

FACTORS INFLUENCING YOUTH PARTICIPATION IN COMMUNITY
DEVELOPMENT IN SABAH

By
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Project Paper Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Business Administration (Leadership)
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DECLARATION

The author hereby notes that, unless otherwise stated, this project paper is her original research. References quoted in the reference list have been given the acknowledgement. The opinions and analyses in this study are based on references made by the author and are not an invitation to use this study for management purpose as a technical tool.

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Date :

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Abstract of the project paper submitted to the Senate of Universiti Tun Abdul Razak in partial fulfillment of the requirements for the Master of Business Administration (Leadership).

**FACTORS INFLUENCING YOUTH PARTICIPATION IN COMMUNITY
DEVELOPMENT IN SABAH**

By

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In this study, factors influencing youth participation in community development was investigated. The study thus aimed at establishing the relationship between education, awareness, accessibility to opportunities and government policies on young people's involvement in community development projects. Results were collected via structured questionnaire to achieve the research goals. Survey forms are distributed to 60 respondents from two NGOs in Sabah. The findings indicate that there is a significant relationship between education level, awareness, accessibility to opportunities, and government policies and youth participation in community development. The study recommended a similar study should be done in other parts of the country to establish whether there are other determinants of youth participation in community development initiatives like government policies of financing youth and job creation.

CHAPTER ONE

INTRODUCTION

1.1 Background

Malaysia is a developing country rich with natural resources but there are still a lot of poor people and some seem to be trapped in the poverty cycle for generations. There is no easy way to answer to this question. It may range from lack of opportunities, education, mind-set, structural oppression to systematic poverty. Hence, poverty alleviation would require both community development as well as advocacy on policies and structural changes. There will be no lasting change if the community does not truly desire to change process.

The level of involvement of the immediate citizen as a community to accomplish common goals defines the success of all communities. Community development means integrating the shared goal of improving social, economic, political, educational and cultural well-being for better livelihoods. The involvement of citizens is thus a necessary component in the successful development of societies. According to Mohamad, Silong and Hassan (2009), in planning development projects, people's participation cannot be dispensed. The involvement of people in the process of human empowerment and growth is gaining momentum in community development. The word "participation" is viewed as an important role in the application of the system of Community development. In the middle of the debate on growth (Blackman, 2003), participatory and other related concepts such as sustainability and equality can be argued that participation is as old as democracy itself.

It cannot be underestimated the role of youth in helping a nation to achieve economic growth and potential competitiveness. The emphasis on young people has been widely debated, with the focus of several studies on cross-cutting problems affecting young people including homelessness, poverty, violence, drug abuse, HIV / AIDS and education. In Malaysia, community development has been the underlying policy since the independence and the emphasis has been people's participation in government-sponsored activities (Vadevelo, 2018). Youth participation, in some ways driven by the speech on children's rights, is increasingly attracting attention. This is, however, limited, and often only superficial, in the meaning that young people are often included in one-off discussions when their "voice" contributions do not affect key structural decision-making.

Jacobs and Price (2003) propose a sustainable and effective way of growth for community members. According to Heng (2010) youth are a possible agent for involvement in the processes of growth. Young people can actively engage in development with community members by offering decisions, initiatives, planning, services and life-impact resources (Checkoway, 2010; Checkoway, Pothukuchi, & Finn, 1992) and the Convention on the Rights of the Child has acknowledged this (Villa-Torres & Svanemyr, 2015). However, Malaysian youth live in a traditional social structure in which younger generations are obliged by keeping silent during debates and meetings to honour their elderly. Social norms and behaviors therefore tend to be a real challenge for young people to engage in the development process and it is difficult for young people to navigate networks to change or express their ideas.

Recently, in 2018, the youngest Cabinet minister Syed Saddiq has been appointed as Youth and Sport Minister at the age of 26 years old. This has proved the government's appreciation towards youths as well as ensuring that their voice will be heard at the federal level. As such, this present study aims to explore the factors influencing youth participation in community development in Sabah in the context where their education level, awareness strategies, accessibility to opportunities and government policies will be taken into account.

A study on limitations and community participation in Peninsular Malaysia has been done by Zainudin and Ngah (2019) who assessed the ability to achieve sustainable and development by deliberating on present and future interest of the community. The study identified lack of community participation based on its current state. The researchers further explain that the current state of community participation in planning decision-making in Peninsular Malaysia indicates shortcomings, hence impeding the effort to achieve its primary purpose. The inadequacies of the conventional participatory process employed by local planning authorities in Peninsular Malaysia are elucidated by reviewing previous studies conducted by Malaysian scholars.

Malaysia has announced various goals for the achievement of the status of developed countries by 2020. This ambition has not fully been fulfilled and there are still issues that need to be resolved before Malaysia joins the rank of developed countries. Poverty, inequality and income distribution are among the pressing issues to be addressed. For future attempts to eradicate poverty must be carefully and systematically planned and focused so that the vulnerable will play an important role for growth.

In Sabah, there are many programmes has been introduced to poverty eradication particularly in the rural areas, needs to be further increased to ensure the socio-economic gap between the urban and rural areas can be narrowed. This is because the State is still number one in terms of poverty rate and highest in term of joblessness in the country.

1.1.1 Community in Sabah

Sabah currently suffers from relatively high poverty rates making Sabah the poorest in all states in Malaysia. In 2004, the poverty line was 23% of households. In the meantime, the “hardcore low” ranking is 6.5% of the Sabahan households. While this problem has been tackled successfully, much remains to be done. Although the state of poverty in Sabah in comparison to the other states is clearly a major issue, the need to address poverty within the districts itself is also equally important. Poverty is a serious problem that must be addressed aggressively. In the case of Sabah, it is necessary to study both inter-ethnic and geographical disparities to ensure that the mainstream economic development in Sabah does not exclude a community. Table 1.1 show the poverty rates across the districts in Sabah.

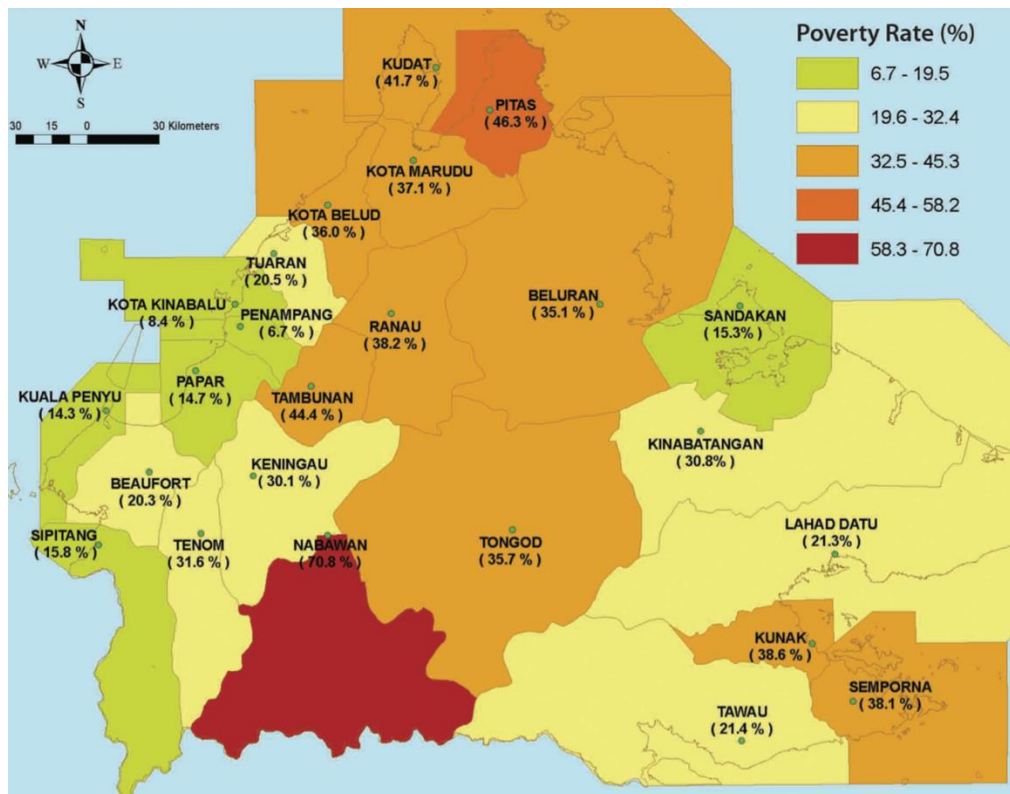


Figure 1: Poverty Rates across Districts in Sabah

Source: Sabah Economic Planning Unit (2018)

Efforts to eradicate poverty in Sabah, due to demographic and geographical reality in the state, are particularly challenging. Most of Sabah’s poor population lives in rural areas where many families remain trapped in poverty, as most rural populations continue to work in low productivity.

There is also a major problem with infrastructure. The ability to provide basic equipment such as electricity, water supply, bridges, etc. is a key factor in eradicating poverty. In Sabah, this is difficult because of the size and sparse population dispersion at Sabah, especially in remote rural areas. Precise data for controlling and overseeing households

below poverty line incomes is yet another challenge: the lack of data on direct support for such households, the lack of regularly updated datasets for extremely poor households.

Development in Sabah is mainly based on government, NGOs and other development agencies projects for development projects. The social and economic growth of the local population therefore depends largely on their proper workings. Related literature shows that the spectrum of participation for youth in Sabah development projects is very small.

Many youths in Sabah still live in poverty and deprivation, their basic human needs are not fulfilled.

1.2 Problem Statement

The main focus of this research is to examine factors influencing youth participation in community development in Sabah. There is limited research on youth participation in Malaysia. Hence, this present research could contribute to the future work in the research matter.

According to Aminu (2012), although there are programs in Malaysia developed by NGOs and national, state as well as local government, most youth do not participate actively in community building and self-help projects for competition. Ahmad et al. (2012), found that youth do not play their role and rights for a better environment in Malaysia or participate in it. Pandian (2014), found that young people in Malaysia do not see themselves as a single individual in a situation in which the society can make changes. Adesope (2007), stated that youth need to take advantage of their active characteristics for progressive community

improvements because young people have been recognising for their active participation in community development. Research by Angba, Adesope, and Aboh (2009), certain social and demographic resources, for example indigenous (original) population, community residence period, sexual orientation, age, jobs, education levels and youth attitude to community development initiatives, exist in significant ways. An additional research has shown the lack of funding, poor management, lack of interest and training in the community impede the implementation of major community in development projects (Effiong, 2012).

