

Influence of Leadership Skills On Performance of Youth Environmental Projects; A Case of Solid Waste Management Projects in Nairobi County, Kenya

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Abstract- Environmental projects in this study is embedded on environmental philosophical underpinnings pertaining conservation of biodiversity, atmosphere (air), hydrosphere (water), and solid waste management; which are all supported by the ecosystems upon which humans depend on. Environmental health challenges globally include solid waste management which endures to devastate prevailing local authorities and national governments as surging urban populations continue to escalate and consumption patterns change in the dynamic world. Solid Waste collection charges in urban areas are thus higher than ideal and Municipalities in charge of solid waste collection are not able to generate a good fee collection rate, since residents do not get good services; thus, always reluctant to pay; exacerbating the vicious cycle of poor waste management save; residential areas. With the upsurge of unemployment in Kenya, more youths are conducting garbage collection activities in groups in order to collect various materials, re-sell them, and improve their livelihood. This study sought to assess the influence of leadership skills on performance of youth environmental projects in Nairobi County. The study was guided by positivists and naturalist (constructivist) forms of inquiry referred to as pragmatism paradigm. The study's target population was 700 youth group members involved in solid waste management projects in Nairobi County. The study used a sample size of 248 group members, based on Krejcie and Morgan's sampling table. Proportionate method was applied to calculate the sample strata, where simple random sampling was used on the sampled strata. Key informants (6) from 4 departments of Directorate of Youth affairs were purposely selected. The study adopted descriptive survey and correlational research designs. Research instruments entailed questionnaires, observation checklists, an interview guide, focus group discussion guide and content analysis. Qualitative data was analyzed and presented in narrative statements while quantitative data was analyzed descriptively using percentage frequencies, mean, and standard deviation. Inferential statistics were analysed using Pearson correlation coefficient and multiple regression analysis to tests hypotheses t-test were used as tools of analysis to test for significance on the study null hypothesis which stated that: H₀: There is no significant relationship between leadership skills and performance of youth environmental projects in Nairobi County. The findings of regression and correlation analysis output showed

that leadership skills characteristics were statistically significant. The correlation index between leadership skills and performance was positive and significant, $r(247) = .321$; $p \leq .05$. This implies that as the level of leadership skills increases, the performance also increases. Regression coefficient showed the unstandardised beta coefficient for leadership skill to be 0.415 implying that for each unit increase in leadership skill, performance of youth environmental projects increased by 0.415 units; $T(247) = 5.307$; $\beta = 0.0.415$; $P \leq .05$. This inferred to rejection of null hypothesis and the conclusion made that: H₁: There is a significant influence of leadership skills on performance of youth environmental projects in Nairobi County, which was the alternative hypothesis. The study recommends youth mentorship programs from corporations, firms and other public entities dealing with environmental programs since the training given by the youth Directorate is minimal and inadequate. Areas of further research may entail exploration of team management approaches which may produce varied results when considering their relationship with the interaction of leadership skills and performance of youth environmental projects.

Index Terms- Solid waste management, Leadership skills, performance of youth environmental projects.

I. INTRODUCTION

Youth environmental projects entails solid waste management projects, particularly household waste. Industrial solid waste and agricultural waste are also major types of solid waste (ICA, 2010). Performance of youth environmental projects in this study context is embedded on conventional solid waste management philosophical underpinnings grounded on gainful benefits from the increasing residential volume of solid waste in developing countries (Moore, 2017). Most towns in Kenya have inefficient solid waste management systems and according to study findings done in Nairobi County in the year 2016 by National Environment Management Authority (NEMA), 30-40 percent of waste generated in Nairobi is not collected and that only 50 percent of the population is served (NEMA, 2016). Lack of ability to provide infrastructure services to match rapidly growing population; including high commercial and industrial demands by the Nairobi City Council (NCC) has led to problems such as overcrowding of

