>Youth having access to budget information positively impacts the economic wellbeing of our community.</td>
<td>39.0</td>
<td>24.4</td>
<td>0</td>
<td>31.7</td>
<td>12.2</td>
</tr>
<tr>
<td>Access to information about the budget-making process positively affects youth economic prospects.</td>
<td>17.1</td>
<td>19.5</td>
<td>22.0</td>
<td>31.7</td>
<td>9.8</td>
</tr>
<tr>
<td>Youth have easy access to information about the county budget-making process</td>
<td>24.4</td>
<td>17.1</td>
<td>9.8</td>
<td>36.6</td>
<td>12.2</td>
</tr>
<tr>
<td>The information about the budget process is clear and understandable to me</td>
<td>24.4</td>
<td>36.6</td>
<td>0</td>
<td>19.5</td>
<td>19.5</td>
</tr>
</tbody>
</table>

### 4.3.2 Knowledge and skills

The second objective of this study was to find out the extent in which knowledge and skills affects youth’s economic wellbeing. The respondents were asked to respond to several statements regarding knowledge and skills.

First the respondents were asked to give their opinion on whether youth having knowledge about the budget making process is important for their livelihoods. The study findings showed that 12.3 percent of the respondents strongly agreed, 36.6 percent of the respondents were neutral, 9.8 percent were neutral, 17.1 percent of the respondents disagreed, while 24.4 percent strongly disagreed. This means youth having knowledge about the budget making process is important for their livelihoods.

The study was also interested in finding out whether youths are confident in their understanding of the budget making process. The findings of the study revealed that 19.5 percent of the respondents strongly agreed, 19.5 percent of the respondents agreed, none of the respondents were neutral, 36.6 percent disagreed, while 24.4 percent of the respondents strongly disagreed. This means youths are not confident in their understanding of the budget making process.

Subsequently, the study sought to find out whether youths actively seek information or education about the budget making process and it’s impact on their financial situation. The study established that 2.4 percent of the respondents strongly agreed, 22.0 percent agreed, 2.4 percent of the respondents were neutral, 9.8 percent of the respondents
disagreed, while 58.5 percent of the respondents strongly disagreed. This means youths do not actively seek information or education about the budget making process and it’s impact on their financial situation.

The study further sought to find out whether having knowledge about budget making process gives the youth a competitive advantage in the job market or entrepreneurship. The findings of the study showed that 12.2 percent of the respondents strongly agreed, 14.6 percent of the respondents agreed, 17.1 percent of the respondents were neutral, 19.5 percent of the respondents disagreed, while 36.6 percent of the respondents strongly disagreed. This means having knowledge about budget making process doesn’t give the youth a competitive advantage in the job market or entrepreneurship.

The study was also interested in finding out whether youths have noticed a direct positive impact on their economic fortune as a result of their knowledge about budget making process. The findings of the study revealed that 7.3 percent of the respondents strongly agreed, 24.4 percent agreed, 17.1 percent of the respondents were neutral, 9.8 of the respondents disagreed, while 39.0 percent of the respondents strongly disagreed. This means youths have not noticed a direct positive impact on their economic fortune as a result of their knowledge about budget making process.

Moreover, the study was interested in finding out whether the views of the less educated youths are respected during public participation forums. The results of the study obtained indicated that 9.8 percent of the respondents strongly agreed, 24.4 percent of the respondents agreed, none of the respondents were neutral, 24.4 percent of the respondents disagreed, while 39.0 percent of the respondents strongly disagreed. This means the views of the less educated youths aren’t respected during public participation forums.

The study was also interested in finding out whether the youths understand the budget making process in West Pokot County. The findings of the study obtained showed that 9.8 percent of the respondents strongly agreed, 12.2 percent of the respondents agreed, 7.3 percent were neutral, 14.6 percent of the respondents disagreed, while 56.1 percent of the respondents strongly disagreed. This means the youths don’t understand the budget making process in West Pokot County.

The study further sought to find out whether of the youths are aware of the sources of revenue for in West Pokot County. The study findings showed that 19.5 percent of the respondents strongly agreed, 36.6 percent of the respondents agreed, none of the respondents were neutral, 31.7 percent of the respondents disagreed, while 9.8 percent strongly disagreed. This means the Youths aren’t fully aware of the sources of revenue in West Pokot County.

The study was also interested in finding out whether youths know how county government allocates funds for different projects and services. The study revealed that 17.1 percent of the respondents strongly agreed, 19.5 percent of the respondents agreed, 22.0 percent were neutral, 31.7 percent of the respondents disagreed, while 9.8 percent strongly disagreed. This means to small extent youths know how county government allocates funds for different projects and services.

Subsequently, the study sought to find out whether youth economic situation is stable. The findings of the study obtained indicated that 12.2 percent of the respondents strongly agreed, 36.6 percent of the respondents agreed, 9.8 percent of the respondents were neutral, 17.1 percent of the respondents disagreed, while 24.4 percent strongly disagreed. This means majority of the Youths have a divided opinion about the stability of their economic situation.