Some countries may think that the developmental programmes are the government responsibility. However, I believe that community development requires effort from both parties; community and local government. Every community is enhanced by people's participation and their willingness to take action to advance. Studies on factors influencing youth participation in community development are limited particularly in Malaysia. Angba (2009) stated that the effect of such factors on the involvement of youth community development projects is not clear. Hence, this research aims to study the factors that influence involvement of young people in community development projects.

1.3 Research Objectives

The present study examined factors influencing youth participation in Community Development projects in Sabah.

1. To establish the relationship of education levels of the youth's and their participation in community development projects in Sabah.
2. To examine the relationship of awareness methods and youth's participation in community development projects in Sabah.
3. To find out the relationship of accessibility to opportunities and youth participation in community development projects in Sabah.
4. To establish the relationship of government policy and youth participation in community development projects in Sabah.

1.4 Research Questions

There is some research question that arises as a result from research problem which has been discussed based on the previous research related to the study. Among the questions in the study are as follow:

1. To what extent does education level influence youth participation in community development projects in Sabah?
2. To what extent do awareness strategies to opportunities influence youth participation in community development projects in Sabah?
3. To what extent does accessibility to opportunities influence youth participation in community development projects in Sabah?
4. To what extent does government policy influence youth participation in community development in Sabah?

1.5 Significant of Study

Youth participation in community development is important as they are considered as the active working group who will be a leader and shape the country in the future. The purpose of this study was to add to existing knowledge of involvement and project development by filling the gap in youth participation in existing studies that did not emphasize the importance of youth participation in developing projects. The government will use this study to revise governance structures and ways in which participation in development projects within informal settlements is addressed. In examining different factors that influence participation among young people in development projects, the purpose of this study was to study the weaknesses and success factors that affected young people's participation and recommended strategies for dealing with the weaknesses and lessons learned. The results will be used as empirical proof by project managers to resolve these causes and to encourage youth participation.

1.6 Limitations of Study

One of the limitations in this study was there was lack of previous research on community participation in Sabah. Most of the previous studies were conducted in Peninsular Malaysia. Having said that, there is less research on community development in Sabah and this present study could guide future research to understand the factors influencing youth participation in Sabah. The number of youths living in Sabah was also not provided in the Department of Statistics Malaysia (DoSM), but the number of youths living in Malaysia was provided. Hence, it was hard to get the total population of youth living in Sabah. Another limitation encountered by researcher is that important information such as which

NGO's the researcher used as respondents is not to mention. Researcher had to ensure their information is confidential so they could open up freely and give information.

1.7 Summary of Chapter

Sabah is known to be the poorest state in Malaysia. The development of a country is not only depending on the government but also the citizens. Thus, the involvement of citizens is a necessary component in the successful development of societies. This chapter has introduced the research study and the importance of investigating the factors influencing youth participation in community development in Sabah. The objective of the study helps to enhance understanding of the relationship between the factors influencing participatory in helping Sabah to develop.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review that is related to the present study, following with the theoretical literature overview on community development, factors on influencing youth participation in community development, and empirical research on the effects of education levels, awareness campaigns and the accessibility on youth participation in community development.

2.2 Overview of Youth Participation in Community Development

The youth are both tomorrow's leaders, parents, authorities and employees and the present resources. Properly supported and given the right opportunities, girls and boys, young ladies and young guys can have a huge impact in lifting themselves, their households and communities out of poverty. Sentiments win about the significance of the expression "youth". The common one is boys and girls; some others may consider them to be full grown young men and young ladies. In various pieces of the world, distinctive paradigm is utilized to pass judgment on who they are and who they are not. According to Adesope (2007), in India, they established definition proposes that an individual that is over 21 years is a grown-up. He further expresses that adolescent fall inside 18 and 30 years old and this has consistently been the general guide for the meaning of youth. In Malaysia, youth is defined as people aged between 15 and 40 years (Yunus, 2007). Recently, the definition of youth in Malaysia has changed by Youth and Sport Minister Syed Saddiq by lowering the

age from 40 to 30. The reason behind this is to reduce the generation gap, quicken youth development, and decrease hazard conduct in youth gatherings (Yunus & Landau, 2019). In addition, the age of youth society office bearers would likewise be decreased to a limit of 30, and they should likewise be younger than 30 when delegated. At the moment, youth associations are viewed as being idle and are not ready to fill in as a significant medium in speaking with the adolescent. This is because of two factors. Right off the bat is the inability to adjust the changing way of life and outlook of the young people (Yunus & Landau, 2019).

Table 1: Malaysian Population

Malaysian Population	Population in Sabah	Youth Population in Malaysia
32.6 million	3.54 million	11.4 million

Source: Department of Statistics Malaysia (2019)

From the statistics issued by the Department of Statistics Malaysia, the overall population of 32.6 million people in Malaysia, a total of 3.54 million people in Sabah. This amount represents 1.15 percent of the population of Malaysia. The overall youth population age 15 to 34 in Malaysia is 11.4 million. This amount represents 3.71 percent of the youth population in Malaysia. The overall youth population in Malaysia is 11.4 million which means half of Malaysian population is covered by youth.

Table 2: Population by Age Group

Age Group	Total Age Group Population	Age Group Share of Total Population
15-19	2,669,743	8.25%
20-24	2,863,057	8.85%
25-29	2,907,311	8.98%
30-34	2,929,646	9.05%

Source: Department of Statistics Malaysia (2019)

Table 2 shows recent statistics of the youth population by age group from 15 to 34. The highest youth population age group in Malaysia is 30 to 34 with 9.05 percent following by age group of 25 to 29 with 8.98 percent.

The following literature review will examine how the concept of community has been perceived by scholars. According to Warbuton (1998), community is a strong connection between people and places, this means that the relationship between people in a society and their location has a good relationship. One of the factors that might cause this is because of the geographical attachment, for example their good social experience, culture history, norms, practices, relationship, and connections. Pawar (2010) perceived a clear understanding of the community concept may require us to analyse factors such as geographical, people, practices, social attachment, and culture. In 2014, Onyemenezu conclude that community is a social cohesion that enable its members to share their daily life, social economic, culture, geographical place, and political trends to make each

member to feel belonging and attachment. Thus, we can conclude that community provides each of its members with attachments throughout their life with a wide range of culture, environment and attachment.

Although many researchers stated that community has well connection between people and places, Korsching and Davidson (2013), stated that it is less likely to provide precise definitions, applications, and statements because community is deemed to depend on participants problems and interest. Without a doubt it very well may be valid that networks involve modern attachments and collaborations which may be unique in relation to each other as indicated by social standards, culture, rehearses, individuals' recognitions, etc. Pawar (2010) clarifies that giving an exact definition to network is risky attributable to various qualities that exist between particular networks, for example, populace size, personality and having a place, relationship and connection, shared traits among individuals, and neighbourhood culture and customs. Henceforth, an appropriate definition for network relies upon its unique circumstance, topography, economy, and individuals. These parts of network are featured so as to take note of that my exploration of youth support in network work may be affected by how the network is sorted out and organized as far as social standards, culture, order, and practices.

Development, on the other hand, has been understood in many unique approaches and linked with several concepts which includes modernity, industrialisation, urbanisation, economic growth, free market, and grassroots movements (Khin, 2017). Esteva (2010) describes development as what is correlated with growth, evolution, and maturation.

Melkote and Steve (2011), express that development as a thinking has to conclude “the physical, mental, social, cultural and religious growth of persons in an environment liberated from compulsion and reliance. Willis (2005) battles that advancement is firmly associated with 'innovation' which principally centres around putting endeavours for financial improvement through contributions with universal organizations, for example, the World Bank and the Worldwide Money related Store (IMF). Understanding of improvement have been impacted and commanded by different elements. These incorporate individual viewpoints toward the terms of improvement itself, criteria to pinpoint the advancement forms, the prevailing status of the created world, the connection among governments and improvement organizations, etc. Subsequently, development is maybe more confused than what have been looked into and investigated on the grounds that it is associated with individuals, socio-geology, culture, viewpoints, standards, social developments, and worldwide patterns.

Besides, view of development and how it is rehearsed in the world have been changing and moulding after some time. According to Pieterse (2010), since the provincial time frames, development has been overwhelmed by the western advancement model, which is direct, teleological and ethnocentric. There was a combination of monetary and social anticipating for advancement after the making of United Nations Research Institute for Social Development in 1963 (Esteva,2010). A couple of decades later, Pieterse (2010) perceives a couple of approaches which have risen, and which are identified with advancement ideas, for example, standard improvement, elective improvement and post-improvement. This is

on the grounds that improvement points of view can be founded on epistemologies and ontologies of pariahs and insiders.

According to Campfens (1997), the idea of community development picked up ubiquity during the 1950s and 1960s with direction from the UN and its partnered organizations including UNESCO, ILO, FAO, WHO, and UNICEF, which bolstered the way toward remaking the economy, particularly in the Third World where there was a critical need to improve expectations for everyday comforts among poor people. Since individuals have been living as a gathering, the presentation of community development worldview could be well-lined up with international agencies methodologies and objectives of neediness decrease through network building measures and creating network wide positive effects. According to Henderson (2008), from 1968, community development got more consideration from social specialists, instruction experts and governments who delivered some compelling reports and gave some subsidizing for finding a way to battle poverty. From that point forward, community development has been altogether cantered around destitution annihilation with the association of global organizations and beneficiary nations.

Community development is seen distinctively as indicated by individuals' experiences and backgrounds, from improvement facilitators, to scholastics, researchers, business elites, neighbourhood individuals and youth. According to Phillips and Pittman (2009), most experts consider community development as a result physical, social and financial improvement in a community while most academicians consider community development

as a procedure the capacity of network to act all in all and upgrading the capacity to do as such. Bonye (2013) and Jimu (2008), see that community development has a solid association with ideas like participation, empowerment and mobilisation. Therefore, a dominant part of development offices has been including and utilizing these ideas at the grassroots level by means of participants experiences and backgrounds. To put it plainly, community development is clarified and utilized by various experts using varied methodologies and strategies.