heaps of disposable waste, poor and inadequate sanitation, polluted water, poor health as a result of respiratory and waterborne diseases especially within the slums and the peripherals of dumpsites like Dandora (Nairobi dumping site), inadequate liquid and solid waste management and lack of decent recreational facilities besides many other fashioned urban degeneration problems. The situation has subsequently led to amplified crime, mushrooming and encroaching of slums, construction of illegal structures and rapidly declining standards of living (NCC, 2010). Waste collection charges in urban areas are higher than ideal and Municipalities in charge of collection are not able to generate a good fee collection rate, since residents do not get good services; thus, always reluctant to pay; exacerbating the vicious cycle of poor waste management save; residential areas (Frediani, Walker, and Butcher, 2013).

In Kenya, registered youth groups in environmental projects pose as primarily waste pickers who provide residential door-to-door solid waste collection business services. With slight or absolutely no capital being provided to the youth where the overall resources are scarce, waste picking becomes an important survivalist strategy for most of unemployed youths. Leadership skill in this study context entails prominent handling of youth project teams; strategic setting of a realistic vision, motivating teams, credibility in service, team work and capacity building including inspiring potential and existing customers (Alivert, 2014). Youth group environmental project managers should possess leadership skills on both strategic and functional perspective by communicating the vision of the project to get team to buy-in, accomplish set goals and resolve conflict. This include evaluating performance; ensuring that project teams are adequately equipped with the tools, money and space required to get things done. Every project demands an aptitude leader to support the project processes, teams and the customers. Project team leader is expected to be the team's relentless cheerleader and chief encourager; not petrified to caution the team when they drop the ball; thus maintaining balance between the project and the team (Global entrepreneurship monitor report, 2013). Leading a group well means serving them by taking responsibility to improve project team's standard of living by moving challenging mountains for them, greasing the wheels and moving all unnecessary barriers that could get in their way; thus availing a vision and a roadmap to accomplishment by helping and empowering the teams towards projects completion (Boateng, and Bampoe, 2014). Ability to communicate well is the core of any affiliation and so the efficacy of a youth environmental project leader in communication has an impact on the respective project team, clients and stakeholders too (Boateng and Bampoe, 2014); save, for residential solid waste management which entails clients' touch-points that include pick schedules and payment deadlines. Communication in leadership triangle alludes to team members needing clarifications, stakeholders needing status updates and sponsors needing results (Davis and Kate 2014). Environmental youth projects are hence expected to meet economic needs, fit within government-funded programme objectives, and add value to the beneficiaries' whilst providing employment, or self-employment opportunities by opening up business ventures for the bulging youth population as exit opportunities from the programme (UNEP, 2011). However, youth environmental studies that are carried out in Kenya for the

last seven years shows that quite a number of youth projects have not been successful, especially government funded environmental projects that addressed the challenge of youth employment through adopting an Entrepreneurship Training Manual to train and facilitate youths environmental projects through Youth Enterprise Development Fund loans (YEDF). Despite government funded youth initiatives and trainings, Performance of many of the youth environmental projects in all the 47 counties in Kenya remains thin, especially in Nairobi County which has more youths accessing government projects funding and training aggravated by proximity (Afon, 2012). This study seeks to investigate the influence of leadership skills on the performance of youth groups' solid waste management projects;

II. OBJECTIVE OF THE STUDY

The study aimed to achieve the following objective:
To determine the influence of leadership skills on performance of youth environmental projects in Nairobi County, Kenya.

III. RESEARCH QUESTION

The study sought and answered the following research questions:
How does leadership skills influence performance of youth environmental projects in Nairobi County, Kenya?

IV. RESEARCH HYPOTHESIS

The study tested the following research hypothesis:
H₀: There is no significant relationship between leadership skills and performance of youth environmental projects in Nairobi County, Kenya.