Finally, the study sought to find out whether youths have access to economic opportunities in West Pokot County. The results of the study obtained indicated that 19.5 percent of the respondents strongly agreed, 19.5 percent of the respondents agreed, none of the respondents were neutral, 36.6 percent of the respondents disagreed, while 24.4 percent strongly disagreed. This means youths don’t have access to economic opportunities in West Pokot County.

**Table 4.6 Knowledge and Skills**

<table>
<thead>
<tr>
<th>Statement</th>
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<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth having knowledge about the budget-making process is important for their livelihoods</td>
<td>12.3</td>
<td>36.6</td>
<td>9.8</td>
<td>17.1</td>
<td>24.4</td>
</tr>
<tr>
<td>Youth are confident in their understanding of the budget-making process</td>
<td>19.5</td>
<td>19.5</td>
<td>0</td>
<td>36.6</td>
<td>24.4</td>
</tr>
<tr>
<td>Youth actively seek information or education about budget making and its impact on their financial situation.</td>
<td>2.4</td>
<td>22.0</td>
<td>2.4</td>
<td>9.8</td>
<td>58.5</td>
</tr>
<tr>
<td>Having knowledge about budget-making gives the youth a competitive advantage in the job market or entrepreneurship</td>
<td>12.2</td>
<td>14.6</td>
<td>17.1</td>
<td>19.5</td>
<td>36.6</td>
</tr>
<tr>
<td>Youth have noticed a direct positive impact on their economic fortune as a result of their knowledge about budget-making</td>
<td>7.3</td>
<td>24.4</td>
<td>17.1</td>
<td>9.8</td>
<td>39.0</td>
</tr>
<tr>
<td>Views of the less educated youth are respected during public participation forums</td>
<td>9.8</td>
<td>24.4</td>
<td>0</td>
<td>24.4</td>
<td>39.0</td>
</tr>
<tr>
<td>Youth understand the budget-making process in West Pokot.</td>
<td>9.8</td>
<td>12.2</td>
<td>7.3</td>
<td>14.6</td>
<td>56.1</td>
</tr>
<tr>
<td>Youth are aware of the sources of revenue for in West Pokot County.</td>
<td>19.5</td>
<td>36.6</td>
<td>0</td>
<td>31.7</td>
<td>12.2</td>
</tr>
</tbody>
</table>
The study established that the respondents have mixed perceptions about the youth can participate in budget making process since they believe in the county government leadership transparency. The study found that 26.9 percent of the respondents strongly agreed, 24.4 percent of the respondents agreed, 12.2 percent were neutral, 26.8 percent of the respondents disagreed, while 22.0 percent of the respondents strongly disagreed. This means the youths can participate in budget making process since they believe in the county government leadership transparency.

The study further sought to find out whether the county government takes the youths contribution seriously. The findings of the study revealed that 10.6 percent of the respondents strongly agreed, 16.4 percent of the respondents agreed, 33.0 percent of the respondents were neutral, 29.1 percent of the respondents disagreed, while 10.9 percent of the respondents strongly disagreed. The study established that the respondents have mixed perceptions about the government taking youth contributions seriously.

The study was also interested in finding out whether youths can participate in participate in budget making process since the youths believe in the county government leadership’s accountability. The study found that 32.4 percent of the respondents strongly agreed, 29.4 percent of the respondents agreed, 13.3 percent of the respondents were neutral, 17.6 percent disagreed, while 7.3 percent of the respondents strongly disagreed. This means youths can participate in budget making process since the youths believe in the county government leadership’s accountability.

The study further sought to find out whether youth desire to influence policies drives their willingness to participate in budget making process. The response obtained indicated that 6.7 percent of the respondents strongly agreed, 20.3 percent of the respondents agreed, 37.2 percent of the respondents were neutral, 28.8 percent of the respondents disagreed, while 10.0 percent of the respondents strongly disagreed. This means there are mixed reactions concerning youth desire to influence policies drives their willingness to participate in budget making process. The study was also interested in finding out whether youths desire to make change drives their willingness to participate in budget making process. The findings of the study revealed that 12.7 percent of the respondents strongly disagreed, 12.7 percent of the respondents disagreed, 38.2 percent of the respondents were neutral, 28.8 percent of the respondents agreed, while 7.9 percent of the respondents strongly agreed. This means youths desire to make change doesn’t drives their willingness to participate in budget making process.

The study further sought to find out whether County governments involve youth in the budget-making process. The results obtained indicated that 11.2 percent of the respondents strongly disagreed, 16.4 percent of the respondents disagreed, 34.8 percent of the respondents were neutral, 28.2 percent of the respondents agreed, while 9.4 percent of the respondents strongly agreed. This means majority of the respondents doubt whether County governments involve youth in the budget-making process.

The study sought to find out whether youth participation in budget making process positively impacts their economic wellbeing. The results obtained indicated that 16.7 percent of the respondents strongly disagreed, 12.7 percent disagreed, 3.0 percent of the respondents were neutral, 27.3 percent of the respondents agreed, while 40.3 percent strongly agreed. This means youth participation in budget making process positively impact their economic wellbeing. The study was also interested in finding out whether county governments adequately address the needs and priorities of the youths in the budget. The study revealed that 8.8 percent of the respondents strongly disagreed, 14.5 percent of the respondents disagreed, 40.0 percent of the respondents were neutral, 27.3 percent of the respondents agreed, while 9.4 percent of the respondents strongly agreed. This means doubt whether the county governments adequately address the needs and priorities of the youths in the budget.