Community development can likewise be applied through a top-down approach. For example, Handerson (2008), clarifies that there are three fundamental topics in building up a community: sponsorship, changing approach setting and reacting to new thoughts. The first topic alludes to supporting needs in quite a while of fund, work manifestations, and limit building. Next, changing approach settings are believed to have a nearby association with political ranges, for instance, open consumption change and privatization of some open administrations. The last topic is reacting to new thoughts since hypothesis and practices of network advancement are seen uniquely in contrast to one area to another as indicated by their social, cultural and recorded changes or settings. Since decision making forms are impacted by incredible and high-positioning authorities, there ought to be a particular research venture evaluation before any executions completed in the community. Subsequently, this significant level methodology may be working in certain community, however not all.

Despite the fact that there is certainly not a typical meaning of what establishes community development, there are investigations of how to reach or accomplish community development. According to Handerson (2008), the foundation of successful community development originates from nearby residents who are submitted and take activities so as to add to solving existing issues. Phillips and Pittman (2009) express that community development is a strategy to encourage community individuals to meet up and talk about solutions to manage present and basic difficulties in their societies. As such, it is an approach to inspire community individuals to engage in real life taking so as to accomplish alluring or shared outcomes for their members. This can be named as a base up approach, which permits neighbourhood individuals dynamic contribution in talking about their issues and needs. These individuals are along these lines considered to be responsible for changes in their community. According to Richie, Parry, Gnich and Platt (2004), community development can likewise be identified with community association, community-based activities, community preparation, community limit building and resident cooperation. Subsequently, community development can be accomplished through neighbourhood individuals' intervention by activating nearby social capital, connecting with neighbourhood individuals in a progression of community occasions, and advancing deliberate investment. Despite of the fact that community development practices are complex and researchers have battled to arrive at an accord on a definition, this exploration study will add to the idea of community development from Sabah's setting.

2.3 Factors Influencing Youth Participation in Community Development

This segment covers the variables impacting youth participation in community development in this study. These are education levels, awareness and availability to opportunities and Government policies.

2.3.1 Education Levels and Youth Participation in Community Development

According to Angba et al. (2009), indicate that instructive degree of respondents corresponds altogether and emphatically with age. The implication of this discovering is that as one achieves a more significant level of education, attitudes towards taking an interest in community development ventures is probably going to be progressively ideal. The important of education is undeniable according to Ovwigho and Ifie (2004), as they noticed youth's contribution in cooperative endeavours. Thus, Ekong (2003) revealed that age is more frequently utilized as a reasonable model for some economic wellbeing than education.

Education levels are profoundly critical in the degree, force and example of support (Angba, 2009). They further expressed that participation increments with education, yet past the secondary school level the expansion is most prominent in non-church-related associations. It was additionally stated that successful participation clearly requires open communication and social abilities which must be adapted; subsequently the individuals who are better educated would be better engaged for participation because their frame of mind would probably be ideal.

Education is along these lines, a significant determinant of effective participation in community development ventures. The educated youth would in all likelihood acknowledge community development better than to anything the less educated. In the event that the young acknowledge community development, his frame of mind towards taking part in community development ventures is probably going to be positive. In 1999, Ani had revealed the significance of education among rural development operators. The youth are strong operators being developed in numerous provincial and urban communities. Jibowo and Sotomi (1996) in their investigation found that measurably noteworthy relationship existed between age, level of formal education, occupation and participation in youth programs.

Education has been recognized by numerous researchers as key to advancement of a person's learning and aptitude preparing. Gordon (2008) stated that what makes a few nations rich, with their residents appreciating high standard of living is business; creating, selling and purchasing merchandise and ventures that lead to occupations, individual wealth, and exclusive requirement of living. According to O'Lawrence (2008), for a country to be focused in worldwide economy, its human capital (labours) must be prepared and educated to build up its natural resources and ready to improve innovation. All of these are significant vital to economic advantages. Human capital is the most significant components in the journey for an upper hand in trade are the aptitudes and activity of a country's workforce.

In Malaysia, children start their education early at the age of four, although this is not mandatory. Primary education begins on the first day of January of the current school year when the child turns six years old for six years, while the secondary education will be five years. Both primary and secondary education is mandatory in Malaysia, hence why the government provides free education in those years. The secondary school ends with Sijil Pelajaran Malaysia (SPM) as the public common examination.

Students who want to pursue higher education after the secondary level need to have the required academic grades and be able to fund their education. SPM students may either choose to complete a pre-University degree, for example, sixth form, GCE 'A' level and matriculation programs or obtains a certificate or a diploma in higher education. The time to complete an undergraduate program will depend on the type of program. It usually takes a year for students to complete a STAM and 1 1/2 to 2 years for STPM and A-levels.

In the university, opportunities for studies include certificates, qualifications, undergraduates and post-graduate studies. Bachelor and professional qualifications are offered during undergraduate studies. Postgraduate studies provide master and doctoral qualifications. Generally speaking, higher education at the diploma level is for secondary school leavers, such as SPM (usually at age 17) and for post-secondary degree programs (usually at age 19), such as STPM or A GCE Levels or other pre-university equivalents.

According to UNICEF (2019), about 90 percent of children go to school, but between rural and urban areas are somewhat different. In rural areas, children frequently do not attend

school (mostly indigenous children). And less than a tenth of that make it junior high. Sometimes, for cultural reasons alone, girls are denied their right to education. Fortunately, this condition and gender equality in general are changing educational policies.

2.3.2 Awareness Strategies and Youth Participation in Community Development

Having said that, education is important for everyone because it gives people the knowledge and skills they are required to have when facing the real world. Although it is required to send their children to school, some parents in Malaysia does not send their children to school due to poverty. Hence why, the Malaysian government has made it compulsory for parents to send their child to school at the age of 7 to 17 years old for free. According to the Deputy Education Minister Teo Nie Ching, parents may be fined up to RM5,000 or six months imprisonment if they fail to send their children to school (World of Buzz, 2019). Students who want to pursue their studies in higher education must have their own funding. Hence why, not all students in Malaysia are able to continue their studies in higher education. Therefore, based on the literature review, the present study aims to investigate the relationship of education level of youth and their participation in community development in Sabah.

Awareness of community development and the importance of youth engagement may be critical when it comes to increasing the level of participation of youth community development. The aim of this study is to explore awareness and investigate the effectiveness towards the strategies that has been exposed to the community in Sabah. There are many strategies that has been developed by the government to improve the

awareness on community development in Sabah, such as, social media, posters, banners, social influence and advocacy campaigns.

Although there are many strategies has been proposed, Nelson et al (2013) argues that community development awareness in Sabah were poor and suggested that they need extension, encouragement, willingness and motivation. There were several negative correlations among the attributes, for example, knowledge on community development to local community and suggested that appropriate policy and organizational steps to integrate to local community in community development activity to have a win win situation for the local community and the development of community.

Social media use among Malaysians has increased. According to Saizan and Singh (2018), Facebook, YouTube, WhatsApp and Instagram are the most popular social media sites currently used. Socially, people can have direct communication with politicians, civil servants, and even whole government agencies. It also gives them the opportunity to get involved. Social media is not only a convenient way to share information and track trends. Governmental organizations can also communicate with the public in a very powerful way.

According to Murse (2019), the use of social media in politics such as Twitter, Facebook, Instagram, and YouTube, has changed the way campaigns are run. The easy access on information in these social networks has enhance the activities of political development in a country (Ahmad et al., 2012). Researched by Gazzar (2011), has found that there is a positive effect on social media and youth involvement in social activities such as cleaning

streets and beaches and negative impact of social media on leadership activities such as receiving a forwarded message or spreading calls about a revolution. Having said that, social media proves to provide information and resources to the youth that could either be beneficial to the country on youth participation in community development.

Posters are printed sheets that are meant to be posted to public to spread awareness and it is a great way to target a specific audience. There are many ways to create a good poster. It can be a good publicity for the region, an effective way to begin a conversation and a great way to raise awareness of an issue. According to the University of Liverpool (2012), poster is full with colourful abstract that can attract the attention of target audience. According to Mimeo (2015), it is scientifically proven that poster has been used in communicating information on academic and public health field. He added that posters can help to increase knowledge, change attitude and alter behavior. There is no doubt that Malaysia has been using posters to promote the awareness on community development many places that are public, such as in schools, malls and busses to increase the level of participation of youth in Malaysia.

Banners are made from vinyl and it is designed to be hang from high place or to be hold by people. Most people will always notice banners that signals important events around public areas. Most banners use colourful abstract picture and less wording to attract the attention of people. Malaysia has use banners for many events such as, Healthy Lifestyle, Fit Malaysia, National Sports Day, Purple Walk, Seribu Langkah (New Straits Times, 2018).

Social influence refers to a person who is close to an individual that can influence the opinion and emotion to perform a specific behavior. It usually reflected in socialisation, conformity, peer pressure, obedience and leadership. Social influence takes in many forms and it revolves around us, especially our close family and friends, teacher, our leader or even mentor that can or could possibly influence our long term behavior, such as leadership participation (Koe & Majid, 2014; Tata & Prasad, 2008; Simpong et al., 2017). Research was found that youth's mostly take advise from peers and role model instead of seeking advise from parents. Hence, youth's make decision without the acknowledgment of their parents (Lawal et al., 2009). This decision will sometimes lead to negative consequences; however, positive consequences can help the youths to develop their minds and the way they think.

C.E.C (2009) reported that in developing country, social influence has linked to drug abuse and sexual assault. Malaysia was also one of the countries who was found to be using social influence on drug abuse and sexual assault. Based on the previous studies, it was proven that social influence has a significant effect in resulting leadership participation. However, there is need to explore more on the effect of the awareness through social influence due to limited information.

According to UN Women (2010), an advocacy campaign is a series of actions to promote policies or initiatives. The aims of a advocacy movement that range from drafting and enacting a new or revised domestic violence law; reform of the justice system; trials in domestic courts for test cases using international human rights principles. One of advocacy

campaign that has been done in Malaysia is Human Rights advocacy which is known as “Suara Rakyat Malaysia” (SUARAM). This advocacy literally means “Voice of Malaysian People” that was established in 1987 due to some members from parties, educationists and activists who tried to threaten the national security. (Add more)

However, there is need to explore more on the effect of awareness strategies and youth participation in community development due to limited information. This present study aims to examine the relationship awareness methods and youth participation in community development in Sabah.