V. LITERATURE REVIEW

Numerous concepts and models together with their instruments of measure have been relatively developed to quantify leadership behaviors but preference for validity and accessibility of leadership theories and instruments traversing within cultures (Kouzes, and Posner, 2002). A study conducted by two scholars; Perren and Burgoyney (2000), in London; on project management and leadership abilities, using interviews and content analysis on 83 management and leadership ability sets drawn out a data set of 1013 selected individual management and leadership abilities, as identified from survey texts and interviews and fed into a computerised qualitative data analysis system. The study findings were skewed towards people abilities inclined more in the area of lead direction and culture, with an emphasis on ability to handle risks and ambiguity and building teams. The results indicated that Leadership in management is essential and most useful tool for success in project management. Leaders are invaluable especially when it comes to formulating and communicating new strategic directions within a project set up, as well as communicating and motivating project teams to increase dedication to project goals. Leadership is embedded on a culture to listen to the customer's voice using the information provided to match the right value

service to the customers (Goleman, 2000), which is a crucial skill while dealing with projects like solid waste management dealing with residential clients. Literature reviewed from a study findings by Hallinger (2016) on leadership skills indicates that great leaders possess outstanding team building skills in order to build teams that have complementary skill sets and experiences emulated with ethical value system; to inculcate a trustworthy culture as a hybrid blended with honesty, transparency and integrity. This is deemed a fundamental cornerstone of a project intervention cascading from leadership to group members (Hallinger, 2010). A study by a scholar Bass (1996), on paradigms of leadership analysed leadership and trust in the Army through social exchange approach. The major unit of analysis in this approach was the affiliation between the leader and his groups. The study findings inferred that effective leaders provide direction, guidance, and activity structuring with a collective goal; where teams collectively grant the leader authority to influence them (therefore reflecting legitimacy), as well as reverence and respect. The research findings further established Leader effectiveness as a function of the dynamics that transpires between leader and followers in recognition of the cognitive, interpersonal, and social richness of a given phenomenon, to come to grips with practices that expounds on outcomes (Bass, 1996). Reviewed literature from writings on Team leadership skills by scholars like Kevin, Scott, Michael, Heberling, (2001) portrays Leaders to be extremely organized and often trust the team members to do their corresponding jobs as they delegate, setting clear expectations and availing on-going feedback. Effective leaders frequently and publicly recognize others and conduct rewarding ceremonies to appreciate teams and team work within an Organisation. They are swift to admit blame for failures, even when they may have not been directly responsible and are hasty to accord others credit for successes rather than themselves (Kevin, *et.al.*, 2001).

Communication skills is a key leadership skill, where a project leader learns to communicate effectively with the market for improved interpersonal skills. This auger well with result-oriented behavior which is proactive in seizing opportunities by identifying potential threats and taking action by communicating against them (Lonn, Reisman, 2013). Challenges within residential waste management projects include delayed collection of waste due to issues within the dump sites, waste carrier vehicles breakdown, licensing complications and youth group teams' absenteeism. Hence, profound communication with good leadership skills are among the crucial aptitudes to the performance of environmental projects (Lonn, Reisman, 2013). Communication today can be enhanced using modern technology based on varied technology software solutions such like project collaboration software meant for teams, good time management tools and team task management software. Effective communication gets project group managers continually realigned, where frequent communication alludes to successful project implementation processes (Richard Odour, 2017). In solid waste services, study by Odour (2017) expounded communication to include financial statements on household payments and client's appreciation messages during seasonal holidays like Christmas or Idd. This study alludes to African culture traits of a leader who inspires and motivates those around them to inculcate vibrant team work.

Solid waste projects consists of systematic duties from mapping out of individual residential households, distribution of waste collection bags or bins, scheduling of solid waste collection days and payment schedules. However, feedback schedules from customers or from the service providers who are the youth groups is scarcely provided. Scheduling and goals setting as a leadership skill expresses the long-term conceptualized vision of leaders as well as managers (Ezugwu, 2015). Waste management challenges in other discussed literature written by Ezugwu (2015) in leadership traits include honesty which has an irreplaceable value in waste management intervention business projects. His findings deduces that an honest leader inspires teams and customers, with respect for their personality and cultivates bases of trust with project team, project staff, business partners and customers. Listening techniques skills are considered to be absolutely critical and necessary leadership skills for good communications which generates earned respect (Ezugwu, 2015).

VI. THEORITICAL FRAMEWORK

The theoretical framework in regard to this study was adopted from various studies relating to the contingency theory and Leadership competency theory. The contingency theory is attributed to the writings of Fred Edward Fiedler (1964). According to Fiedler, group performance is contingent on the leader using a suitable style in consideration of the organizational situation favorableness (Fiedler, 196). The fundamental emphasis of the contingency theory is that effective leadership behavior depends on situational factors. The theory assumes that active leadership style must consider the particular situation to achieve the desired results and for a leader to be productive, there needs to be a match between the leader's approach and the situation at hand. The theory relates to youth group leadership on environmental projects particularly the registered groups engaged in solid waste management. Leadership is embedded on the situations that surround waste collection which include identification of customers from designated residential areas, transportation and dumping within restricted landfills and dumping sites. Performance of youth environmental projects in this study is linked to the development of the concept of conceptual skills that is associated with Leadership competency theory by Katz (1974). He proposes that job performance has to do with the competencies. The competency approach theory is built on research findings on skills, abilities, and cognitive intelligence by Boyatzis *et. al.*; (2006); which argues that competency concept forms the basis for effective individual and organizational performance. Thus, performance of youth environmental projects entails the relationship between contingency theory and competency theory founded on effective leadership skills to enable project team understand their business project value chain alongside the project phases; so as to inculcate appropriate communication, manage incomes and stakeholders expectation, and learn techniques which emulates project documentation that are used to guide the implementation and the completion of projects (Phillips, 2011). Leadership competency theory advocates leadership as a tool and a vital skill for stirring up labor productivity which is deemed a critical factor that propels economic growth and sustainable development (Nerdrum, and Erikson, 2001). Successful project management

leadership skills focus on processes that generally stimulate critical thinking, analytical problem solving abilities, with effective decision-making skills and therefore assisting the youths in discussing, inferring, predicting, and interpreting environmental opportunities like waste management (Brymer, 2014), which addresses this study gap.

VII. CONCEPTUAL FRAMEWORK

This study was guided by the following conceptual framework that shows diagrammatised representation of the relationship between the variables. This is shown in Figure 1:

(Moderating variable)

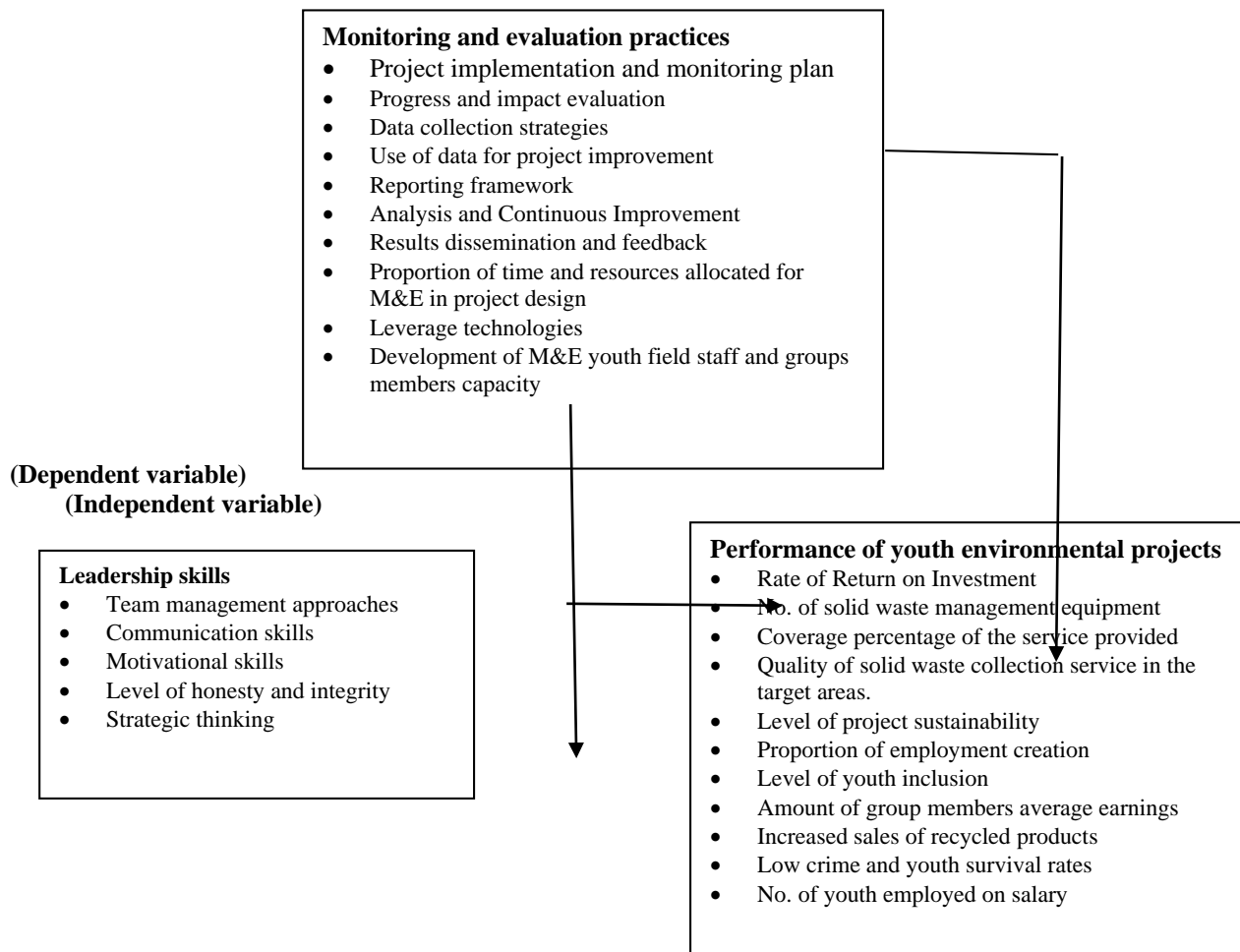


Figure 1: Conceptual framework for leadership skills and performance of youth environmental projects.

VIII. RESEARCH METHODOLOGY

This study was guided by positivists and naturalist (constructivist) forms of inquiry referred to as the; pragmatism paradigm, grounded on the notion that mixed methods explore a concept from more than one methodological, perspective; therefore making it more 'practical' in terms of overall outcomes (Lincoln and Guba, 1985). The study applied descriptive research and exploratory research designs. The research was preplanned and structured in design so that the information collected could be statistically inferred on the respondents since descriptive design is conclusive and quantitative in nature. The study population were

the youth group beneficiaries who included the urban youths in Nairobi. The study therefore targeted a population of 700 youths who are involved in environmental projects in Nairobi County, specifically, waste management projects drawn from seventeen sub counties in Nairobi County. The study used a sample size of 248 which was obtained from the 700 youths using the Krejcie and Morgan sampling table (1970) while the strata was calculated using proportionate method of Yamane (1967). The actual respondents from the number of youth members per group was homogeneously selected using simple random sampling. Data was collected using questionnaire, observation checklist, interview guide and content analysis. Qualitative data was analyzed and

presented verbatively based on themes while quantitative data was analyzed descriptively using percentage frequencies, mean, and standard deviation. Inferentially, Pearson correlation coefficient and simple linear regression analysis was used to test hypotheses, t-test was used as a tool of analysis to test for significance level at 0.05 on the on the null hypothesis.

IX. RESULTS AND DISCUSSION

Leadership Skills and Performance of Youth Environmental Projects.

The objective of this study was to examine the extent to which Leadership skills influences the performance of youth environmental projects. In order to achieve this, the respondents were asked to give their options based on their level of agreements or disagreements with the statements on a Likert type of 1-5 was provided where 1=strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. The results were presented in Table 1.1

Table 1.1
Leadership skills and performance of youth Environmental projects.

Statements	SD	D	N	A	SA	Mean	Std. Deviation
1. A leader’s best asset is the ability to motivate and inspire a team of professionals who can work together to achieve the goals of the organization Performance management.	0	0	0	85(34.3)	163(65.7)	4.66	0.476
2. A leader ought to have the right amount of positive and constructive feedback to help teams perform effectively.	0	0	0	85(34.3)	163(65.7)	4.66	0.476
3. Effective communication entails Problem solving and decision making, talking about the importance of the overall goal and the implications if teams didn’t come together to achieve it.	0	0	0	85(34.3)	163(65.7)	4.66	0.476
4. Self-determination, independence and competence are the conditions that increase my enthusiasm and motivation towards youth environmental projects.	0	0	42(16.9)	176(71.0)	30(12.1)	3.95	0.538
5. The most important value that I have is my integrity. I demonstrate honesty and trust in all my actions to establish credibility as a leader.	0	0	0	85(34.3)	163(65.7)	4.66	0.476
Composite mean and standard deviation.						4.52	0.425

Table 1.1 presents the responses of leadership skills on performance of youth environmental projects in Nairobi County. The results were presented using mean and standard deviation. Five statements were developed to measure the extent to which leadership skills influences the performance of youth environmental projects.

On statement (1) that a leader’s best asset is the ability to motivate and inspire a team of professionals who can work together to achieve the goals of the organization and performance management, the results indicated that out of 248 respondents who participated in the study, 163(65.7%) strongly agreed that a leader’s best asset is the ability to motivate and inspire a team of professionals who can work together to achieve the goals of the organization performance management while 85(34.3%) respondents agreed unanimously. This line item had a mean score of 4.66 and a standard deviation of 0.476 which was higher than the composite mean of 4.52 and a standard deviation of 0.425, implying that the statement positively influenced performance of

youth environmental projects in Nairobi County. The line standard deviation of 0.476 being higher than the composite standard deviation of 0.425 indicate that there was divergence in opinion. The findings supports a study by Philips, (2013) on analytical leadership in communication and management which established the aptitude to motivate teams as a key leadership trait which also concurs with the findings of this study.

On statement (2) a leader ought to have the right amount of positive and constructive feedback to help teams perform effectively, the results indicated that 163(65.7%) strongly agreed that a leader ought to have the right amount of positive and constructive feedback to help teams perform effectively, 85(34.3) respondents agreed unanimously as well. This line item had a mean score of 4.66 and a standard deviation of 0.476 which was much higher than the composite mean of 4.52 and a standard deviation of 0.425, implying that the statement positively influenced performance of youth environmental projects in Nairobi County. This line standard deviation of 0.476 being higher

than the composite standard deviation of 0.425 indicate that there was divergent views. The findings agrees with a study by Ziegler, (2013) on leadership traits versus project management which concluded that ability to envision the future and set the direction of projects effective performance requires skillful leadership traits.

On Statement (3) effective communication entails Problem solving and decision making, talking about the importance of the overall goal and the implications of teams coming together to achieve it, 163(65.7%) respondents strongly agreed with the statement while 85(34.3%) agreed. This line item had a mean score of 4.66 and a standard deviation of 0.476 which was higher than the composite mean of 4.52 and a standard deviation of 0.425, implying that the statement positively influenced performance of youth environmental projects in Nairobi County. The line standard deviation of 0.476 being higher than the composite standard deviation of 0.425 portrays divergence in views. This statement concurs with findings pertaining a study on impetus of effective communication in leadership by Ziegler, (2013) which established that agility in thinking as a team leader resonates to effective communication. This findings concurs with the outcomes of this study.

On statement (4) self-determination, independence and competence are the conditions that increase my enthusiasm and motivation towards youth environmental projects, out of the 248 respondent, 176(71.0%) agreed with the statement, 30 (12.1%) strongly agreed with the statement while 42(16.9%) were neutral. This line item had a mean score of 3.95 and a standard deviation of 0.538 which was lower than the composite mean of 4.52 and a standard deviation of 0.425, implying that this line item negatively influenced performance of youth environmental projects in Nairobi County. This findings does not agree with the empirical study on effective leadership skills by (Kouzes, 2012) which had findings revolving around impressions of leadership training for competence in leadership. The findings was also a rationale in engaging youths with in-depth interviews in order to help them understand the impetus of leadership skills and project performance.

On statement (5) the most important value that I have is my integrity. I demonstrate honesty and trust in all my actions to establish credibility as a leader. The results indicated that majority of respondents 163 (65.7%) strongly agreed with the statement while 85(34.3%) respondents agreed with the statement. This had a mean score of 4.66 and a standard deviation of 0.476 which was much higher than the composite mean of 4.52 and a standard deviation of 0.425 implying that the statement positively influenced performance of youth environmental projects in Nairobi County. The line standard deviation of 0.476 being higher than the composite standard deviation of 0.425 indicated divergence in opinions. This result findings indicate that the majority of the respondents strongly agreed that leadership management skills played a major role on performance of youth environmental projects. The findings also validated the respondent's perception on leadership skills and project management where they all agreed that it would leverage performance, thus concurring with the position taken by previous study findings following literature reviewed on leadership skills and performance of youth environmental projects. The response portrays Africans possession of "UBUNTU", which is about the

essence of being human on leadership that embraces hospitality, caring about others, being able to go the extra mile for the sake of others (Bagele et.al., 2016). The study findings also implies that leadership should be celebrated and passed on to different legacies through varied cultural responsive heritages and indigenous practices; to better appreciate and understand the multitude of ways in which leadership notions can be understood and expressed. This is not only beneficial for the recipients of solid waste management projects, but also help to expand and refresh performance of youth projects, offering new insights into the phenomenon of leadership and its pivotal role in social change, hence embracing a world-view of value systems.

Key informants interviews by Youth officers from the Directorate of Youth was also conducted pertaining their experience with the youth groups during the implementation of their solid waste management projects and they had this to say:

"In my opinion, it is important for youths to be trained on leadership skills because they are very inadequate in the way they handle their projects. Specifically, I would advocate that youths go through mentorship programs even after being trained on entrepreneurial projects since the training given by government is minimal and may not be practical to a youth handling environmental projects with a dire need of instant profits".

"Seeing them reform and live a positive life is one of the main achievement that I endure to document in my term of service".

1.2 Inferential statistics of Leadership Skills and Performance of Youth Environmental Projects

Correlation and regression analyses were conducted to determine the relationship between leadership management skills and performance of youth environmental projects. These were further explained as follows:

1.2.1 Correlation of Leadership Skills and Performance of youth Environmental projects

Correlation analysis was conducted to establish the relationship between leadership skills and performance of youth environmental projects. The results are presented in Table 1.2.

Table 1.2
Correlation Matrix between Leadership Management Skills and Performance of youth environmental projects
Correlations

Variables	Performance	Leadership
Performance	Pearson Correlation	1
	Sig. (2-tailed)	0.321**
	N	248
Leadership	Pearson Correlation	0.321**
	Sig. (2-tailed)	0.000
	N	248

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

Table 1.2, the correlation output shows that leadership characteristics were statistically significant (P-values under significant 2-tailed were all less than $\alpha=0.05$) towards performance of youth environmental projects. From table 1.2 also shows that the correlation index between leadership skills and performance was positive and significant, $r(247) = .321$; $p \leq .05$. This implies that as the level of leadership skills increases, the performance of youth environmental projects also increases

1.2.2 Regression analysis of Leadership Management Skills and Performance of youth environmental projects

Further, a Regression analysis was conducted between the leadership skills and performance of youth environmental projects to determine the relative contribution in terms of the variance that could be accounted by the independent variable towards the change in the dependent variable. From this analysis, it was observed from the model summary table (Table 1.3) that the coefficient of correlation was 0.321 with an R^2 square of 0.103 implying that the leadership skills variable could explain about 99 percent of the total variance in performance of youth environmental projects.

Table 1.3
Regression analysis Model Summary table between Leadership Management Skills and Performance of youth environmental projects

Model	R	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F	df1	df2	Sig.
1	0.321 ^a	0.103	0.099	0.52198	0.103	28.164	1	246

a. Predictors: (Constant), Leadership

As to whether this model was significant in enabling predictions containing the independent and dependent variable, the ANOVA table was produced and the results are as shown in Table 1.4

Table 1.4
ANOVA of Leadership Skills and Performance of youth environmental projects

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7.674	1	7.674	28.164	0.000 ^b
1 Residual	67.025	246	0.272		
Total	74.698	247			

a. Dependent Variable: Performance

b. Predictors: (Constant), Leadership

The ANOVA Table 1.4 showed that in the global model, Leadership skills had a significant prediction on performance of youth environmental projects, This implies that the levels of leadership skills possessed by youths can be a good predictor of

performance of youth environmental projects; $F(1,246) = 28.164$ $p \leq .05$.

To establish the amount of contribution that leadership skills had on the outcome variable of performance, the results are presented in Table 1.5 on regression coefficient and reported using the t-value statistics

Table 1.5
Regression coefficient of Leadership Skills and Performance of youth environmental projects

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
1 (Constant)	1.744	0.354		4.9220.000
1 Leadership	0.415	0.078	0.321	5.3070.000

The Table of regression coefficient (1.5) showed that the unstandardised beta coefficient for leadership skill to be 0.415 The T value for leadership skill is also significant, implying that for each unit increase in leadership skill, performance of youth environmental projects can increase by 0.415 units; $T(247) = 5.307$; $\beta = 0.415$; $P \leq .05$.

1.2.3 Hypothesis Testing

The study sought to assess the influence of leadership skills on the performance of youth environmental projects. Pearson correlation coefficient was used to test the relationship between leadership skills and performance of youth environmental projects. This was done at 95% level of confidence. In order to prove the validity, both correlation and regression analysis were run on the SPSS programme version 22 based on the decision criterion made that any P-value less than the threshold of $\alpha=0.05$ would be considered significant and subsequently lead to the rejection of the null hypothesis and acceptance of the alternative hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of $\alpha=0.05$. From the findings of correlation and regression and analysis; correlation index between leadership skills and performance was positive and significant, $r(247) = .321$; $p \leq .05$. This implied that as the level of leadership skills increases, the performance of youth environmental projects also increases. Regression coefficient showed that the unstandardised beta coefficient for leadership skill to be at 0.415 units $T(247) = 5.307$; $\beta = 0.415$; $P \leq .05$. The T value for leadership skill was significant, implying that for each unit increase in leadership skill, performance of youth environmental projects can increase by 0.415 units. This therefore implies that the null hypothesis which stated that:

H_0 : There is no significant relationship between leadership skills and performance of youth environmental projects in Nairobi County; to be rejected and the conclusion made that:

H_1 : There is a significant relationship between leadership skills and performance of youth environmental projects in Nairobi County, which was the alternative hypothesis.

X. CONCLUSION AND RECOMMENDATION

Leadership skills was found to statistically significantly influence performance of youth environmental projects in Nairobi County. All groups believed that leadership was key in running and sustaining their groups, signifying very promising cultural responsive practices that even though the groups lacked any formal training on leadership skills, they at least understood the basics of holding groups together through youth led leadership. The study shows that leadership in youth is inherent; they have their tacit ways that are not culturally biased which is neutral to leadership paradigms trapped in the historical moment dominated by global capitalism. The study recommends policy actions by government to incorporate youths to learn project management leadership skills under mentorship programs from corporations, firms and other public entities so as to incubate their skills for effective projects performance.

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