Subsequently, the study sought to find out whether youth feel empowered and valued when their opinions are considered in the budget-making process. The study established that 10.6 percent of the respondents strongly disagreed, 16.4 percent disagreed, 33.0 percent of the respondents were neutral, 29.1 percent of the respondents agreed, while 10.9 percent strongly agreed. This means youth doubt whether they feel empowered and valued when their opinions are considered in the budget-making process.

Finally, the study sought to find out whether the budget-making process in county governments should be more inclusive of youth perspectives. The findings of the study revealed that 6.7 percent of the respondents strongly disagreed, 20.3 percent of the respondents disagreed, 37.2 percent of the respondents were neutral, 28.8 percent of the respondents strongly agreed.
respondents agreed, while 10.0 percent of the respondents strongly agreed. This means the budget-making process in county governments should be more inclusive of youth perspectives.

Table 4.7: Youth attitude

<table>
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<td>Youth can participate in budget making process since they believe in the</td>
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<td>24.4</td>
<td>12.2</td>
<td>26.8</td>
<td>22.0</td>
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<td>government leadership’s transparency</td>
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<tr>
<td>The county government takes the youth’s contribution seriously</td>
<td>10.6</td>
<td>16.4</td>
<td>33.0</td>
<td>29.1</td>
<td>10.9</td>
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<td>Youth can participate in budget making process since the youth believe in</td>
<td>32.4</td>
<td>29.4</td>
<td>13.3</td>
<td>17.6</td>
<td>7.3</td>
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<tr>
<td>the county government leadership’s accountability</td>
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<td>Youth desire to influence policies drives their willingness to participate</td>
<td>6.7</td>
<td>20.3</td>
<td>37.2</td>
<td>28.8</td>
<td>10.0</td>
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<td>in budget making process</td>
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<tr>
<td>Youth participate in budget making process since they trust the county</td>
<td>7.9</td>
<td>15.2</td>
<td>37.3</td>
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<td>Youths desire to make change drives their willingness to participate in</td>
<td>12.7</td>
<td>12.7</td>
<td>38.2</td>
<td>28.8</td>
<td>7.9</td>
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<td>budget making process</td>
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<tr>
<td>County governments involve youth in the budget-making process</td>
<td>11.2</td>
<td>16.4</td>
<td>34.8</td>
<td>28.2</td>
<td>9.4</td>
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<td>Youth participation in the budget-making process positively impacts their</td>
<td>16.7</td>
<td>12.7</td>
<td>3.0</td>
<td>27.3</td>
<td>40.3</td>
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<td>economic well-being</td>
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<td>County governments adequately address the needs and priorities of youth</td>
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<td>14.5</td>
<td>40.0</td>
<td>27.3</td>
<td>9.4</td>
</tr>
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<td>in the budget</td>
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<tr>
<td>Youth feel empowered and valued when their opinions are considered in the</td>
<td>10.6</td>
<td>16.4</td>
<td>33.0</td>
<td>29.1</td>
<td>10.9</td>
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<tr>
<td>budget-making process</td>
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</tr>
<tr>
<td>The budget-making process in county governments should be more inclusive</td>
<td>6.7</td>
<td>20.3</td>
<td>37.2</td>
<td>28.8</td>
<td>10.0</td>
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<td>of youth perspectives</td>
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4.3.4 Process location

The fourth objective of this study was to find out the effect of process location on economic wellbeing of the youths in West Pokot County. The respondents were asked to respond to several statements regarding process location.

First the respondents were asked to indicate whether public participation meetings are conveniently located and accessible to the youth. The results obtained indicated that 19.5 percent of the respondents strongly disagreed, 22.0 percent of the respondents disagreed, 7.3 percent of the respondents were neutral, 41.5 percent of the respondents agreed, while 9.8 percent of the respondents strongly agreed. This implies public participation meetings are conveniently located and accessible to the youth.

The study was also interested in finding out whether youth are aware of the public participation opportunities related to the county budget-making process. The results obtained revealed that 21.3 Percent of the respondents strongly disagreed, 17.1 Percent of the respondents disagreed, 17.1 Percent were neutral, 24.4 percent of the respondents agreed, while 12.2 Percent strongly agreed. This means youth are not aware of the public participation opportunities related to the county budget-making process.

The study further sought to find out whether there is meaningful youth participation during budgeting in West Pokot County. The results obtained indicated that 58.5 Percent of the respondents strongly disagreed, 19.5 Percent of the respondents disagreed, none of the respondents were neutral, 14.6 Percent of the respondents agreed, 7.3 Percent of the respondents strongly agreed. This means there is no meaningful youth participation during budgeting in West Pokot County.

Moreover the study sought to find out whether the location of public participation meetings impacts the youth’s ability to participate effectively. The study found that 17.1 Percent of the respondents strongly disagreed, 19.5 Percent of the respondents disagreed, none of the respondents were neutral, 14.6 Percent of the respondents agreed, while 7.3 Percent of the respondents strongly agreed. This means the respondents doubt that the location of public participation meetings impacts the youth’s ability to participate effectively.