2.3.3 Accessibility to opportunities and youth participation in community development

Although there are many community development projects in Sabah, the level of participation among youth maybe influence by the accessibility to opportunities. These community development projects in Sabah made by the governments and NGOs are there to help the Sabah community to develop in socially and economically. Sabah is lacking in many things, such as, clean water (in rural areas), road condition, poverty and education (Dambul, 2010). Many community development projects in Sabah is based on these but even though with many of the development projects is based on what Sabah is lacking, if there is no appropriate education on the importance of youth participation and adequate accessibility it will only lead to failure. The aim of this study is to investigate the adequate accessibility to opportunities and youth participation in community development.

Malaysia has actively provided access in the built environment since in 1994 when Malaysia signs the “Proclamation for full participation and equality in the Asia-Pacific region”. Malaysia, however, has limits on the implementation of accessibility legislation. One of the issues was the role of the local authorities in creating an enclosed atmosphere with their own mechanism. The Government recognizes the need to develop a built environment that is accessible for everyone. According to Hussein and Yaacob (2012), implementation, conformity and enforcement are however lax. The topic of open transport architecture appears to be in the early stages of planning and debating initiatives that are mainly addressed in a tiny way by the industry. In this regard, the Malaysian Standard MS 1331 is urgently necessary to be incorporated into the relevant laws. It is therefore critical that Malaysians learn further from other countries successes and failures while sharing their own experiences to improve Malaysia's situation in a short timeframe.

Evidence that young people in Sabah have access to employment opportunities provides a dim picture of how far youth can engage in development programmes. According to ILO (2019), in the 21st Century, young people’s unemployment has developed into a significant problem with Sabah one of the most affected state of youth unemployment. The unemployment figure of 112,000 people recorded by Sabah in 2018 was the second highest in the country (The Sun Daily, 2019). Among the reasons for Sabah’s alarming rate of unemployed graduates were unrealistic young demand, lack of communication skills and inconsistencies between the business needs and the educational background of graduates (Daily Express, 2018). Gain Forlife Academy (GFA) has actively worked with certain businesses to help lift the employment rate of these students and fresh school leavers to

address this issue. GFA recently met its theme ‘Connecting Companies’ with the development of human resources through TVET and managed to secure an agreement in two years to “Train & Employ” of 500 unemployed graduate and SPM graduate leavers.

Table 3: Malaysia Unemployment Rate

Malaysia Unemployment Rate (2012-2019)								
Year	2012	2013	2014	2015	2016	2017	2018	2019
Percent (%)	3.05	3.1	2.85	3.1	3.41	3.4	3.36	3.4

Source: The Global Economy (2019)

Table 3 shows the unemployment rate from 2012 to 2018 in Malaysia. In 2019, unemployment rate in Malaysia was at approximately 3.4 percent. The lowest level of unemployment rate was in 2014 which is 2.85 percent. According to the Global Economy, Malaysia unemployment rate is relatively low and stable at around 3 percent which means the population is experiencing full close to employment. Nevertheless, it is still an issue in Malaysia on the employment opportunities they have is low.

High rate of unemployment is not new in Malaysia, in fact this has always been a problem in Malaysia especially Sabah (The Star Online, 2018). Youth unemployed includes individuals age 15 to 24, a typical age range those who have just finished high school or just graduated from colleges and looking for jobs. A key reason is the slower hiring compared to the number of job seekers. This is due to the cautious business sentiments and moderate economic performance that restraints business from expanding their workforce.

Among ASEAN countries, the youth unemployment rate is lowest in Singapore at 4.6%, followed by Thailand at 5.9%, Vietnam at 7%, Philippines at 7.9% and Indonesia at 15.6%, while Malaysia at 10.8%.

A generation of economically marginalized youth will be in the country and this can have negative and far-reaching economic and social implications. They will be forced to struggle with more self-reliant economic arrangements and even more job displacements, more so with the advent of wider interconnection along with rapid technological advancement and foreign workers employment (The Star Online, 2018). Checkoway (2006) states that Sabah's youth tend to be disadvantaged and unable to contribute to their full national development potential because of unemployment and low participation. He further state that young people are socially excluded and therefore access to resources and services available to others is denied. He also points out that social exclusion can be preserved by both formal and informal structures, (laws, political policies, etc.) and intra-formal institutions (traditional systems, cultural practices and attitudes, etc.).

The alarming rise in youth unemployment and the equally disturbing high number of youths still living in poverty despite having a job shows how difficult it is to reduce unemployment, unless there are strong efforts to achieve sustainable economic growth. It should be stressed that there are groups of young people who are more vulnerable beyond the general exclusion of young people. These include the young people living in Sabah in an unhealthy environment (UNDP, 2010). Unemployment causes many social and economic problems, such as the imbalance of social status among the populations and the

increase of vice activities. Malaysia is not excluded from getting involved and dealing with crime offence issues everyday. This could establish urban areas where people are excluded based on their location. Young people are often excluded from access to credit facilities, as many financial institutions require collateral such as title acts that are not available to many young people.

Corruption, nepotism and the demand for employer experience have been prevented from accessing and engaging in youth development projects. According to the Department of Statistics Malaysia (2018), 22.4 million people in Malaysia are working, but many of those people who find work do not match their skills. Although many highly educated young people have been unemployed for long periods, employment prospects are higher for better educated people, in particular technical people. According to Hossain et al. (2018), young people are frequently discouraged from contributing to the growth of organizations, because there is still a lack of trust in the purpose, importance and methodologies of involvement of young people. Mwanzia (2010) states that young people can not contribute to growth while volunteering and practicing opportunities continue to play a role in the development of youth as they take part in short-term unpaid posts rather than professional development programs such as internship. Specific considerations not addressed when recruiting young people include achieving a good balance between recruiting people who have some existing work experience and development and realizing the full potential of people with less experience.

In 2009, the World Bank report says that many young people in developing countries have no direct access within governments to institutional framework and structures. It seriously prohibits them from fighting for their rights. Barriers to implementation of complex infrastructures continued to hinder their implementation, in rare cases, when young people were able to control or take decisions. It undermines the confidence and faith of young people in such systems.

According to Syed Saddiq from the Ministry of Youth and Sport (2019), there have been attempts to address the challenges face by youth in Malaysia. They urged to work closely with other ministries in creating more jobs for youths in the country and reduce unemployment rate. According to Johor South SME Association adviser Teh Kee Sin, the ministry should offer entrepreneur skills training and once completed, back them with seed funding to start micro and small business. He added ways on tackling those challenges by provide funding for youth to take up skills training courses or even offer them incentives to up-skill themselves to earn more. This is a youth-cantered program in areas like national development participation and integration, employment, health and training, and the development of skills.

Several initiatives, such as Tunas Usahawan Belia Bumiputera (TUBE), have been developed and have received good feedback with 1,436 young participants (New Straits Time, 2018). With the TUBE 1.0 and 2.0 programs, 1,425 new businesses were reported, creating 3,862 new jobs as of the first quarter last year, generating revenue of RM38.6 million. The Federal Government, under its Aku Janji 2013-2015, has organised

programmes, such as the National Youth Awards, Malaysian Youth Parliament, 1Malaysia For Youth (iM4U) and Malaysian Youth Volunteers (MyCorps), to foster leadership and creativity among the youth.

Although there are many initiatives done by the government to improve the quality of youth in Malaysia, however the attention is lack concentration in Sabah. There is so much potential in Sabah but very few opportunities (Lo, 2019). Hence this present study aims to find out the relationship of accessibility of opportunities and youth participation in community development in Sabah.

2.3.4 Government Policies and Youth Participation in Community Development

In certain cases, the political environment in a given country may encourage participation in development projects. According to Aminuzzaman (2006), it can also pose a fundamental challenge in various circumstances. The prevailing political context will not be conducive to meaningful participation in countries that do not promote transparency or citizen opinion, but rather maintain a strictly controlled course and decision-making in relation to the current situation.

In Blair (2000) view, the capacity for genuine engagement is greatly reduced by centrally organized political structures that prioritize local management processes and decision-taking. He further argues that conflicts that emerge between mechanisms promoted locally by the state to attain centrally planned goals and spontaneous grassroots informal

development efforts in development projects that are excluded from participation in mechanisms.

Chadha (2005) noted that government policies for development projects are critical in determining the direction of participation at every grassroots level. He added that when tension exists between State policy and projects, there is a tendency to have political power that directs or attempts to collaborate for political reasons towards development projects. Therefore, the essence of the political setting in a given state affects local groups involvement.

Hague (2009) commented on the government's influence of the existing legal system on participation in development projects. Hague states in its study that current judicial systems can seriously frustrate efforts to promote involvement in development functions within a country. He defined this in two ways: the legal system with an underlying prejudicial aspect, both in terms of maintaining the status quo and in terms of countless urban youth violating their legal rights and resources that are legally available to them. He explains this largely because many legal systems do not disproportionately seek to manipulate this knowledge to slum people who remain largely unknown and excluded from the impact of legislation that is supposed to benefit. In other cases, Blair (2000) states that legal systems explicitly limit involvement among growth activities. This is especially the case for legislation governing the rights of legal association of various categories of workers.

There is documented evidence of a general impact on involvement in development projects by the existence of the government administration. According to Khwaja (2004), the central government promotes administrative structures which is by their design constitute major obstacles to public participation. Such institutional systems maintain the safeguards that many citizens need in order to take an effective part in growth activities around decision making, allocation of resources and information and knowledge. He further notes that managers in such systems appear to be dismissive about the entire concept of involvement in men, frequently voicing pride and incredulity, which means that people in the slums can never assume responsibility for administrative matters. This leads to administrative structures becoming a mining ground and an important dissuasive facility for people seeking direct involvement in local administration or assistance.

Rahman (2004) claims that administrative institutions claim most of their time for people struggling for livelihoods and cannot afford centralized government procedures. He also notes that many governments face the challenge of financing costs and the time to promote effective local participation, and that few governments are willing to commit to this. According to The Star (2019), steady progress has been made in various facets of Malaysian society economic, cultural, and political. Nevertheless, one part of the framework of the government remains frustratingly stagnant. The government lacks involvement of young people and thus youth influence.

In 2018, the former Prime Minister Datuk Seri Najib launched new and more comprehensive Malaysia Youth Policy for the development of youths as Malaysia moves

on to become a high-income nation. This policy is aim to maximise the potential of every youth. The Government has recognized the importance of developing young people in leadership and socio-economics to make them the next generation of the administrators of the country.

2.4 Theoretical Framework

The present study is based on the construction of the conceptual framework. This framework shows the connections between the important variables in this present study and it should present the view of the researcher about the concept of the study. The independent variables in this present study include respondent's education levels, awareness and accessibility and the assumption that these variables are contingent to the dependent variable which is youth participation in community development.

2.4.1 Conceptual Framework

Figure 2: Conceptual Framework showing the relationship between the variable of the study

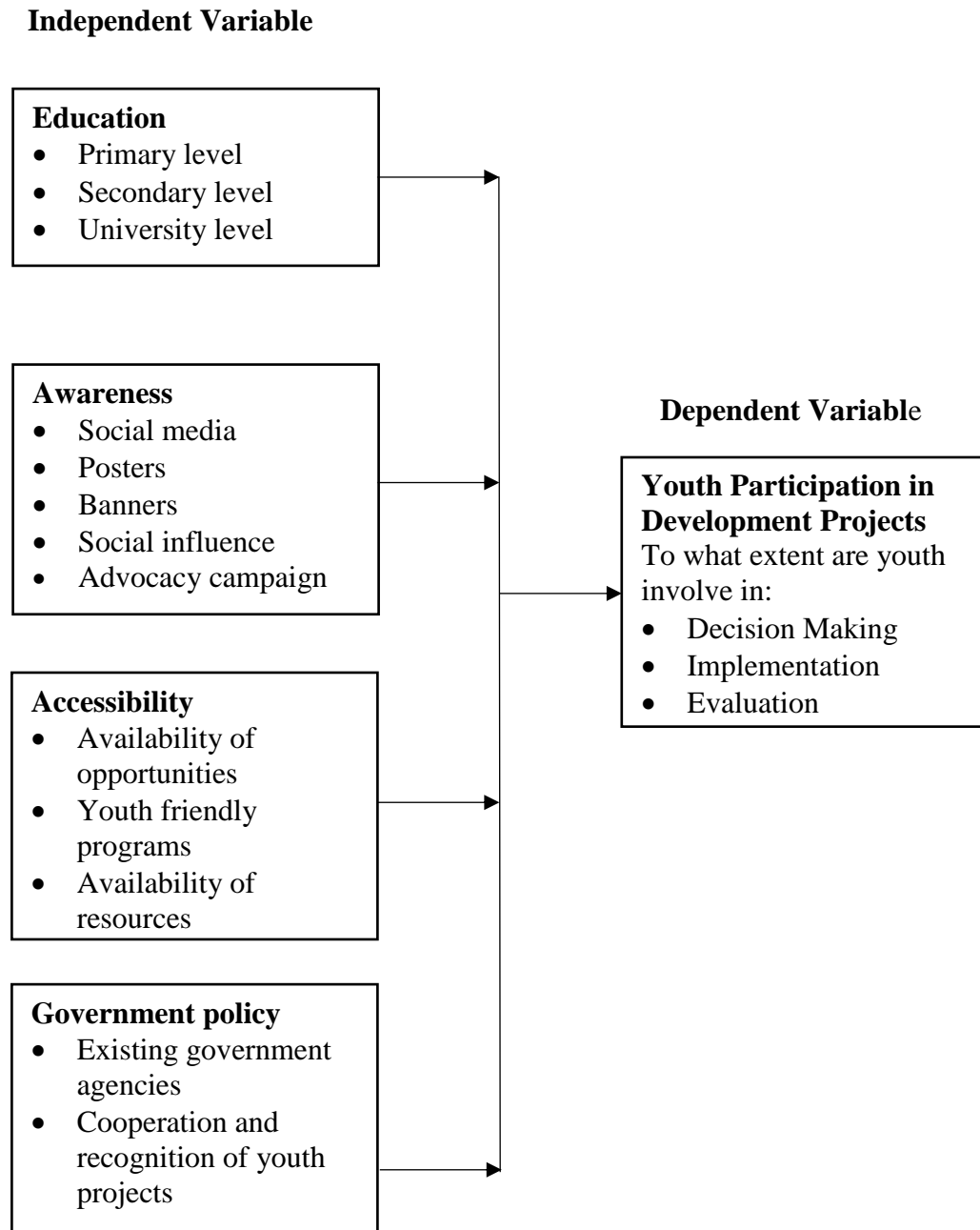


Figure 2: Conceptual Framework showing the relationship between the variable of the study

2.5 Research Hypotheses

This study was based on the following hypotheses: Youth participation in community development projects in Sabah. It is assumed that the level of participation is low since most youth in Sabah suffer marginalization, inadequate availability and accessibility to most services, opportunities and social amenities. The moderating variables have no influence on the participation of youth in the community development projects in Sabah.

H1: There is a significant relationship between education level and youth participation in community development in Sabah.

H2: There is a significant relationship between method of awareness and youth participation in community development in Sabah.

H3: There is a significant relationship between accessibility to opportunities and youth participation in community development in Sabah.

H4: There is a significant relationship between government policies and youth participation in community development in Sabah.

2.5 Knowledge Gap

The reviewed literature review reflects a high degree of youth education and a high number of community development projects, with low levels of youth participations. In addition, the government has established many policies for empowering young people such as the TUBE 1.0 and 2.0 initiative. Despite all this, the attention is lack of concentration in Sabah. Most of the youth in Sabah are highly affected by unemployment, underemployment, as well as poverty due to low income. Furthermore, studies on the factors influencing youth

participation in community development has not been conducted in Sabah. There is limited research on youth participation in community development in Sabah. Hence, this present research could contribute to the future work in this research matter. In addition, according to Angba (2009), it is unclear how these factors influence young people on their participation in community development initiatives. Therefore, this study highlighted the need to make up this gap.

2.6 Summary of Chapter

This chapter discussed the literature review in influence youth's participation in community development. The literature review is useful as it helps to better understand the definition of community development in different context. The following chapter will discuss on the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter present the research methodology under the following subsections; the research design, target population, sampling procedure and sampling size, methods of data collection, research instrument, validity and reliability, operational definitions of variables, and data analysis procedure.

3.2 Research Design

In order to achieve the research goals, the analysis used descriptive research design. Once data is collected to describe people, organizations, environments and phenomena's, a descriptive research style is used. The current behavior or characteristics of a particular population are described by a descriptive method (Kothari, 2010). Descriptive research enables phenomena to be explained, as they occur naturally and without researcher intervention. In this study a descriptive design was appropriate because several young people and development projects were sampled within Sabah. A descriptive concept explains the reaction of people to questions about a phenomenon or situation to understand how people see truism (KIM, 2009). This is focused on the fundamental philosophy that the respondents hold as a fact. The study aimed to determine respondent's perception of factors influencing youth participation in projects for development. A descriptive design was particularly useful.

3.3 Target Population

The quantitative approach was based on a survey of male and female age 15 to 30 years from 8 Youth NGOs in Sabah. The study adopted probability sampling; the study adopted proportionate stratified random sampling method for selecting sample. Below is the provided table for sampling frame:

Table 4: Sampling Frame

Population Category	NGOs	Total Number of Members
Youth NGOs in Sabah	10	260
Total	10	260

Source: Ministry of Youth and Sport (2019)

3.4 Sampling Procedure and Sampling Size

Two youth NGOs were chosen using the simple random selection method, so that each project was given an equal chance of being included. In order to select all youth from the NGOs already selected a purposeful sampling method has been used. Best and Khan (2003), suggest the optimal sample size of 20% to 30% to provide reliable data when randomly selected. A sample of 58 respondents was chosen which led to $20/100 \times 10 = 2$ youth NGOs being carried out by the young members of two of the selected NGOs. Two groups had nineteen leaders; one had twenty, thus, 58 respondents. This is shown in Table 5.

Table 5: Sample Size

Population Category	Sample Size
Youth NGOs	2 groups
Youth NGOs Members	60
Total Respondent	60

3.5 Data Collection Methods

This present study is an exploratory exercise. Questionnaire were used in this study. According to Kerlinger (2004), questionnaire is a convenient tool, in particular for the large number of respondents, as it makes information easy and quickly derived. In order to obtain relevant answers from the respondents the structured (closed) questions were used. The closed questions are more clear and easier to handle. An English version of the survey was personally delivered to the NGOs in Sabah that required emails and links will be send preferring the Internet-based instrument.

3.6 Primary Data Collection

According to Kothari (2004), primary data refers to data collected directly from the research area (original data) as the first-hand data or raw data is reported. The primary data collection helps the analysis to acquire data from respondents directly. Data from youth NGO's in Sabah were collected. This present study adopts a similar structured and self-reported questionnaire that is used by Mumbua (2015).

3.7 Measurement

Variables are measurement using an instrument, device, or computer. The scale of the variables measured drastically affects the type of analytical techniques that can be used on the data and a conclusion can be drawn from there. There four scales of measurement; (1) nominal, (2) ordinal, (3) interval, (4) ratio. The least amount of information is contained in nominal scale data, while the most amount of information can be obtained from ratio scale data. This present study will be using ordinal.

Ordinal scales build upon nominal scales by assigning numbers to objects to reflect a rank ordering on an attribute in question, for example, assigning ID codes 1, 2 and 3 to represent a person's response to a question regarding use rate: 1 = very great extent; 2 = great extent; 3 = moderate extent. This present study will use 2, 3 and 5 likert point scale to measure the variables.

3.7.1 Independent Variables

The independent variables in this study are the respondent's education levels, awareness, accessibility to opportunities and government policies.