The study further sought to find out whether youth involvement in budget discussions positively affects the youth’s economic wellbeing. The results obtained indicated that 17.1 Percent strongly disagreed, 19.5 Percent of the respondents disagreed, 34.1 Percent of the respondents were neutral, 19.5 Percent of the respondents agreed, while 9.8 Percent of the respondents strongly disagreed. This means youth involvement in budget discussions positively affects the youth’s economic wellbeing.

The study was also interested in finding out whether public participation in the budget-making process is accessible and convenient for youths. The study established that 19.5 Percent of the respondents strongly disagreed, 29.3 Percent of the respondents disagreed, 24.4 Percent of the respondents were neutral, 17.1 Percent of the respondents agreed, while 9.8
Percent of the respondents strongly agreed. This means public participation in the budget-making process is accessible and convenient for youths. The study further sought to find out whether youth engagement in the budget-making process leads to better economic opportunities for their opportunities. The study found that 19.5 Percent of the respondents strongly disagreed, 53.7 Percent of the respondents disagreed. 4.9 Percent of the respondents were neutral, 14.6 Percent of the respondents agreed, while 7.3 Percent of the respondents strongly agreed. This means youth engagement in the budget-making process leads to better economic opportunities for their opportunities. Subsequently, the study sought to find out whether the location of public participation events affects the level of youth participation in the budget-making process. The study findings showed that 9.8 Percent of the respondents strongly disagreed, 22.0 Percent disagreed, 26.8 Percent of the respondents were neutral, 12.2 per of the respondents agreed, while 29.3 Percent of the respondents strongly agreed. This means the respondents doubt if location of public participation events affects the level of youth participation in the budget-making process. The study was also interested in finding out whether county governments prioritize holding budget meetings in locations that are easily accessible for youths. The study found that 19.5 Percent of the respondents strongly disagreed, 29.3 Percent disagreed, 24.4 Percent of the respondents were neutral, 17.1 Percent of the respondents agreed, while 9.8 Percent of the respondents strongly agreed. This means county governments doesn’t prioritize holding budget meetings in locations that are easily accessible for youths. Finally, the study sought to find out whether youth participation in the budget-making process, facilitates community ownership. The study established that 19.5 Percent of the respondents strongly disagreed, 53.7 Percent of the respondents disagreed, 4.9 Percent of the respondents were neutral, 14.6 Percent of the respondents agreed, while 7.3 Percent of the respondents strongly agreed. This means youth participation in the budget-making process, doesn’t facilitates community ownership.

### Table 4.8: Process location

<table>
<thead>
<tr>
<th>Statement</th>
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<th>D</th>
<th>N</th>
<th>A</th>
<th>S A</th>
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<tr>
<td>Public participation meetings are conveniently located and accessible to the youth.</td>
<td>19.5</td>
<td>22.0</td>
<td>7.3</td>
<td>41.5</td>
<td>9.8</td>
</tr>
<tr>
<td>Youth are aware of the public participation opportunities related to the county budget-making process.</td>
<td>21.3</td>
<td>17.1</td>
<td>17.1</td>
<td>24.4</td>
<td>12.2</td>
</tr>
<tr>
<td>There is meaningful youth participation during budgeting in West Pokot County.</td>
<td>58.5</td>
<td>19.5</td>
<td>0</td>
<td>14.6</td>
<td>7.3</td>
</tr>
<tr>
<td>The location of public participation meetings impacts the youth’s ability to participate effectively</td>
<td>17.1</td>
<td>19.5</td>
<td>0</td>
<td>14.6</td>
<td>7.3</td>
</tr>
<tr>
<td>Youth involvement in budget discussions positively affects the youth’s economic wellbeing.</td>
<td>17.1</td>
<td>19.5</td>
<td>34.1</td>
<td>19.5</td>
<td>9.8</td>
</tr>
<tr>
<td>Public participation in the budget-making process is accessible and convenient for youth</td>
<td>19.5</td>
<td>29.3</td>
<td>24.4</td>
<td>17.1</td>
<td>9.8</td>
</tr>
<tr>
<td>Youth engagement in the budget-making process leads to better economic opportunities for their communities</td>
<td>19.5</td>
<td>53.7</td>
<td>4.9</td>
<td>14.6</td>
<td>7.3</td>
</tr>
<tr>
<td>The location of public participation events affects the level of youth participation in the budget-making process</td>
<td>9.8</td>
<td>22.0</td>
<td>26.8</td>
<td>12.2</td>
<td>29.3</td>
</tr>
<tr>
<td>County governments prioritizes holding budget meetings in locations that are easily accessible for youth.</td>
<td>19.5</td>
<td>29.3</td>
<td>24.4</td>
<td>17.1</td>
<td>9.8</td>
</tr>
<tr>
<td>Youth participation in the budget-making process, facilitates community ownership</td>
<td>19.5</td>
<td>53.7</td>
<td>4.9</td>
<td>14.6</td>
<td>7.3</td>
</tr>
</tbody>
</table>

### 4.3.5 Economic wellbeing of the youths

First, the respondents were asked to indicate whether involving youths in the budget-making process can positively impact their employability chances. The results obtained indicated that 20.6 percent of the respondents strongly disagreed, 36.4 percent of the respondents disagreed, 1.4 of the respondents were neutral, 21.7 Percent of the respondents agreed, while 19.5 percent of the respondents strongly agreed. This means involving youths in the budget-making process cannot positively impact their employability chances. The study further sought to find out whether youth participation in budget-making can lead to white collar gainful employment. The findings of the study revealed that 40.8 Percent of the respondents strongly disagreed, 36.2 Percent of the respondents disagreed, 3.7 percent of the respondents were neutral, 10.7 Percent of the respondents agreed, while 8.4 percent strongly agreed. This means youth participation in budget-making cannot lead to white collar gainful employment. The study was also interested in finding out whether youth participation in budget making process can lead to blue collar employment. The findings of the study revealed that 37.4 percent of the respondents strongly disagreed, 26.3
percent of the respondents disagreed, 4.8 percent of the respondents were neutral, 14.8 percent of the respondents agreed, while 16.7 percent of the respondents strongly agreed. This means youth participation in budget making process cannot lead to blue collar employment.

Subsequently, the study sought to find out whether youths income levels are currently satisfactory. The results obtained indicated that 39.0 Percent of the respondents strongly disagreed, 24.4 percent of the respondents disagreed, none of the respondents were neutral, 24.4 percent of the respondents agreed, while 9.8 Percent of the respondents strongly agreed. This means youths income levels are currently not satisfactory.

Moreover, the study sought to find out whether youth participation in the county government budget making process has a positive impact on the income levels among the youth population. The results obtained indicated that 24.4 Percent of the respondents strongly disagreed, 39.0 Percent of the respondents disagreed, 9.8 Percent of the respondents were neutral, 17.1 Percent of the respondents agreed, while 7.3 Percent of the respondents strongly agreed. This means youth participation in the county government budget making process has a positive impact on the income levels among the youth population.

The study further sought to find out whether the county government investment in youth targeted initiatives has a direct impact on youth income levels. The results obtained indicated that 29.3 Percent of the respondents strongly disagreed, 41.5 Percent of the respondents disagreed, 4.9 Percent were neutral, 9.8 Percent of the respondents agreed, while 14.6 Percent of the respondents strongly agreed. This means county government investment in youth targeted initiatives has not had a direct impact on youth income levels.

Subsequently, the study sought to find out whether youth engagement in the budget-making process can enhance their public finance management skills and knowledge. The findings of the study indicated that 19.5 percent of the respondents strongly disagreed, 19.5 Percent of the respondents disagreed, none of the respondents were neutral, 36.6 Percent of the respondents agreed, while 24.4 Percent strongly agreed. This means youth engagement in the budget-making process can enhance their public finance management skills and knowledge.

The study further sought to find out whether youth involvement in budget discussions and decisions has positive impact on number of skilled youths in West Pokot County. The study findings showed that 58.5 Percent of the respondents strongly disagreed, 14.6 Percent of the respondents disagreed, 2.4 Percent of the respondents were neutral, 22.0 Percent of the respondents agreed, while 2.4 Percent of the respondents strongly agreed. This means youth involvement in budget discussions and decisions has no positive impact on number of skilled youths in West Pokot County.

Finally, the study sought to find out whether investment in youth targeted programs has positive impact on their education. The findings of the study showed that 36.6 Percent of the respondents strongly disagreed, 19.5 Percent of the respondents disagreed, and 17.1 Percent of the respondents were neutral, 14.6 Percent of the respondents agreed, while 12.2 percent of the respondents strongly agreed. This means investment in youth targeted programs has not had a positive impact on their education.

Table 4.9: Economic well-being of the youths

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involving youths in the budget-making process can positively impact their employability chances</td>
<td>20.6</td>
<td>36.4</td>
<td>1.4</td>
<td>21.7</td>
<td>19.9</td>
</tr>
<tr>
<td>Youth participation in budget-making can lead to white collar gainful employment</td>
<td>40.8</td>
<td>36.2</td>
<td>3.7</td>
<td>10.7</td>
<td>8.4</td>
</tr>
<tr>
<td>Youth participation in budget-making can lead to blue collar employment</td>
<td>37.4</td>
<td>26.3</td>
<td>4.8</td>
<td>14.8</td>
<td>16.7</td>
</tr>
<tr>
<td>Yousths’ income levels in our county are currently satisfactory</td>
<td>39.0</td>
<td>24.4</td>
<td>0</td>
<td>24.4</td>
<td>9.8</td>
</tr>
<tr>
<td>Youth participation in the county government's budget-making process has a positive impact on the income levels among the youth population</td>
<td>24.4</td>
<td>39.0</td>
<td>9.8</td>
<td>17.1</td>
<td>7.3</td>
</tr>
<tr>
<td>The county government investment in youth targeted initiatives has direct impact on youth income levels</td>
<td>29.3</td>
<td>41.5</td>
<td>4.9</td>
<td>9.8</td>
<td>14.6</td>
</tr>
<tr>
<td>Youth engagement in the budget-making process can enhance their public finance management skills and knowledge</td>
<td>19.5</td>
<td>19.5</td>
<td>0</td>
<td>36.6</td>
<td>24.4</td>
</tr>
<tr>
<td>Youth involvement in budget discussions and decisions has positive impact on number of skilled youths in West Pokot</td>
<td>58.5</td>
<td>14.6</td>
<td>2.4</td>
<td>22.0</td>
<td>2.4</td>
</tr>
<tr>
<td>Investment in youth targeted programs has positive impact on their education</td>
<td>36.6</td>
<td>19.5</td>
<td>17.1</td>
<td>14.6</td>
<td>12.2</td>
</tr>
</tbody>
</table>