Table 6: Operationalization of Independent Variable (Mumbua, 2015)

Objectives	Variables	Indicator	Measurement	Types of Analysis
To establish the relationship of education levels of the youths and youth participation in community development projects	Education level	-Highest level of education attained -Rate of school dropout	Number of youths with primary, secondary and tertiary education Youths with specialised training on participation	Descriptive, Pearson Correlation Coefficient
To establish the relationship of awareness levels and youth participation in community development projects	Awareness	Communication strategies used by project stakeholders	Number of youths participating in development projects Number of agencies with outreach programmes for the youth	Descriptive, Pearson Correlation Coefficient
To establish the relationship of accessibility to opportunities and youth participation in development projects	Accessibility	-Availability of opportunities -Availability of resources -Youth friendly programmes	Number of youths involved in projects Number of projects/agencies dealing with youth	Descriptive, Pearson Correlation Coefficient
To establish the relationship of government policy and youth participation in development projects	Government policy	-Existing government agencies -Administrative structure	Recognition, cooperation and nature of support given to youth development projects	Descriptive, Pearson Correlation Coefficient

3.7.2 Dependent Variable

The dependent variable in this present study is youth's participation in community development projects.

Table 7: Operationalization of Dependent Variable (Mumbua, 2015)

Objectives	Variables	Indicator	Measurement	Types of Analysis
To establish the levels of youth participation in development projects.	Youth's Participation in community development projects	-Decision making - implementation - Evaluation	Number of youths involved The extent of youth participation or involvement.	Descriptive, Pearson Correlation Coefficient

3.8 Data Analysis Technique

The raw data collected was sorted, edited, coded and tabulated for analysis, and quantitative analyses were used. The quantitative data was analyzed by descriptive statistics through percentages and frequencies. This involved detailed description of the items that comprised a sample. Tabulating data and presenting them on the table was also used to give a visual display of findings, the trends and for easy reference. The second level of the data analysis involved inferential statistics where Pearson Correlation Coefficient was used to establish the associations of the study variables. Using Statistical Package for Social Sciences (SPSS), the values of correlation and regression coefficients were obtained.

3.9 Ethical Consideration

This study was carried out in accordance with several ethical issues and researcher supervisor at University of Tunku Abdul Razak has been approved. The researcher makes sure that respondents are willingly and voluntarily to participate during the entire study

without any use of force and bribe. The participants received full explanation about the researcher intention to do the study and prior to the questionnaire, the participants sought their consent. Confidentiality of the respondent's information was guaranteed, such as name of the respondents and which NGOs respondents work with are meant to be kept confidential.

3.10 Summary of Chapter

This chapter discussed the methods used including research design, target population, sampling procedure and sample size, along with the data collection and operationalization and measurement of variables. This chapter sets out the quantitative research criteria for this present study.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

The chapter discusses the findings on factors influencing youth participation in community development projects in Sabah. The subtopics discussed in this chapter include; background information in education levels, awareness, accessibility to opportunities, government policy and youth participation in projects. The objectives of the present study were to establish the relationship of education level, to examine the relationship of awareness methods, to find out the relationship of accessibility to opportunities and to establish relationship of government policy and youth participation in community development projects in Sabah. Descriptive and inferential statistics was used in the analysis of the present study findings.

4.2 Background Information

The present study examined the factors influencing youth participation in community development in Sabah. The background information provides the data on response rate, gender, age, race, marital status and period of youth participation, education level.

4.2.1 Response Rate

As shown in table 9, the researcher sampled 60 respondents and received 100% of response rate.

Table 8: Response rate

Response	Frequency	Percentage
Responded	60	100%
Did not respond	0	0
Total	60	100%

4.2.2 Gender

Majority of the respondent who filled in the questionnaire were female with 41.7% and a total of 58.3% were male respondent.

Table 9: Gender

	Frequency	Percentage
Female	35	41.7%
Male	25	58.3%
Total	60	100%

4.2.3 Age

Respondent who filled in the questionnaire was in age range from 15 to 19 years with 5%, followed by respondent age 20-24 years with 20%. While respondent age 25-29 years rate the highest with 45% and respondent age 30-34 with 30%.

Table 10: Age of the respondents

	Frequency	Percentage
15-19 years	3	5%
20-24 years	12	20%
25-29 years	27	45%
30-34 years	18	30%
Total	60	100%

4.2.4 Race

Table 12 shows the race of the respondent. About 42 of the respondents who filled in the questionnaire are bumiputera from Sabah which include Kadazan, Dusun, Rungus, Bajau, and Murut with the percentage of 70%, followed by Chinese respondent with the percentage of 16.7% and Indian respondent with 13.3%.

Table 11: Race of Respondent

	Frequency	Percentage
Malay	0	0
Chinese	10	16.7%
Indian	8	13.3%
Others (Bumiputera in Sabah)	42	70%
Total	60	100%

4.2.5 Marital Status

Table 13 shows the respondent marriage status. Majority of the respondent were Single with the total of 29 respondents which has recorded 48.3%. A total of 27 respondent were married with a total of 45% and 6.7% others.

Table 12: Respondent Marriage Status

	Frequency	Percentage
Single	29	48.3%
Married	27	45.0%
Others	4	6.7%
Total	60	100%

4.2.6 Period of Youth Participation

The researcher sought to find out how long the respondent had been involved in youth development projects. The result shows that most respondent are involved in youth community development projects between 5 to 10 years with 46.7%, followed by 11 to 16 years of involvement with 33.3%. About 8 respondents had less than 5 years of involvement in community development projects with 13.3% and about 6.7% respondent with more than 16 years of involvement.

Table 13: Number of years involved in youth development projects

	Frequency	Percentage
Less than 5 years	8	13.3%
5-10 years	28	46.7%
11-16 years	20	33.3%
More than 16 years	4	6.7%
Total	60	100%

4.3 Factors Influencing Youth Participation in Community Development

4.3.1 Education Levels

In table 15, the respondent was asked their level of education to ascertain whether education had an influence on being proactive in participating in development projects. Most of the respondent received Diploma level with 60%, about 14 respondent received Degree level with 23.3%, while certificate level and post graduate level had 8.3% respondent.

Table 14: Highest level education attained

	Frequency	Percentage
Certificate level	5	8.3%
Diploma level	36	60.0%
Degree level	14	23.3%
Post graduate level	5	8.3%
Total	60	100%

In table 16, the respondents were asked if they have received any training on community development. About 53 respondents did not received any training on community development with 88.3%, and 7 respondents did received training on community development with 11.7%.

Table 15: Training on Community Development

	Frequency	Percentage
Yes	7	11.7%
No	53	88.3%
Total	60	100%

In table 17, the respondents were asked to what extent education level affects their participation in community development. About 30 respondents choose very great extent with 50%, 23 respondents with 38.3% choose great extent, and 7 respondents with 11.7% of the respondents choose moderate extent.

Table 16: Education Levels affect Youth Participation

	Frequency	Percentage
Very great extent	30	50%
Great extent	23	38.3%
Moderate extent	7	11.7%
Total	60	100%

4.3.2 Awareness in opportunities

In table 18, the respondents were asked whether they are aware of youth development projects in their area. About 23 respondents said they are not aware of youth development projects in their area which is 38.3% and 37 respondents said they are aware of the youth development projects in their area which is 61.7%.

Table 17: Youth awareness

	Frequency	Percentage
Yes	23	38.3%
No	37	61.7%
Total	60	100%

In table 19, shows the method to find out the prevalent awareness methods of youth development projects, respondent was asked how they came to know about the projects that they know of. About 33 respondents said they came about to know about the projects through friends and family which is 55%, 38.3% said they know about the projects through social media, and 6.7% from posters/banners.

Table 18: Method of awareness

	Frequency	Percentage
Social media	23	38.3%
Friends/family	33	55%
Posters/banners	4	6.7%
Total	60	100%

In table 20, the respondent was asked to rate the extent of youth projects publicized in the area whether it was a very great extent, great extent, moderate extent, less extent and not at all. About 41 respondents said the extent of youth projects publicized in their area was moderate which is 25%, 25% respondents said it was less extent, and 6.7% said it was great extent.

Table 19: Publicized

	Frequency	Percentage
Great extent	4	6.7%
Moderate extent	41	68.3%
Less extent	15	25%
Total	60	100%

In table 21, a question was asked whether youth face discrimination when organization was creating awareness of youth and community development projects. About 33 respondents said they did not face any discrimination with 55%, and 27 respondents said they did face discrimination when creating an awareness with 45%.

Table 20: Youth discrimination in creating awareness of youth projects

	Frequency	Percentage
Yes	27	45%
No	33	55%
Total	60	100%

In table 22, respondents were asked to rate the effectiveness of awareness channels in promoting youth participation in development projects, whether it was a very great extent, great extent, moderate extent, less extent and not at all. Majority of the respondent said moderate extent with 65%, 16.7% said less extent, and a total of 11 respondent said great extent with 18.3%.

Table 21: Effectiveness of awareness channels in youth participation

	Frequency	Percentage
Great extent	11	18.3%
Moderate extent	39	65%
Less extent	10	16.7%
Total	60	100%

4.3.3 Accessibility of Participation Opportunities for the Youth

The researcher asked the respondents their level and extent of participation since joining the group, and whether they have ever had any leadership position during their membership period. This was meant to examine their level of accessibility and extend of influence towards youth participation programs. As shown in table 23, majority 63.3% of respondent were involve in evaluation while 36.7% were involve in Implementation.

Table 22: Level of involvement and position in the group

	Frequency	Percentage
Implementation	22	36.7%
Evaluation	38	63.3%
Total	60	100%

In table 24, the respondent was asked to rate their interest of participation in the development projects. Majority 55% of respondent indicate that it was average, while 45% indicate that it was low. The interest of the youth to participate in development projects is considered average.

Table 23: Level of interest of participation in development projects

	Frequency	Percentage
Average	33	55%
Low	27	45%
Total	60	100%

The respondent was asked to rate the strategies used by development agencies to ensure opportunities are available for youth in this area. Majority of the respondent indicate that it was average with 55%, while 31.7% respondent indicate that it was high, and 13.3% respondent indicate that it was low.

Table 24: Level of opportunities available

	Frequency	Percentage
High	19	31.7%
Average	33	55%
Low	8	13.3%
Total		100%

4.3.4 Government Directive and Policies

The respondents were asked if they knew of any government directive and policies that promote and affect youth participation in development. The results in table 26 shows that

Table 25: Government directive and policies for youth participation in development

	Frequency	Percentage
Yes	30	50%
No	30	50%
Total	60	100%

4.4 Effectiveness of Government Agencies in Implementing Youth Policies

Respondent were asked to rate the effectiveness of government agencies in implementing youth policies to enhance youth participation in developing projects. Majority of respondent with 48.3% indicate that it was less effective, while 38.3% indicate that it was moderately effective. The results also indicate that 13.3% of respondent rated effective government agencies effective. Through the observation of researcher, the government policies are rated as ineffective.

Table 26: Rating of effectiveness of government policies

	Frequency	Percentage
Effective	8	13.3%
Moderately effective	23	38.3%
Less effective	29	48.3%
Total	60	100%

The respondents were asked if the government projects are likeable to youth. Majority 71.7% indicate that they did not like, while 28.3% indicate that they like the government projects.

Table 27: Respondents rating

	Frequency	Percentage
Yes	17	28.3%
No	43	71.7%
Total	60	100%

4.5 Discrimination during Recruitment

In order to address respondent their barriers to government agencies and their due inclusion in the different phases of project cycle, the respondent was asked to rate their rates of discrimination.

Table 28: Extent of Discrimination

		Frequency	Percentage
Extent of equal opportunities to youth in decision making projects	Moderate extent	14	23.3%
	Less extent	36	60%
	Very low	10	16.7%
	Total	60	100%
Extent of equal opportunities to youth in planning projects	Average	9	15%
	Low	37	61.7%
	Very low	14	23.3%
	Total	60	100%
Extent of equal opportunities to youth in design and selection projects	Average	25	41.7%
	Low	31	51.7%
	Very low	4	6.7%
	Total	60	100%
Extent of equal opportunities to youth in implementation projects	Average	33	55%
	Low	26	43.3%
	Very low	1	1.7%
	Total	60	100%
Extent of equal opportunities to youth in monitoring and evaluation projects	Average	27	45%
	Low	33	55%
	Total	60	100%
Total		60	100%

An overview of the equal opportunities to youth in decision making found that majority of the respondent were less involved in decision making with 60%, while 23.3% shows moderate extent and 16.7% very low involvement. An overview of equal opportunities in planning projects found that 61.7% respondent shows low involvement, 23.3% show very low involvement and 15% of the respondent show average involvement. An analysis of equal opportunities in design and selection found majority of respondent has low involvement with 51.7%, while 41.7% show low involvement, and 6.7% show low involvement in decision and selection. An analysis of equal opportunities to youth in implementation projects found majority of the involvement were average with 55%, while 43.3% were low in involvement and 1.7% were very low in involvement. An analysis on the extent of equal opportunities to youth in monitoring and evaluation projects shows that majority has and low involvement with 55% and 45% has and average involvement.

4.6 Correlation Analysis

4.6.1 Correlation Analysis on Education levels and Youth Participation in Community Development

Pearson Correlation was used to examine the relationship between youth participation in community development and level of education. The result is shown in table 30.

Table 29: Correlation analysis on education level and youth participation in community development.

		1	2	3	4
1. Youth participation in community development	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	60			
2. Education Level	Pearson Correlation	-.431**	1		
	Sig. (2-tailed)	.001			
	N	60	60		
3. Training in Participation	Pearson Correlation	.022	-.125	1	
	Sig. (2-tailed)	.868	.342		
	N	60	60	60	
4. Extent of education affect participation	Pearson Correlation	-.041	.140	.047	1
	Sig. (2-tailed)	.755	.284	.719	
	N	60	60	60	60

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

The result of correlation shows the relationship between education level and youth participation in community development projects. The result shows relationship between education level has strong negative correlation with youth participation in community development projects ($r(58) = -.431, p < .01$). The other two relationships show no significant with youth participation in community development. These include training in participation in development projects ($r(58) = .022, p > .01$), and the extent of education affect participation ($r(58), = -.041, p > .755$). From these results, it is clear that the level of higher education decreases the level of youth involvement in projects implemented by the government. This can possibly be attributed to the belief that programs are designed for young people in society that are less educated.

4.6.2 Correlation Analysis on Method of Awareness and Youth Participation on Community Development

In order to establish the influence of method of awareness on youth participation in development projects, Pearson Correlation was used to calculate the relationship. Below shows the result of the analysis.

Table 30: Correlation analysis on method of awareness and youth participation in community development.

		1	2	3	4
1.	Youth participation in community development	Pearson Correlation Sig. (2-tailed) N	1 60		
2.	Awareness from Social Media	Pearson Correlation Sig. (2-tailed) N	-.255* .049 60	1 60	
3.	Awareness from family and friends	Pearson Correlation Sig. (2-tailed) N	.012 .928 60	.042 .753 60	1 60
4.	Awareness from Posters and Banners	Pearson Correlation Sig. (2-tailed) N	.291* .024 60	-.308* .017 60	.185 .158 60
					1 60

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

The result of correlation shows the relationship between method of awareness and youth participation in community development projects. The result shows there is significant positive relationship between awareness from posters and banners and youth participation in community development projects ($r(58) = .291, p < .05$). Awareness from social media has shown significant negative relationship with youth participation in community

development projects ($r(58) = -.255, p < .05$). While awareness from family and friends has the weak correlation ($r(58) = .012, p > .05$).

4.6.3 Correlation Analysis on Accessibility to Opportunities and Youth Participation on Community Development

In order to establish the influence of method of awareness on youth participation in development projects, Pearson Correlation was used to calculate the relationship. Below shows the result of the analysis.

Table 31: Correlation analysis on accessibility to opportunities and youth participation on community development

			1	2	3	4	5
1.	youth participation in Community development	Pearson Correlation	1				
		Sig. (2-tailed)					
		N	60				
2.	Extend of involvement	Pearson Correlation	-.248	1			
		Sig. (2-tailed)	.056				
		N	60	60			
3.	Position in group	Pearson Correlation	-.111	-.072	1		
		Sig. (2-tailed)	.400	.582			
		N	60	60	60		
4.	Support Available	Pearson Correlation	-.085	-.007	.184	1	
		Sig. (2-tailed)	.519	.958	.159		
		N	60	60	60	60	
5.	Strategies used to ensure opportunities available	Pearson Correlation	.262*	.052	-.210	-.109	1
		Sig. (2-tailed)	.043	.694	.108	.406	
		N	60	60	60	60	60

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

The result of correlation shows the relationship between accessibility to opportunities and youth participation in community development projects. The result shows there is significant positive relationship between strategies used to ensure opportunities and youth participation in community development projects ($r(58) = .262, p <.05$). Others accessibility to opportunities shows relatively weak correlation.

4.6.4 Correlation Analysis on Government Policies and Youth Participation on Community Development

In order to establish the influence of method of awareness on youth participation in development projects, Pearson Correlation was used to calculate the relationship. Below shows the result of the analysis.

Table 32: Correlation Analysis on Government Policies and Youth Participation on
Community Development

		1	2	3	4	5	
1.	youth participation in Community development	Pearson Correlation	1				
		Sig. (2-tailed)					
		N	60				
2.	Awareness of government directive and policies	Pearson Correlation	.795**	1			
		Sig. (2-tailed)	.000				
		N	60	60			
3.	Relevance of the directive and policies	Pearson Correlation	.526**	.120	1		
		Sig. (2-tailed)	.000	.362			
		N	60	60	60		
4.	Effectiveness of government policies	Pearson Correlation	-.308*	.060	.032	1	
		Sig. (2-tailed)	.017	.648	.810		
		N	60	60	60	60	
5.	Interest in government policies	Pearson Correlation	-.156	.111	-.047	.000	1
		Sig. (2-tailed)	.233	.399	.719	1.000	
		N	60	60	60	60	60

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

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

The result of correlation shows the relationship between government policies and youth participation in community development projects. The result shows there is a significant positive relationship between awareness on government directive and policies and youth participation in community development projects ($r(58) = .795, p < .01$). Relevance of the directive and policies has shown significant positive relationship ($r(58) = .526, p < .01$). Effectiveness of government policies has shown negative relationship ($r(58) = -.308, p < .05$).

4.7 Hypotheses Testing

In this section, the result from section 4.6 will be discussed, the proposed hypothesis and verified these hypotheses. Table 34 shows the hypotheses test based on the result above.

Table 33: Hypotheses Testing

Proposed hypotheses	Significance	Acceptance
1. There is a significant relationship between education level and youth participation in community development in Sabah.	YES	YES
2. There is a significant relationship between method of awareness and youth participation in community development in Sabah.	YES	YES
3. There is a significant relationship between accessibility to opportunities and youth participation in community development in Sabah.	YES	YES
4. There is a significant relationship between government policies and youth participation in community development in Sabah.	YES	YES

Hypothesis (1) is proposed to answer objective (1) in which to establish the relationship between of education level of youth's and their participation in community development in Sabah. According to table 30, study findings indicate that higher level of participation in youth development projects was associated with higher levels of education among the youth.

Hypothesis (2) is proposed to answer objective (2) in which to establish the relationship between method of awareness and youth participation in community development in

Sabah. According to table 31, there is a positive significant relationship between method of awareness and youth participation in community development in Sabah.

Hypothesis (3) is proposed to answer objective (3) in which to establish the relationship between accessibility to opportunities and youth participation in community development in Sabah. The result shows there is significant positive relationship between strategies used to ensure opportunities and youth participation in community development projects

Hypothesis (4) is proposed to answer objective (4) in which to establish the relationship between government policies and youth participation in community development in Sabah. The result shows there is a significant positive relationship between awareness on government directive and policies and youth participation in community development projects

4.8 Summary of Chapter

This chapter discussed the result of the study. The discussion includes the demographic of respondent, education levels, awareness in opportunities, accessibility to opportunities, and government policies. Pearson Correlation was used to see the relationship between the variables. The next chapter discusses the conclusion of the study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the result on the factors that influence youth participation in Sabah. This chapter summarizes the key findings, conclusions based on the findings in chapter four.