4.4. Inferential statistics

4.4.1 Correlations

Correlation analysis was utilized in this study to show the relationship between the independent and dependent variables. In this study, Pearson's correlation coefficient was used to control the magnitude and direction of relationships between dependent and independent variables. Correlation coefficient (R) values are assumed to be between -1 and +1.
A value of 0 implies that there is no relationship, a correlation coefficient +1 indicates that the two variables are perfectly correlated in a positive linear sense, i.e. both variables increase together while a correlation coefficient value -1 indicates that two the variables are perfectly correlated in a negative linear sense, i.e. one variable increases as the other decreases (Collis and Roger, 2013; Neuman, 2006; Sekaran, 2008; Kothari, 2012).

Correlation coefficients are the statistical method used to explore the five variables: access to information, youth’s knowledge, youth’s attitude, process location and economic wellbeing of the youths in West Pokot County. The results of the correlation analysis are presented in Table 4.10.

**Table 4.10: Correlation matrix**

<table>
<thead>
<tr>
<th></th>
<th>Economic wellbeing</th>
<th>Access to Information</th>
<th>Youth’s knowledge &amp; skills</th>
<th>Youth’s Attitude</th>
<th>Process location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic wellbeing</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Information</td>
<td>.196 **</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth’s knowledge &amp; skills</td>
<td>.324</td>
<td>.341 **</td>
<td>1</td>
<td>.406 **</td>
<td></td>
</tr>
<tr>
<td>Youth’s attitude</td>
<td>.445 **</td>
<td>.406 **</td>
<td>.306</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Process location</td>
<td>.520 *</td>
<td>.704 **</td>
<td>.664</td>
<td>.870 *</td>
<td>1</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2 sided). * Correlation is significant at the .05 level (2 sided)

4.4.2 Model summary

The coefficient of determination is used to explains the extent in which changes in the dependent variable can be explained by the change in the independent variables or by the percentage of the change in the dependent variable (economic wellbeing of the youths which is explained by the four independent variables (access to information, youths knowledge and skills, youths attitude, and process location). The four independent variables studied explain only 64.5% of the effects of the independent variables on economic wellbeing of the youths represented by R2, which means that other factors not studied in this research contribute 35.5% to the effects of independent variables on economic wellbeing of the youths. Therefore, more research is needed to investigate the other factors affecting participation in budget making process (35.5%).

**Table 4.11: Model summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R square</th>
<th>Adjusted R Square</th>
<th>Std. Estimation error</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>.805</td>
<td>0.649</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Predictors: (constant), access to information, youth’s knowledge and skills, youths attitude, and process location

b. Dependent variable: economic wellbeing of the youths

4.4.3 ANOVA model

The study results in ANOVA table 4.9 indicated that the coefficient of determination discussed above was significant as evidence of an F ratio of 14.692 with a p-value of 0.000 <0.05 (significance level). Therefore, the model was adapted to predict participation in public participation using access to information, youth’s knowledge and skills, youth’s attitude, and process location.

**Table 4.12: ANOVA**

<table>
<thead>
<tr>
<th>Template</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Medium square</th>
<th>F.</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>59.912</td>
<td>4</td>
<td>59.912</td>
<td>14.692</td>
</tr>
<tr>
<td></td>
<td>Residue</td>
<td>1361.945</td>
<td>94</td>
<td>4.078</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1421.857</td>
<td>98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.4.4 Regression coefficients
From the coefficient table (table 4.9), the regression model can be derived as follows:

\[ Y = 1.095 + -0.407X_1 + 0.084 X_2 + 0.639X_3 + 0.344X_4 \]

<table>
<thead>
<tr>
<th>Table 4.14: Regression coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>standardized coefficients</strong></td>
</tr>
<tr>
<td>B (Constant)</td>
</tr>
<tr>
<td>Access to Information</td>
</tr>
<tr>
<td>Youth’s knowledge and skills</td>
</tr>
<tr>
<td>Youth’s attitude</td>
</tr>
<tr>
<td>Process location</td>
</tr>
</tbody>
</table>

4.5 Test of hypotheses

4.5.1 Hypothesis one
Ho1: access to Information do not have a statistically significant effect on economic wellbeing of the youths.

The first hypothesis of the study stated that there is a significant relationship between access to information and economic wellbeing of the youths. The results of Table 4.24 showed that access to information had estimation coefficients that were significant based on \( \beta_1 = -0.307 \) (p-value = 0.000 which is less than \( \alpha = 0.05 \)), so we accept the hypothesis and conclude that there is a significant relationship between access to information and economic wellbeing of the youths. This suggests that there is an increase of up to 0.307 units in economic wellbeing of the youths for each unit of increase in information availability. Furthermore, the effect of information availability is greater than the effect attributed to the error, this is indicated by the value of the test \( t = 2.921 \).

4.5.2 Hypothesis two
Ho: Youth’s knowledge and skills does not have a statistically significant effect on youth economic wellbeing.

The second hypothesis stated that there is a significant relationship between youth’s knowledge and skills and the economic wellbeing of the youths. However, the study results showed that youth’s knowledge and skills has significant effect on economic wellbeing of the youths based on \( \beta_2 = 0.073 \) (p-value = 0.061 which is greater than \( \alpha = 0.05 \)) signifying significant relationship. Furthermore, the effect of youth’s knowledge and skills was established using the test value \( t = 7.936 \) which implies that the standard error associated with the parameter is less than the effect of the parameter.

4.5.3 Hypothesis three
Ho: Youth’s attitude do not have a statistically significant effect on economic wellbeing of the youths.

The third hypothesis of the study argued that there is a significant relationship between the youth’s attitude and economic wellbeing of the youths. The study results showed that youth attitude had significant estimation coefficients based on \( \beta_3 = 0.674 \) (p-value = 0.000 which is less than \( \alpha = 0.05 \)), implying that we accept the hypothesis that a significant relationship exists between the youth’s attitude and economic wellbeing of the youths. Furthermore, the effect of youth’s attitude was expressed by the value of the test \( t = 1.876 \) which implies that the standard error associated with the parameter is greater than the effect of the parameter.

4.5.4 Hypothesis four
Ho: process location does not have a statistically significant effect on economic wellbeing of the youths.

The fourth hypothesis of the study argued that there is a significant relationship between the process location and economic wellbeing of the youths. The study results showed that process location had significant estimation coefficients based on \( \beta_4 = 0.327 \) (p-value = 0.000 which is less than \( \alpha = 0.05 \)), implying that we accept the hypothesis that a significant relationship exists between the process location and economic wellbeing of the youths. Further, the study suggests that there is an increase of up to 0.327 units in process location for each unit of increase in process location. The effect of process location is eight times that attributed to error.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1.1 Access to information
The first objective of this study was to examine the effect of access to information on participation in budget making process. In determining this objective, the respondents were requested to respond to several statements regarding information availability.
First the findings showed that the county government's timeliness in releasing information seems moderately agreed upon. Further the study showed that information regarding the county's track record and development plans is highly agreed upon. Information on public accounts has a mix of responses, with a significant portion in agreement. This means the Perceptions about the reliability of public information are varied, with a notable portion in agreement. This means the views on the positive impact of youth access to budget information on economic well-being are mixed. This means youth having access to information regarding budget positively impact the economic wellbeing of the community. Subsequently, this means access to information about the budget making process doesn’t positively affect youth’s economic prospects. Moreover, this means youths don’t have easy access to information about the budget making process. Finally, this means the information about the budget making process is clear and understandable.

5.1.2 Youth’s knowledge and skills
The second objective of this study was to examine the effect of youth’s knowledge and skills on youth’s economic wellbeing. In determining this objective, the respondents were requested to respond to several statements regarding youth’s knowledge and skills and youth’s economic wellbeing.

The study established that youth having knowledge about the budget making process is important for their livelihoods. The study further revealed that youths are not confident in their understanding of the budget making process. Subsequently, the study found that youths do not actively seek information or education about the budget making process and its impact on their financial situation. Additionally, the findings of the study revealed that having knowledge about budget making process doesn’t give the youth a competitive advantage in the job market or entrepreneurship. Moreover, the study found that youths have not noticed a direct positive impact on their economic fortune as a result of their knowledge about budget making process. Additionally, the study found that the views of the less educated youths aren’t respected during public participation forums. The study also established that the youths don’t understand the budget making process in West Pokot County and that the youths aren’t fully aware of the sources of revenue in West Pokot County. The findings of the study further indicated that to small extent youths know how county government allocates funds for different projects and services. Additionally, the study showed that majority of the youths have a divided opinion about the stability of their economic situation. Finally, the study revealed that youths don’t have access to economic opportunities in West Pokot County.

5.1.3 Youth attitude
The third objective of this study was to examine the effect of youth’s attitude on youths economic wellbeing. In determining this objective, the respondents were requested to respond to several statements regarding youth’s attitude and their economic wellbeing. The study established that the youths can participate in budget making process since they believe in the county government leadership transparency. Furthermore, the study revealed that the respondents have mixed perceptions about the government taking youth contributions seriously. Additionally, the study found that youths can participate in budget making process since the youths believe in the county government leadership’s accountability. Subsequently, the study revealed that there are mixed reactions concerning youth desire to influence policies drives their willingness to participate in budget making process. Moreover, the study established that youths desire to make change doesn’t drives their willingness to participate in budget making process. Further, the study found that majority of the respondents doubt whether County governments involve youth in the budget-making process. Additionally, the study found that youth participation in budget making process positively impact their economic wellbeing. The study further revealed that doubt whether the county governments adequately address the needs and priorities of the youths in the budget. Subsequently, the study established that youth doubt whether they feel empowered and valued when their opinions are considered in the budget-making process. Finally, the study found that the budget-making process in county governments should be more inclusive of youth perspectives.

5.1.4 Process location
The fourth objective of this study was to examine the effect of process location on economic wellbeing of the youths. In determining this objective, the respondents were requested to respond to several statements regarding process location and youth economic wellbeing.

The study established that public participation meetings are conveniently located and accessible to the youth. Further the study revealed that youth are not aware of the public participation opportunities related to the county budget-making process. Moreover, the findings of the study indicated that there is no meaningful youth participation during budgeting in West Pokot County. Additionally, the study established that the respondents doubt that the location of public participation meetings impacts the youth’s ability to participate effectively. Subsequently, the study found that youth involvement in budget discussions positively affects the youth’s economic wellbeing. On the other hand, the study found that public participation in the budget-making process is accessible and convenient for youths. The study further established that youth engagement in the budget-making process leads to better economic opportunities for their opportunities. Subsequently, the study revealed that the respondents doubt if location of public participation events...
affects the level of youth participation in the budget-making process. Furthermore, the study found that the county governments doesn’t prioritize holding budget meetings in locations that are easily accessible for youths. Finally, the study established that youth participation in the budget-making process, doesn’t facilitates community ownership.

5.1.5 Youth economic wellbeing
First, the study established that involving youths in the budget-making process cannot positively impact their employability chances. The study further found that youth participation in budget-making cannot lead to white collar gainful employment. The study also found that youth participation in budget making process cannot lead to blue collar employment. Subsequently, the study established that youths income levels are currently not satisfactory. Moreover, the study findings indicated that youth participation in the county government budget making process has a positive impact on the income levels among the youth population. The study further found that county government investment in youth targeted initiatives has not had a direct impact on youth income levels. Subsequently, the study revealed that youth engagement in the budget-making process can enhance their public finance management skills and knowledge. The study further found that youth involvement in budget discussions and decisions has no positive impact on number of skilled youths in West Pokot County. Finally, the study established that investment in youth targeted programs has not had a positive impact on their education.

5.2 Conclusion
The study made the following conclusion in relation to the findings of the study:

5.2.1 Effect of access information on economic wellbeing
The study concluded that there is a significant relationship between access to information and participation in budget making process. This suggests that there is an increase of up to 0.307 units in youth participation in budget making process for each unit of increase in access information. Furthermore, the effect of information availability is greater than the effect attributed to the error, this is indicated by the value of the test t = 2.921.

5.2.2 Effect of youth’s knowledge on participation in budget making process
The study results showed that youth’s knowledge has no significant effect on participation in budget making process based on β2 = 0.073 (p-value = 0.061 which is greater than α = 0.05). Furthermore, the effect of youth’s knowledge was established using the test value t = 7.936 which implies that the standard error associated with the parameter is less than the effect of the parameter.

5.2.3 Effect of youth’s attitude on economic wellbeing
The study results showed that individual factors had significant estimation coefficients based on β3 = 0.674 (p-value = 0.000 which is less than α = 0.05), implying that we accept the hypothesis that a significant relationship exists between youth’s attitude and economic wellbeing. Furthermore, the effect of youth attitude was expressed by the value of the test t = 1.876 which implies that the standard error associated with the parameter is greater than the effect of the parameter.

5.3 Recommendations
Based on the results, the study recommended the following:

5.3.1 Access information
The study showed that the information availability about youth participation in budget making process is low. Therefore, this study recommends that the county government in collaboration with the other stakeholders should consider making information concerning participating in public participation events available to the youths.

5.3.2 Youth’s knowledge and skills
The findings of the study further revealed that the views of the less educated youth are not respected during public participation process. This study recommends that the county government should find a way in which the views of the less educated can be addressed because they also have some concerns that the county government must address.

5.3.3 Youth’s attitude
The findings of the study indicated that the majority of the youths believe that the opinion they provide during public participation are not taken seriously which makes them reluctant to participate in events such as budget making process. This study recommends that the county government should ensure the views and contributions of the youths are considered.

5.3.4 Process location
The study found that process location hinders most youths from participating in public participation forums such budget making process. This study recommends that the county government should consider holding online public participation forums to enable many youths to attend.

5.4. Areas for further research
The study focused on one county yet the problem of low public participation cuts across the country. Other researchers can thus broaden the scope of the study to other counties with similar characteristics as West Pokot County and draw
comparison with other counties that have different attributes to find out whether youth’s knowledge and skills, access to information, youth’s attitude and process location and youth economic wellbeing. The study anticipated that there is a direct relationship between the study variables without moderators and intervening variables. There is a need for future research to consider moderating variables since the relationship is not necessarily a direct one. Some of the moderating variables can be socio-economic activities of the youths, funds availability and political goodwill.

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[17]. Quick, Kathryn and Bryson, John. (2019).Theories of public participation in governance