5.2 Summary of the Findings

Overall, the result shows that most young people with diplomas (60%) and degrees (23.3%) in education at the level of the certificates suggest that most of the youth can literate. Majority (65%) respondents suggest that awareness campaigns that have been implemented are not impacting youth participation and therefore have negative impact. The present study found that the level of interest of young people to engage in development projects was average (55%). Furthermore, the present study shows that most youths have been unable to make decision making (60%), planning projects (61.7%), monitoring and evaluation (55%). The result also indicates that most youth do not have any guidelines and policies of government to promote youth involvement in growth (50%) while others declined. 48.3% of the respondents indicates that the youth policies to enhance youth participation by the government is less effective while others indicate that it was moderate (38.3%). Having said that, it is important to emphasize youth's awareness for programs that directly impact young people.

5.3 Discussion

The present study aimed to find out the factors that influence youth participation in community development in Sabah. The emphasis thus been to determine the extent to which education level, awareness to opportunities, accessibility to opportunities, and government policy affect youth participation in community development in Sabah.

Education has a certain effect on involvement of young people in development activities. Young people have spent considerable time in community-based events. Education give priority to young people's participation in programs focused on their participation in sports and recreation at school. Participation in such school activities was related to the growth of self-esteem among young people and the readiness to become part of the broader community. The result of the present study showed higher participatory rates in projects for youth development is linked to higher levels of youth education. These findings are consistent with Angba (2009), the degree, strength and participatory trend of level of education are very important.

Awareness on community development programs is a critical aspect influencing youth participation. In encouraging the young people to participate, community leaders should promote cooperation between the youth and governments at national, state and local levels. On the issues of the impact on youth participation of awareness strategies, the study finding has shown that efforts have been made to increase awareness. Nonetheless, the result showed that efforts to build awareness were not successful. Despite these statements, awareness promotion can be pursued and the intended purpose of awareness cannot be

achieved. The responses indicate that awareness strategies inefficiency have negative impact on young people's involvement. Such results are in line with developing country in Samad (2002) since they lack knowledge of these facilities, they use very little of the services provided by development projects.

Although many opportunities could be opened up for young people to participate in community development projects, the willingness of accessibility will affect the motivation of their involvement. In the research evaluation, the motivation of youth to engage in projects was found to be low due to their inaccessible resources and the low inclusive participation by young people in projects in the study. The findings are in line with APHRC (2002), which found that young people in developing countries are not only faced with lack of adequate access to basic public services but also with lack of clarity on exposure to development opportunities.

Government policies play a major role in ensuring that young people are involved in community development projects. The government and development agencies must ensure that young people participate in development processes to prevent exclusion and youth's marginalization and that societies are deprived of their resources of, dynamism and creativity to benefit from youth potential. This also prevent young people from causing social disruption. The study found that government policies did not significantly impact young people in a positive way and that the vast majority of youth were unaware of any legislation and guidelines of government that affected them. Such result agrees with

Chadha (2005), in deciding the path for involvement by any grassroots level, the government's policies on development projects are of fundamental importance.

5.4 Study Limitations

There are few limitations that the researcher has experience. Firstly, there were lack of information on community development in Sabah. There is lack of previous study in Sabah on community development. There are few findings that the researcher found but mostly focusing in Peninsular Malaysia. Secondly, the Department of Statistics Malaysia did not provide the youth population in Sabah, it was only given youth population in Malaysia. This has made it difficult for the researcher to estimate the total number of youths in Sabah. Lastly, the researcher faced a short time constraint during this study.

5.5 Conclusion

The study concluded on the basis of the findings:

This study showed that most youth were sufficiently educated for youth development program, since majority achieved education levels between Diploma and Degree level. In terms of how, when and the degree of youth involvement projects, the higher education level of individual young people maybe an important advantage. According to the present study, awareness strategies impacts youth's participation in youth development programs in large part as the majority of the respondents (61.7%) indicate that awareness strategies are not effective at all.

The study showed that youth's participation in development projects was very low in interest. The study showed that opportunities to participate in youth programs were unavailable. Therefore, inadequate financing of development projects attracts very few young people. Youth participation lack support by the government and development agencies.

Young people are not aware of any guidelines or policy of government which promote young people's development participation. The policies of the government did not have significant effects on the youth because young people were unaware of legislation and government policies. The study showed that most young people were discriminated against in relation to projects involvement. The study also found that when companies hire workers, young people face discrimination. In the decision making and evaluation of projects, young people were also discriminated against.

5.6 Recommendations

In order to help put in place effective and productive youth participation in community development initiatives, recommendations made from statistically informed conclusions are presented through this study.

1. Youth education affects the level of youth involvement in development projects. Nevertheless, they have negative attitudes towards projects for growth. Therefore, fostering positive attitude towards youth involvement in development projects is critical for projects managers and the education system.

2. The level of awareness depends heavily on youth popular strategies. Project managers and partners in development projects should therefore employ youth friendly visibility approaches such as sports and media. The government and stakeholders should work together in creating awareness and campaign that various types of skills and knowledge are important and the same should be explored and identified through the studies like this one.
3. Youth development programs should be well articulated in order to make them more available. Affirmation actions will ensure that all youth oriented projects are easily accessible to development stakeholders. The government and other stakeholders should work together by creating information accessible environment that encourage transparent youth inclusion practices. Adults should also respect and believe that young people have significant contribution to make in community development initiatives.
4. Although the government policies for youth are in place, the degree of youth implementation and influence is minimal. The study therefore suggests that government policies continue to enforce program and project sustainability.

5.7 Suggestions for Further Research

This research study suggests the following issues for further research:

The current study looked at education level, awareness of opportunities, accessibility of opportunities and government policies factors in general and therefore a study that will only look at the effect of various socio-economic factors separately is suggested.

The study recommended a similar study should be done in other parts of the country to establish whether there are other determinants of youth participation in community development initiatives like government policies of financing youth and job creations.

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APPENDICES



Research Title: Factors Influencing Youth Participation in Community Development in Sabah

Thank you for participating in this survey as a part of the research project conducted by the University Tun Abdul Razak (UNIRAZAK). This questionnaire is aimed at gathering information on factors influencing youth participation in Development projects in Sabah. The information provided will solely be used for accomplishing academic goals. With your knowledge about the community development and your response will be critical for the success of this project. Please be assured that your identity will be kept anonymous and all information will be treated strictly confidential.

SECTION A: BACKGROUND INFORMATION

1. Please indicate your age bracket?
15-19 years []
20-24 years []
25-29 years []
30-34 years []

2. Gender
Male []
Female []

3. Race
Malay []
Chinese []
Indian []
Others (please specific)_____

4. Marital status

Single []

Married []

Others []

5. Please state the number of years you have been involved in youth development projects

Less than

5 years []

5 – 10 years []

11 – 16 years []

^ 16 years []

SECTION B: FACTORS INFLUENCING YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS

Education Levels: Please Indicate Your Scores in the Comments Column (circle appropriately)

No	Questions	Coding Category
6	Highest level of education attained	Primary1 O level2 Certificate level.....3 Diploma level4 Degree level5 Post graduate level6
7	Have you undergone any training on community participation in development projects?	Yes.....1 No.....2
8	To what extent education levels affect attitudes towards taking an interest in community development programme?	Very great extent1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5

Awareness: Please Indicate Your Scores in the Comments Column (circle appropriately)

No	Questions	Coding Category
9	Are you aware of other youth development projects in your area apart from your group?	Yes.....1 No.....2
10	How did you get to know about this/these projects? (multiple responses allowed)	Social media.....1 Friends/peers/family2 Posters/ banners.....3 Advocacy campaign for the youth4

11	To what extent are youth projects publicized in this area?	Very great extent1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5
12	Do youth face any discrimination when organizations or creating awareness/advocacy of youth projects in this area?	Yes1 No.....2
13	How would you rate the effectiveness of awareness channels in promoting youth participation in development projects	Very great extent1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5

Accessibility to Opportunities: Please Indicate Your Scores in the Comments Column

No	Questions	Coding Category
14	What is your level of involvement in your group? Are you involved in..?	Decision making1 implementation.....2 Evaluation.....3
15	What is your position in the group?	Chairperson..... 1 Deputy Chairperson.....2 Secretary3 Treasurer.....4
16	How would you rate the level of youth participation / involvement in youth projects?	Very High.....1 High.....2 Average.....3 Low4 Very Low.....5
17	How is the strategies used by	Very High.....1

	development agencies to ensure opportunities are available for youth in this area?	High.....2 Average.....3 Low4 Very Low.....5
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Government policy: Please Indicate Your Scores in the Comments Column

No	Questions	Coding category
18	Are you aware of any government directive/policy that promotes youth participation in development?	Yes.....1 No2
19	Do these policies influence youth participation in development projects?	Yes.....1 No.....2
20	How do you rate the effectiveness of government agencies in implementing youth policies concerning participation in development projects	Very effective1 Effective.....2 Moderately effective.....3 Less effective.....4 Not effective at all.....5
21	Do you think youth like the projects set for them by the government?	Yes.....1 No.....2
22	(If yes), how do you rate the level of interest of participation on development projects among the youth	Very High1 High2 Average3 Low4 Very Low.....5

Youth Participation in Projects: Please Indicate Your Scores in the Comments Column

No	Questions	Coding category
23	To what extent would you say equal opportunities are accorded to youth in decision making of projects	Very High1 High2 Average3 Low4 Very Low.....5
24	To what extent would you say equal opportunities are accorded to youth in planning of projects	Very High1 High2 Average3 Low4 Very Low.....5
25	To what extent would you say equal opportunities are accorded to youth in design and selection of projects	Very High1 High2 Average3 Low4 Very Low.....5
26	To what extent would you say equal opportunities are accorded to youth in implementation of projects	Very High1 High2 Average3 Low4 Very Low.....5
27	To what extent would you say equal opportunities are accorded to youth in monitoring and evaluation of projects	Very High1 High2 Average3 Low4 Very Low.....5

Thank you for your cooperation.

APPROVAL PAGE

TITLE OF PROJECT **FACTORS INFLUENCING YOUTH**
PAPER: **PARTICIPATION IN COMMUNITY**
 DEVELOPMENT IN SABAH

NAME OF AUTHOR: **KRISTY LORNA JOE**

The undersigned certify that the above candidate has fulfilled the condition of the project paper prepared in partial fulfillment for the degree of Master of Business Administration (Leadership)

SUPERVISOR

Signature : _____

Name : _____

Date : _____

ENDORSED BY:

Dean

Graduate School of Business

Date: