

**DETERMINANTS OF LOCAL GROUP PARTICIPATION IN RURAL
COMMUNITY DEVELOPMENT ACTIVITIES IN SOUTHWESTERN NIGERIA**

BY

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**A Thesis in the Department of Agricultural Extension and Rural Development
Submitted to the Faculty of Agriculture
In Partial fulfilment of the Requirements of the Degree of**

MASTER OF PHILOSOPHY (M.PHIL.)

of the

UNIVERSITY OF IBADAN

MAY, 2021

Certification

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Dedication

I dedicate this project to God, the Almighty, who gave me the special Grace to complete this project successfully. May His name continue to be glorified in forever and ever in my life in Jesus name.

Acknowledgements

My utmost gratitude goes to the Almighty God, the 'Great I am that I am' for seeing me through the course of this study, Father I will forever be grateful to you, indeed you are my sustainer. I return unto you all glory, honour and adoration.

I would also like to take this opportunity to convey my sincere thanks to my supervisor and mentor, Dr. O.T Yekinni, for his academic guidance, valuable suggestions and tireless efforts that he put into the completion of my project. , I pray God will continue to lift you higher.

My gratitude also goes to the amiable Head of the Department, Prof. J. O. Oladeji, for his fatherly and moral support, encouragement and advice. May God Almighty continue to lift you higher in Jesus name.

My sincere appreciation further goes to all my lecturers in the Department; Prof. L. A. Akinbile, Prof. A. E. Adekoya, Prof. O.B. Oyesola, Prof. M. K. Yahaya, Prof. Stella Odebode, Prof. Pippy Fawole, Prof. A.B. Ogunwale, Dr N. S. Olajide, Dr O. S. Fadairo, Dr Folake Adelokun, Dr Sarafat Tijani, Dr Mojisola Oyewole, Dr. K. A. Thomas, Dr. B. O. Badiru, Dr. N. S. Olutegbe and Dr Seun Adeleke, for their massive contributions to my work, may God continue to be your support in Jesus name. I am also grateful to other members of staff of the department; Mrs Joseph, Mrs Oyawale, Mrs Ikujuni, Mrs Oladejo, Mrs Olaosebikan, Mrs Adesina, Mrs Morakinyo and Mr Daniel. Thank you for the constant support and encouragement I received from you. God bless you all.

My special thanks goes to my sweet mother, 'Abiyamo tooto', Mrs Adenike Oladapo for her motherly love, care and prayers, may you live to reap the fruits of your labour in Jesus name. I really appreciate my lovely siblings, Oladayo, Olayemi, Olatunbosun and YinyinOla. Thanks for your love, care, prayers and supports. I love you all.

I thank the Head of Department at my place of work, Dr A. Ayandiji and my colleagues Dr Bisi Fawehinmi, Dr Grace Popoola and my dear brother, Dr O.O. Ogunmola, for their moral supports and encouragement at all times.

My profound gratitude goes to my husband, best friend, love bug and soul mate, Engineer Olusegun Afolabi, for such huge support, encouragements and prayers

during the course of this study. I love you forever and always with all my heart. I will never forget to appreciate the three lovely gifts given to me by my creator, IniOluwa, AraOluwa and IkeOluwa, thanks for your love, prayers and cooperation with me and your daddy during the course of my study. You are simply the best gifts! I love you all.

Finally to all my loved ones I could not mention, you are highly appreciated. God bless you all.

AFOLABI, Christiana Olaide.

May, 2021.

Abstract

Poor participation and lack of cooperative action of local groups in Community Development (CD) lead to inequitable resource distribution and do not guarantee peoples' ownership of projects. Despite the national prominence given to participatory development process, the concept is yet to be institutionalised in many rural societies. Previous studies on group participation in CD activities have focused on how to promote group participations in communities, with little evidence on what drives participation in such activities. Therefore, determinants of local group participation in CD activities in southwestern Nigeria were investigated.

A four-stage sampling procedure was used. Osun and Ekiti and 20% rural Local Government Areas (LGA) in each state were randomly selected to give 5 and 2 LGAs, respectively. Thirty-three groups were purposively selected from the LGAs based on availability of group projects completed within the last five years. Thereafter, 214 and 89 members were sampled from groups in Osun and Ekiti States, respectively. Interview schedule was used to collect data on respondents' personal and enterprise characteristics, local groups' characteristics, perception of participation in CD activities, benefits derived from participation, constraints faced and extent of participation in CD activities. Indices of perception (unfavourable: 75.0-86.7; favourable: 86.8-144.0), benefits derived (low: 26.0-34.0; high: 34.1-47.0), constraints to participation in CD activities (low: 6.0-16.7; high: 16.8-31.0) and extent of participation in CD activities (low: 15.0-23.1; high: 23.2-33.0) were generated. Data were analysed using descriptive statistics, Chi-square, Pearson Product Moment Correlation, t-test and Ordinary Least Square regression at α 0.05.

Respondents' age, years of formal education, household size, monthly income and years of experience were 53.74 ± 9.63 years, 7.97 ± 3.96 years, 7.95 ± 1.62 persons, $\text{₦}354,782.18 \pm 99,036.04$ and 19.00 ± 31.00 years, respectively. Most respondents were male (77.6%), married (91.7%) and engaged in farming (61.1%) as primary occupation. Group types in the study area included cooperative society (27.2%), village development union (36.4%) and occupational group (36.4%), while group membership size and years of existence were 60 ± 12.24 persons and 10.33 ± 2.32 years, respectively. More than half (52.1%) of the respondents had favourable perception and derived high benefits (51.2%) from participation in CD activities. More (60.2%) of the respondents had high level of constraints to participation in CD activities; with cultural restriction of women to participation (261.0) and poor encouragements from government (227.8), being the major constraints. Participation in local group activities was low among 57.4% of the respondents. Marital status ($\chi^2=8.635$), age ($r=0.212$), benefits derived ($r=0.275$) and constraints ($r=0.064$) were significantly related to group's participation in CD activities. Respondents from Ekiti State participated more in local group activities (19.28 ± 1.32) than respondents from Osun State (18.14 ± 2.60). Extent of group participation in CD activities was predicted by years of experience ($\beta=0.227$), benefits derived ($\beta=0.072$) and constraints to participation in CD activities ($\beta=-0.135$).

Participation of local groups in community development activities in southwestern Nigeria was low. Participation of group was influenced by years of experience, benefits derived and constraints faced. Enabling environment that will reduce constraints to participation in community development activities should be put in place by the government.

Keywords: Participatory development, Group participation, Cooperative action, Community development.

Word count: 492

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ACRONYMS

CDA	-	Community Development Associations
CD	-	Community Development
FAO	-	Food and Agricultural Organisation
LGAs	-	Local Government Areas
NGOs	-	Non-Governmental Organisation

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Nigeria is mainly a rural society as over two-third (66.7%) of her populace resides in rural areas, and are engaged in primary economic activities that form the basis for the country's economic development (Ojeleye, Saleh and Oyewole, 2014). These rural areas refer to the districts that lie outside the densely fortified environment of towns, cities and the sub-urban villages and whose inhabitants engaged primarily in agriculture as well as the most basic of rudimentary form of secondary and tertiary activities (Abah, 2010 and Ezeah, 2005). Discouraging as it may sound and seem, the rural areas are characterised by pervasive and endemic poverty, made manifest by widespread hunger, malnutrition, poor health, general lack of access to formal education, loveable housing and various forms of social and political solution compared with their urban counterparts. This obvious neglect of the rural majority of Nigerians in the developmental scheme of things, is an indictment of both colonial and independent governments not only for neglecting the majority who live in the rural areas but also for "milking them dry" for the benefits of the British metropolis and the urban minority in Nigeria. Hence the development of a country cannot be completed with the singular act of developing the urban areas at the detriment of the rural area which supplies the urban areas with food and labour (Emeh, Ikechukwu, Izubundun and Finan, 2012).

Development is perhaps one social event that is desired and craved for by every society, group or community. Rural development is an important component and a sure way to develop the rural areas. It seeks to improve the situation of a community, not just efficiently, but also as a strong effective community in itself. Local groups have been currently viewed as one of the strong instruments for socioeconomic development in rural communities having realised that governments cannot provide all the necessities of life for the teeming population in the country. Thus, rural people develop

this strategy as a means to overcome deprivation and neglect in this regard. Moreover,
local groups

are used by extension services as passages of reaching out to farmers in the dissemination of new agricultural technologies. Lawal (2000) defined local groups as gathering of farmers and entrepreneurs who voluntarily organised themselves and utilised their own resources to undertake social and economic activities in order to address their common needs.

Rural areas have acknowledged some interventions from government and many Non-Governmental Organisations (NGOs) through many programmes of assistance in an attempt at solving the rural problems and to improve the living standards of the poor (Food and Agricultural Organisation, 2003). Examples of such programmes include Operation Feed the Nation (OFN), the Directorate of Foods, Roads and Rural Infrastructure (DFRRI), the National Accelerated Food Production Programme (NAFPP), Better Life for Rural Women, the National Fadama Development Project and the Agricultural Development Programme (ADPs) supported by World Bank loans in Nigeria. The role of NGOs, most especially in low income countries, has been to supplement government development efforts. Donors and Non-Governmental Organisations have often made group formation a prerequisite for accessing project resources. Local community groups were upgraded as they are considered by the state practitioners and contributors as a vital means to activate participation and empower community members, leading to improved quality of services. Additionally, from the donors' perspective, there are significant advantages in using groups as recipients of interventions rather than individuals, as costs are lower, better means of monitoring impact are provided and resources can be disbursed more rapidly (Afolami, Obayelu, Agbonlahor and Lawal, 2012). There are instances when members of the group also come together to champion rural development agenda on their own; this therefore underscores the fact that rural groups are very important.

The philosophy of people's participation in rural community development in Nigeria is increasingly gaining acceptance as an important instrument for assembling resources and organising the rural inhabitants to have interests in providing supports for their welfare. Also, development specialists are of the view that participation is an essential ingredient to development because projects identified, planned, executed and managed by the community themselves will be better sustained than those imposed by a benefactor with little or no community participation. An effective strategy to achieve integrated and sustainable rural development will reflect a situation wherein the local

people actively participate in originating and organising projects. Also, high levels of participation give natural expression to human possibilities and creativity and allow for the realisation and fulfilment of the group and individual developmental goals. Local groups require large participation and support to be effective as an engine for rural change. Therefore cooperative action plays a relevant role in many aspect of human interaction that include, among others, income generation, risk reduction, social networking, education, information sharing and public service provision. By pooling capital, labour, goodwill and other resources, members can carry out beneficial activities, which if tackled by an individual, would involve greater transaction cost, risk and efforts. It therefore implies similarity in purpose, objectives, and means of how to achieve them (Grazhdaninova and Vasilli, 2005).

There has been a renewal of interest in the cooperative movement by rural dwellers, funding agencies and policy makers, as an option for escalating rural development. Rural groups are deliberately situated to systematically raise the social and economic status of members and make them less vulnerable to food and access to assets and properties. However, gains of rural groups mostly would elude most of the “book” members due to their non-participation in groups’ activities. Numerous programmes have been executed by governments, development agencies; International, Local and Non-Governmental Organisations, with the focus to improve rural livelihood. However, not much of positive impact have been achieved and not many of the projects are sustained (Mohammed, 2011). Shitu (2008) opined that such programmes fail partly because the benefiting communities are not adequately involved and lack of such involvement gives rise to projects that do not meet the needs of the beneficiaries, thereby leading to wastage of resources. Omoruyi (2001) affirmed that the top down approach to development issues which ignores the rights, needs, aspirations and inputs of the local people is not only old fashioned but also increasingly becoming inappropriate. This awareness has led to the promotion of the “bottom-up” approach to development. However, regardless of the recent interest in the ‘bottom-up’ approach to development and all the efforts made to effect development at the rural areas, the condition of the rural dwellers has not fared better, but has rather further deteriorated.

1.2 Statement of the research problem

Involving local groups in development activities is expected to play vital roles in enhancing the activities and promotion of sustainable development and ultimately

living standards of rural people. Studies have shown that local groups have been part and parcel of every community in Nigeria (Akpomuvie, 2010; Jibowo, 1992). Each of the local groups has certain motivational forces and characteristics that influence their activities and attitude towards change programmes including extension service (Oladele and Afolayan, 2011). Groups in a community are expected to provide direction in the identification and fulfilment of needs; be it financial, moral and physical, towards the betterment and economic progress of the community. Local groups have also organised themselves and gathered resources that were used in the provision of certain development facilities in their localities based on the fact that governments in most developing countries do not have the capacity to provide all the needs of all the citizens, without the complementary efforts of the beneficiaries (Danladi and Adefila, 2014). Community participation is thus, one of the key components of an empowered community (Reid, 2000). Active participation and cooperation of the people in development activities will ensure their contributions to make their communities a better place to live. More importantly ownership, which confers sustainability on projects, is realised from participation of communities especially as groups (Paul, 2008).

Despite the numerous benefits that are accruable for participating in groups' activities, project managers are often faced with problems of unwillingness of group members to take part in project development processes such as identification, planning, implementation, monitoring and evaluation that are meant to improve their lots. This becomes a barrier for success in the implementation of local projects, and in the dynamics of local groups (Akpomunje, 2010). Several studies on group participation in rural projects reveal that active participation is an important determinant of success in project performance and its sustainability (Olukosi, 2002; Olaleye, 2010; Daniel, Denford and James, 2003). Augustine and Paul (2012) examined socio-economic factors influencing farmers' participation in community development organisations while Ephraim (2013) explored the challenges and barriers to community participation in rural development initiatives. Findings from these studies implied that participation can only be successful in cases where members of the community have genuinely been part of the process where cooperative action occurs (Emmanuel, 2014; Adisa, 2013 and Apata, 2014). However in the study area, there is dearth of studies on the determinants of groups' participation in community development activities.

This study determined the factors that influence groups' participation in community development activities. Answers were provided to the following research questions;

1. What are the socioeconomic characteristics of respondents in the study area?
2. What are the characteristics of local groups in the study area?
3. What are the perceptions of respondents to participation in community development activity in study area?
4. What are the benefits derived by respondents from participating in community development activities in the study area?
5. What are the constraints to groups' participation in community development activities in the study area?
6. To what extent do local group members participate in community development activities in the study area?
7. What are the factors that determine group participation in community development activities in the study area?

1.3 Objectives of the study

The general objective of this study was to determine the extent of group members' participation in community development activities in rural communities of South western Nigeria. The specific objectives of this study were to:

1. describe the personal characteristics of respondents in the study area;
2. identify the enterprise characteristics of respondents in the study area;
3. describe the characteristics of local groups in the study area;
4. assess respondents perceptions to participation in community development activities in the study area;
5. identify the benefits derived by respondents from participating in community development activities in the study area;
6. identify the constraints to groups' participation in community development activities in the study area;
7. determine the extent at which local group members participated in community development activities in the study area;
8. assess factors which determine groups participation in community development activities in the study area.

1.4 Hypotheses of the study

The following hypotheses were tested;

- H₀1: There is no significant relationship between respondents' personal characteristics and the extent of group members' participation in community development activities in the study area.
- H₀2: There is no significant relationship between respondents' constraints to participation and the extent of group members' participation in community development activities in the study area.
- H₀3: There is no significant relationship between respondents' benefits derived from participation in community development activities and the extent of group members' participation in community development activities in the study area.
- H₀4: There is no significant difference in the extent of group members' participation in community development in Ekiti and Osun States.

1.5 Justification of the study

Local groups are increasingly being promoted as vehicles for effective participation of community members in development initiatives in the Global South, with the expectation of successful and sustained achievements (Bukonya, 2011). The outcome of this study will help to get to know local groups well enough and identify the modalities of involving them in community development efforts. This research study would be of immense help to individuals, corporate bodies, non-governmental organisations and government agencies who value working with organised local groups in assessing the level and degree of success of groups' involvement in rural projects with the ultimate goal of development in Nigeria's rural areas. It will also be used by professionals and academicians like geographers, rural sociologists, agriculturist and economists for academic purposes. So also, the local, state and the federal government planning unit can also make use of these research findings in assessing and planning for rural development in most of Nigeria's rural areas.

1.6. Operational definition of terms

1. **Development:** is a process or act of improvement in qualitative and quantitative life of a person.

2. **Rural Community Development:** This is the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas.
3. **Local group:** Gathering of individuals, facing similar problems and arevoluntarily organised to utilise their own resources in undertaking social and economic activities in order to address their common needs.
4. **Individual participation:** Involvement of individual member in community development activities of a group.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Concept of local groups

A group can be defined as several individuals who come together to accomplish a particular task or goal. It is a collection of people (least possible of five) who come together on a free and voluntary basis, and with a spirit of co-operation to work together for social and economic benefit of all (Rosemary, Stewart and Heyer, 2003). Group can be for specific economic membership and it also can be gender specific in membership or gender bias in activities. Groups are formed for the purpose of keeping and promoting common interest of people in the field of politics, economics, agriculture, religion, society, recreation and enjoyment (Ofuoku *et al.* 2008). A group normally has a definite membership which may vary depending on the objective or purpose, task and personalities of members. Group members interact and influence each other as they become mutually dependent in solving their problems. In a group, individual's strengths are exploited and weaknesses are minimised. Also, the focus can be on credit rotation and sourcing, or an informal development group in a community. Membership of groups is frequently a means to reinforce or construct identity. The capacity of groups to reinforce identity, a sense of self and relationships to society, in itself provides an incentive for cooperative behaviour and empowering action in the interests of the group. However, individuals may co-operate in groups without expecting a return and they may take such action through a sense of social responsibility, a sense of duty, or commitment, or because they enjoy the activity itself (Alkire and Deneulin, 2002). Successful and sustainable groups satisfy members' felt-needs and generate net positive benefits for their members.

Ghadoliya (2008) remarked that a local group is an instrument for economic empowerment. It is essentially a small voluntary association of poor people, preferably from the same socio-economic background that comes together for the purpose of solving their common problems through self-help. Malhar (2009) viewed it as small groups of people facing similar problems, helping each other to solve their problems

with a reasonable level of education but helping local persons by taking the lead in mobilising them. Paul (2008) described local groups as groups of rural poor comprising of marginalised farmers, landless agricultural labourers, rural artisans, women folk and other micro-entrepreneurs who organise themselves for socio-economic development by raising initial capital supplemented in some cases by funds from non-governmental organisations (NGOs) as seed money for issuing small emergency loans either for consumption, production purposes, or linking up with banks usually with the help of NGOs.

The understanding that government does not have the resources to provide for all their needs is the driving force towards this move which has been successful and has led to the growth of such communities (Ali, 2006). Therefore, local groups exist for development purpose, particularly in the rural areas not only in Nigeria but also in the developing countries. Local group approach to community development seeks to optimally harness the resources (human and material) of the affected community in order to improve the living standard of members of that community. Community groups for rural development could be seen as a movement to promote better living for the whole community, with or without external assistance. Ultimately, it has to do with inducing change in the rural areas for the achievement of an enhanced welfare for rural dwellers.

Local groups have made a lasting impact on the lives of people particularly in the rural areas and have improved the quality of lives of many and there is an increase in their consumption expenditure (Lawal, 2000). Besides, it has been observed that the local groups have created better understanding between the members of different religious groups as the members belong to different religions (Gaonkar, 2004).

2.2 Group dynamics

Group dynamics is concerned with how groups form, their structures and process, and how they function. Group dynamics depict the dominant characteristics of groups which influence the relationship with change programs including agricultural extension service. There are several theories as to why groups develop. A classic theory, developed by Homans (1950) suggests that groups develop based on activities,

interactions, and sentiments. Basically, the theory posits that when individuals share common activities, they will have more interaction and will develop attitudes (negative or positive) toward each other. The major element in this theory is the interaction of the individuals involved. Groups can be learning laboratories for promoting skills such as enterprise management and problem solving. They are useful receiving mechanisms for resources from government and development agencies. Group allows more people to be reached; it reduces default through collective risk taking and provides a channel for information and mass education. The strength of a group is therefore a function of the individuals in the group, the interactions of the group members and the influence of the group on the community.

Various group efforts are often times involved in the process of rural and community development in Nigeria. These groups, according to Chukwuezi (2000), combine the efforts of their members in pulling resources together to attain one form of development or the other within the various communities. People want to come together as a group because in a group, members have access to goods and services more easily than they would have on an individual basis (political influence and reduction of transaction costs); members pull together scarce resources, own and manage them themselves in order to overcome poverty, deprivation, powerlessness of an individual person against market forces, unemployment and low self-esteem.

There are various groups within the Nigerian communities that engage in the development of their immediate communities. The issue of associational group was quite common in various parts of Nigeria and they are widely regarded as veritable tools for rural and community development, hence there are elements of dynamism in local group relations. Various associations of common interests were formed for one form of goal or the other. These social clubs protect the interest of their members and also serve as forms of social security for its members.

The group dynamics and synergy help the extension workers in articulation and pioneering farmers' group meetings and taking good decisions to assist them in the various farm operations. These resulted into high production and group members' income (Okoye and Arene 2005). The group dynamics and synergy involved in agricultural cooperatives also engender group collateral in seeking and obtaining financial helps from micro-finance institutions. This breaks the vicious cycle of

poverty and injects new flow of cash into farm enterprises with this new status of agricultural cooperatives; they break the impending obstacles of access to farm financing.

According to Onwubuya (2011), the implications of group dynamics in agricultural extension include:

- i. the knowledge of the internal and external factors of the group can be utilized to advantage by extension agents;
- ii. the extension agency and field agents should ensure compatibility between the group or societal goal and their own work goals. This ensures success in innovations adoption; and
- iii. the extension agent is in a position to identify individuals in a group and use different styles to carry out his/her tasks on the field.

These local groups are involved in such activities as agricultural extension services, crop/livestock production and processing, marketing, commerce, arts and small and medium scale industries, vocational and trade skills, rural transportation and other rural economic activities.

2.3 Groups in rural settings

Groups that are found in the community differ widely in terms of their sizes, objectives and degree of interaction among members. According to Akinloye, Farinde and Banji, (2011), fifteen criteria could be identified in literature for classifying organisations. They are content, size, duration, rhythm, proximity of members, basis of formation (voluntary and so on) access (open, semi-closed, closed), degree of organisation, function, orientation, relation with the inclusive society, relation with other groups, type of social control, type of authority and degree of unity. Based on these criteria and generally speaking, there are twelve (12) types of community-based organisations in Nigeria. They are categorised according to their compositions and functions. They include Community Development Associations (CDAs), cooperative societies, town or village development unions, occupational or professional associations, age grade association, youth associations, religious organisations, gender groups, indigene clubs or societies, tribal or ethnic group or associations and other local groups. However, Berko (2001) stated that these cooperatives take various organisational forms as multipurpose, marketing, consumer, processing, industrial, supply or purchasing, and

credit and thrift cooperative societies. These community based associations according to Ekong (2003) rely on cooperation from members and donations from well-wishers to execute their rural development programmes.

Local groups are instrumental social groups that are formed to accomplish specified objectives. These groups have leaders who drive the leadership process. The leaders are required to have the ability to be empathic, emotionally stable, selfless, and loyal to group ideals and goals (Sapkota, 2010). In measuring leadership effectiveness, these qualities ought to be considered. The leaders elicit and encourage the members to harness their financial resources for use by members. Through such groups, individuals satisfy their wants, which include access to extension service, direct marketing of produce, price determination, access to inputs at cheap price, access to credit and exchange of ideas or experiences; though, access to credit constitutes the major reason (Ofuoku et al. 2008). There are indicators of group performance in local groups which include frequency of attendance to meetings, regularity of payment of dues, frequency of participation in group activities and amount of credit accessed.

2.4 Typical use of groups to facilitate developmental programmes

The involvement of appropriate stakeholders in development projects is important as well as planning, and implementation of public programmes that can impact positively on the life of rural communities. Furthermore, some development programmes often include participatory measures in project design. This effort strengthens, empowers the members and ensures the maintenance of projects. It is through participation of the people in decision making and implementation activities that help project officials identify needs, strategies to meet those needs, and necessary resources required to implement the various strategies. Groups have a better knowledge of the prevailing local conditions (such as who is poor and deserves to be helped, or characteristics of the local micro-environment), and have better ability to enforce rules, monitor behaviour, and verify actions related to interventions (Platteau and Gaspart, 2003).

Dealing with groups for extension work also confers advantage of saving time and reduction in cost per head, it allows for participation of more people, self-improvement due to skill acquisition and educational opportunities offered through adult education and literacy programmes. It equally provides supportive services to complement the education function of extension. The need for beneficiary involvement in agricultural

programmes has been stressed by several authors (Ekong, 2003). According to Uddin and Chan (2016), the roles played by groups in extension service delivery include the following:

1. They protect, maintain and promote the interest of their members
2. Groups are motivators that arouse the interest of members to participate actively in development projects (e.g. cassava production and processing, reforestation project, honey production, meat and table egg production) that would improve the socioeconomic conditions and sustainable livelihoods.
3. Groups including farmers are gradually taking their destiny in their hands through the principles of “self-reliance on their own initiatives”, self-help in providing solution to their own problems” and “citizens participation in community work”. Local groups help change the perception and attitude of people from “government provide all” to “the people provide all” with little assistance in terms of advice from extension agents and NGOs.
4. Information generation and utilization is an important hallmark of extension work. Community people including farmers have been taught importance of providing correct and first-hand information by the people themselves through various development activities of local groups. In other words, groups are now willing to volunteer useful information that would assist in effective planning, implementation, monitoring and evaluation of extension programs.
5. Local groups contribute necessary human and financial resources for successful extension activities in the community. Resources such as land, money, and inputs are pulled together to implement development project on large scale or commercial basis.
6. Groups impress upon their members and entire community the spirit of civil consciousness, which enables them to be service oriented through provision of infrastructural facilities.
7. Groups inspire members and the entire community to establish and maintain harmonious relationships with members and change agents. Through these relationships, community-based information are generated and disseminated between and among local people, between the people and extension personnel, other rural development and policy makers.

8. Local groups cooperate with agricultural extension agents and agencies in propagating government policies and performance/projects relating to agricultural development.
9. Local groups stimulate and develop local leadership, which are usually the rural power sectors and train them in line with the policy guidelines of the government institutions and NGOs such that the social process is in conformity with development program plans based on the local needs.

Agricultural extension agents often use local leaders as contact farmers. As the business environment has become more complex and uncertain, organisations have responded by increasingly using groups as their fundamental unit of organisational structure in an effort to decentralize decision making and respond more flexibly to their environments. Groups have been granted greater autonomy within organisational structures, which has brought with it the need for groups to more actively manage their cooperation and coordination with other organisational units and with management (Choi, 2002). Rural projects executed through self-helps are opportunities for the participants to pool resources together and take due advantage of scale economies.

2.5 Concept of development

Development in general means change, progressing, advancement, improvement and rural development is a concept of this broader term. Development is a complex issue, with many different and sometimes contentious definitions. Thomas (2004) argues that development is 'contested, complex and ambiguous'. Since development depends on values and on alternative conceptions of the good life, there is no uniform or exceptional answer (Kanbur 2006). The World Development Report as cited in Todaro and Smith (2006) define development as a multidimensional procedure which involves major changes in social structures, popular attitudes, and national institutions, as well the acceleration of economic growth, the reduction of inequality, and the eradication of poverty. Thomas (2000) refers to this meaning of development as a 'process of historical change'. Sen (1999) defined development as a freedom. Sen claimed that development should encompass five different types of freedom: (1) political freedom, (2) economic facilities, (3) social opportunities, (4) transparency guarantees and (5) protective security.

According to Davids, Maphunye and Theron (2005) development is a process of empowerment, which enables participants to assume greater control over their lives as individuals and as a member of society. The World Bank (1991) defines development as a sustainable increase in living standards that incorporates material consumption, education, health, and environment protection. This means that where development is concerned, tools should be provided to the community to access such development, and this could be done by providing them with education about development and skills training.

2.5.1 Rural Development

Rural Development is part of general development that embraces a large segment of those in great need in the rural sector. "Rural" is a location instituting a space where human settlement and infrastructure occupy only small patches of the landscapes, most of which is dominated by fields, woods, pastures, water, mountains and deserts (Ashley and Maxwell, 2001). Hunter (1964) was among the first authors to use the term 'rural development'. The writer considered this as the "preliminary point of development". Rural development focuses on reducing inequality and improvement of the quality of life of the rural people. Simply put, it is transformation. Obinne (1991) perceived rural development to involve creating and widening opportunities for (rural) individuals to apprehend full potential through education and share in decision and action which affect their lives. He also viewed it as efforts to upturn rural output and create employment opportunities and root out fundamental (or extreme) cases of poverty, diseases and ignorance. According to Kakumba and Nsingo (2008), rural development is used to refer to structures aimed at improving the countryside or peripheral areas, with a characteristic agrarian population. Otigba (2013) defined rural development as a strategy designed to improve the socio-economic and social life of the people in the rural areas. He added that rural development constitutes a process of planned change for which one method or the other is adopted for the improvement and or transformation of the lot of the rural populace. Adalakun (2013) believed rural development generally to be the process of improving the quality of life and economic well-being of people living in fairly isolated and sparsely populated areas. He further stated that rural development has traditionally centred on the misuse of land-intensive natural resources such as agriculture and forestry.

Rural development has scope that is comprehensive and elastic, and it depends on the interaction of many forces such as the objectives of the programme, the availability of resources for planning and implementation, and so on. In developing countries, such as Nigeria, rural development projects will include agricultural set -up projects, rural water supply projects, rural electrification projects, rural feeder-road and maintenance projects, rural health and disease control projects, rural telecommunication system, rural education and adult education campaign and rural industrialization. Based on the scope of rural development as stated by Ijere (1990), the following objectives of rural development evolved:

- i. to have better commitment of the resources to the rural areas in terms of budgeting allocation and actual expenditure.
- ii. to ensure widespread participation of the rural people in the identification of priorities, planning of programmes as well as their implementation.
- iii. to lay greater prominence on the use of total resources and promotion of local skills.
- iv. to develop and improve on rural infrastructure such as roads, markets stalls, electricity, water and storage facilities.
- v. to conserve political and social stability
- vi. to generate rural employment opportunities
- vii. to increase commodity out-put and production and subsequently increase food and food supply as well as rural farm incomes

From the objectives of the rural development in Nigeria, Ijere (1990) further postulated that the underlying principles of rural development are as follows:

- a. The leaders and policy-makers should be dedicated to the philosophy of rural development for the improvement of the rural sector.
- b. There should be complete community involvement in rural development. To ensure this, rural development organizers should delegate powers to local leaders at all levels of the population who should account for the exercise of that power. Also, a more suitable community participation approach using the people's institutions and leaders is imperative.
- c. Incentives and motivation should be fabricated into the rural development system. These could be in form of citations, honourable mentions, honorary

titles and prizes, competition between villages, towns and local government areas, organizing rural development day to select the best farmers, cleanest communities, accident-free communities, etc.

- d. All aspects of the peoples' life should be affected by the rural development outlines to allow for even development.
- e. A fundamental of local leadership should be built-up to sustain the rural development effort. There should be a standing development planning committee in every community from which such persons can be mobilized.
- f. There should be development of suitable skills (human capital development) as well as implementation capacity to sustain new technologies and improvement of social welfare.
- g. Rural development programmes should employ the cultural values and practices of the people. It makes the scheme understandable and meaningful. Indigenous institutions such as age grades; youth organizations, clubs and town unions should be used in reaching the people and in mobilizing latent energies.

Okiy (2003) declares that rural development is a basic for economic development and information is an important ingredient in the development process. People in rural areas whether literate or not should have access to any kind of information which will enable them to become capable and productive in their social and political obligation, to become better informed citizens generally. Rural development is a vital component of fighting poverty and eradicating dependency on communities.

2.5.1.1 Rural Development Approaches

The overall aim of rural development efforts is geared towards the development of the lives of the rural population, though, several approaches aimed at arresting the unpleasant under-development situation in rural areas have been put forward. According to Ijere (1990), the approaches include the following:

i. Growth Pole Centre Model: This model is also known as "Growth Point Model". The model encompasses the development of a few strategic towns, communities and industries likely to activate other sectors. The model emphasizes attention on the development of few towns leading to the neglect of the rural areas.

ii. The "Big Push" Policy: This approach is similar to the growth pole centre model except that it is more rigorous because it takes a few sub-sectors and expends most of

the resources on them in the hope that in the long run, their multiplier effect will salvage the whole economy. The flaw in this model is that "in the long run" is not a specific period.

iii. The Selective Approach: This approach involves the selection of definite sectors for development based on economic, political, social or religious grounds, which may not necessarily be related or inter-connected.

iv. The Protectionist Approach: In this approach, the government carries out the development process on behalf of the people believing that it knows everything and that the people are not yet ready to participate in the management of their own affairs.

v. The Top-down Approach: It is also called the Top-bottom approach. It is a tactic based on passing down to the poor certain policies and directives from the governing bureaucracy. This type of rural development approach requires force to maintain and sustain it.

vi. The Decentralized Territorial Approach: This approach centres on the distribution of benefits to the rural area. It has minimum linkage with the city but with settlements of various sizes to act as service and market centres. The weakness in this approach is the undue fear of towns being exploitative and parasitic, and the consideration that size alone could determine the performance of a settlement.

vii. The "Laissez-faire" Policy: In this model, the establishments use the role of thumb, past experience, hind-sight and the free market mechanism to manage the economy, with the hope that the invisible hand of God would ensure optimum happiness for everybody.

viii. The Key Settlement Strategy: This model is strictly related to growth pole centre model except that its focus is on settlement. It undertakes a focal point for a given rural area, and the concentration of all rural development resources in such a settlement. This in turn will serve other regions through its network of roads and communication. This model requires a long time to mature, and therefore it is more expensive.

ix. The Adaptive Approach: It is a mixture of selective approach and Laissez-faire policy and any other approach. It gives the people the opportunity to decide on their own lives, sometimes, under the guidance of the government.

x. The "Bottom-Up" Approach: It is also called Bottom-top approach or Rurism strategy. This approach implies that development starts with the people. It is a new administrative development strategy. Rurism is a coherent national and social-value system in which human and material resources are mobilized and allocated from the lower echelon of the economic and social strata to the top. It is free from any foreign ideology and infection. It promotes self-reliance, self-consciousness into balanced development of human and materials resources. It is the idea approach. However, it is costly and rather slow.

2.5.2 Community Development

The concept of community development is regarded as an approach to community participation in rural development. To colonial administrators, community development is a means of improving rural welfare, training people in rural administration and outspreading government control through rural self-help activities (McCommon, 1993). The concept focuses on the method whereby the anticipated change in the strategy of rural development could be brought about in the rural communities (Theron, 2005). According to Ekong (2010), community development refers to any concerted action in a locality taken by any agency and/or the local people themselves with the primary aim of bringing some profits to the locality. It is a movement to promote better living for the whole community with the active participation and if possible, on the initiative of the community itself. Community development can also be defined as the process by which the efforts of the people themselves are united with those of the government authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to national progress (Biggs, 1999). Community development is a process whereby rural dwellers are enabled to mobilise, manage forces and resources in rural communities by creating opportunities for democratic decision making, active participation and cooperation, self-help, development of leadership and utilisation of educational opportunities to promote the intrinsic potential and forces in the community as a whole (Roux, 1998). For community development to occur, people in a community must

believe that working together can make a difference and organise to address their shared needs collectively (Flora, Spears and Swanson, 1992). Community development often is associated with terms such as community capacity building, community vitality or empowerment. The concept also could be regarded as community education in some circles or community organisation in others. These diverse terms narrow down to Community Participation i.e. vigorous involvement of people at the rural community level to either oppose or support a rural development programme or project. The approach is directed at enabling and encouraging communities to become involved with the necessary support from the private and government sectors, in improving and managing their own living conditions in all areas of development (Lombard, 2005). Hence, one of the cornerstones to democracy should be participatory decision making process because it could be of great advantage to those in government (Kumar, 2002 and Tshabalala, 2006). Community development cannot take place if there is no participation by the community because the role and concept remains a main indicator for community development and rural development.

2.6 Development projects

A project is defined as a “bundle” filled by activities to be achieved within a time-limited framework and cost-effective budget (Cleaver, 1999; Botes and Rensburg, 2000). Maylor (2003), claims that a project is an interconnected set of activities that has a definite starting and ending point and results in the accomplishment of a unique often major outcome. According to Wideman (2000), a project is a novel undertaking to create a new product or service, the delivery of which signal completion and begins when resources are enthusiastic to its specific goal. The World Bank defined “rural development project” as a “poverty-oriented project” in which 50% or more of the direct benefits accrue to the rural target group (International Bank for Reconstruction and Development, 1988). Projects make a vital contribution to industrialization and hence the growth of nation’s economy.

Each development project is matchless and faces different challenge (Kumar, 2002). Rural development projects were seen as imperative drivers of development, as they provide the inputs for industrial development and increase exports earnings, and contribute to food security (Kumar, 2002). Projects are being implemented but are failing the community because of very specific issues and one of them may be that development is a long term process and may not be achievable through projects.

2.7 The concept of community in development projects

The word community is a multidimensional and complex concept that is defined differently by different scholars. It is one of the central concepts in the social sciences, yet it frequently lacks a precise definition. Green and Mercer (2001) defined community as something that has a sense of place, borderline or belonging. Community has been defined simply by Smith (2006) as residents of a topographical neighborhood or multi-neighborhood area- no matter how they relate to each other. Tshikwatamba (2004) defines community as a gathering of people living together and sharing common cultures and values. This author emphasizes the importance of culture and values as indicators of who will be accepted as a member of the community. Ekong (2010) defined community as a people living together within a corporate locality having shared interests and behavioural patterns. Such common interests and behavioural patterns manifest mainly in the areas of (1) production, distribution and consumption of goods and services (2) socialization (3) social control (4) social participation and (5) mutual support. This shows that community is a process of social interaction and can be found within any geographical location; either in the rural or urban areas. Brieger, (2005) defines community as a group of people in a defined geographical area sharing the common values, goals, history, interests and language. In Greek language, the term community means a fellowship or a group of people who come together for mutual support to fulfill their development interventions in their particular geographical area (Brieger, 2005).

The above definitions of “community” suggest that community is a contingent phenomenon which depends on a number of conditions to achieve social interactions in pursuit of mutual interests. Simply living in the same place does not create community. The fact that most of the population had no political rights until 1994, proves the total absence of participation of any sort. The characteristics and behavior of communities differs from one community to another depending on the historical background. The main point is that community must share the same characteristics. Community, in the context of this study means people living in a particular geographical area who are benefiting from the development projects implemented in their respective areas.

2.7.1 Role players in rural community development projects

According to Csaki (2001) role-players in rural development projects, in conjunction with the implementation of strategies, are attempting to improve the monitoring of regional and global progress in rural development. These role players play an important part in the development of rural community. Their role is to ensure that the rural areas are developed according to the needs of the community members. These role players, with the assistance of each other, can guarantee a successful development project.

2.7.1.1 Government

Governments are expected to play a major role in augmenting the development of rural communities. There are three spheres of government namely the national government, provincial government and local government (municipalities).

2.7.1.1.1 Federal government

This sphere of government can simply be termed as the law matter. Institute of Democracy in South Africa (IDASA) (2004), states that laws and policies are approved by national government for the better operation and uniformity for the two lower spheres of government.

2.7.1.1.2 State government

According to IDASA (2004), this sphere of government has the primary responsibility for social services delivery, that is, they plan development activities and implement them in their communities.

2.7.1.1.3 Local government (Municipalities)

Municipalities in their mandate are seen as having the role of generating employment and economic growth in their areas and reducing poverty amongst their local residents (Oldfield and Parnel, 1998). This new role entailed giving priority to the basic needs and promoting social and economic development. According to IDASA (2004) municipality (local government) is responsible for a variety of municipal functions and some may be shared with provincial government, for instance, municipal planning, budgeting relations and municipal public transport amongst others. The Municipal System Act 2000 sets up municipalities IDPs as points of managing and evaluating performances, budgeting and allocating resources, and changing organizations. It also

makes community participation compulsory, in the content of IDP, as well as in the process by which they are conscripted.

2.7.1.2 Non-Governmental Organizations (NGOs)

NGOs play an important role in ensuring that rural areas are developed by developing programs that transform communities from a deprived to human dignity state. Their intent is to highlight self-reliance and popular participation in their activities (Olujide, 2006). According to IDASA (2004), NGOs are self-governing bodies which in many cases have unbiased interest in the operation of government, and most often NGOs at whatsoever level and discipline do impact lives of communities positively.

2.7.1.3 Community

The local community plays an important role in development programs and projects. Communities' participation in development projects taking place in their own area will assist in identifying key issues of concern that needs to be considered which helps towards making the development project a success.

2.7.2 Community learning and training in development projects.

Community participation teaches communities how to solve conflicts and allows for different perspectives to be heard, in this case, learning is promoted and people will be able to help themselves (Nampila, 2005). According to Louw and Butcher, (2005), learning is a process of active engagement with experience. Education enhances rural people's learning potential and the ability to access and handle information. It also entails improving thinking skills, and using the modern educational delivery technologies and tools to provide new learning for people wherever they are (McQuid, Lindsay and Greig, 2004). Effective learning will lead to a desire to learn more and thus add to human development.

According to the Department of Community Development's integrated community development policy (2007), community learning embroils members having access to information, ideas and skills, both new and traditional. This helps the members to improve the development of human capital. The community learning approach uses learning as a major device to empower people to participate in their community's social and economic development. This approach also give emphasis to lifelong learning and sustainable development. In the policy, community learning is based on the opinion that all community members should have the opportunity to develop their

potential. They should be enabled to gain skills and knowledge needed to their productive lives, care for themselves and their facilities and participate in the affairs of their communities and the country as a whole. Community development always has a learning phase through which people develop their skills, knowledge and ideas and applies these to addressing issues for the benefit of their communities.

Nampila (2005) explained that through learning, the community will be able to assess themselves as a powerful group and work creatively towards changing society and building a new world. The low educational attainment levels among rural adults and youths limit both present and future development opportunities, therefore learning has a major contributory role in the development of rural communities. According to James (1995), training is an essential right. Training provides the basic elements of growing a successful business (Martorana, 1996). Therefore, the provision of training should intend to develop the cognitive ability of people and thus improve their attitude towards self-development (Alvarez and Busenitz, 2001). Government has a significant role to play in understanding and creating the conditions for a true lifetime learning society, particularly in rural areas, so that the nation will prosper economically and mentally. The training is linked to sustainability, because once participants have completed training then it is assumed that the projects are likely to be sustainable since project members will be applying knowledge gained from training. The skills provided also benefits the project members beyond project implementation where they are able to utilize it.

2.8 Group activities for rural development in rural communities

With regard to rural development, group activities include joint decision making, choosing community projects, development of the plan of work, implementation, monitoring and evaluation of projects, attendance of meetings, training, contributing money to community projects, implementing programmes, monitoring and evaluation. Activities in the sector of community and rural development may take the form of self-help project by various communities under the agencies of their local government authorities with the state government providing technical and financial assistance whenever such projects are initiated. Such projects include the construction of village roads and bridges, markets, dispensaries, schools and other amenities directed towards the instrument of their localities (Federal Republic of Nigeria, 1975).

The wide variations in the scope and impact of self-help activities on the welfare of rural dwellers will reflect the nature of community leadership and their inclination towards self-help programmes. This implies that in those areas where there are no effective local groups, community development activities may not make much impact on the social welfare of the rural population. However, every community has a traditional structure to ensure the participation of inhabitants in projects and programmes that have positive effects on the life of the majority. The common belief is that involving beneficiaries in rural programmes and empowering them have the potential to boost their livelihoods and foster development in their area (Kakumba and Nsingo, 2008). The contribution of group activities to rural community development depends largely on the existence of committed local leaders in the rural areas concerned as well as the extent to which government encourages local planning and participation.

2.8.1 Group activities as social capital

The concept of group social capital is one way of examining in greater depth how group members' social relationships within and outside of their groups and across multiple types of boundaries is related to group effectiveness. Social capital is the set of resources that subsists in the structure of relations between individual actors (Burt, 2000). Social capital is a sociological concept which has been applied to a variety of issues in recent times. Pritchett (1999) defined social capital as the quantity and quality of associational life and the related social norms.

While social capital has diverse interpretations, there exists a general consensus that it refers to “networks, norms and understandings that facilitate cooperative activities within and among groups of individuals” (Helliwell, 2001). People and groups of people are connected to certain others (and not connected to yet others), and this pattern of connection creates a network of interdependent social exchanges wherein certain people become trusted exchange partners who can be called upon for resources and support. The social capital concept highlights the idea that people or groups with the “right” types of social connections can more effectively employ other types of capital they possess (such as financial resources, knowledge, skills, and abilities) to achieve their goals than people or groups with social connections of a different type. People with the right connections occupy a position in the network of social exchanges

that allows them to bring their resources to bear on problems in a more timely and effective manner (Burt, 2000).

The notion of social capital suggests some issues that impact the effectiveness of groups. One of these is exclusion. There is potential for some people to be excluded from group activities, especially if the community is heterogeneous in terms of gender, wealth, age, ethnicity, and other factors. Differences in power, status, gender, and class among members may also lead to dissatisfaction, as some members become excluded from leadership positions, decision making, and active participation in group activities (Narayan and Lant, 1999). This can lead to conflict within the group and ultimate failure of goal achievement. Further, groups may experience negative externalities in that not everyone in the community may be able to join a group; for instance, poor people may not be able to join because they cannot pay the membership fee, and some may not have the time to attend group activities. Membership differences, if overlooked, may lead to exclusion and negative externalities, in turn leading to failure of groups as mechanisms for enhancing positive development outcomes and impacts.

Groups need to manage “boundary-spanning” relationships with other groups and external members in their organisations to pull in important informational and political resources that help maintain the groups’ effectiveness. Although boundary-spanning activities can increase performance, recent research suggests that pursuing social relationships outside a group might decrease the group’s internal cohesiveness which can, in turn, negatively affect its performance (Keller, 2001). Thus, an increasingly complex and uncertain business environment has made understanding how individual group members manage this delicate balance of social relationships within their group, across organisational units, and across hierarchical levels increasingly important. The concept of group social capital is intended to spur multilevel research on groups. Groups with a keen ability to manage their external relationships are more effective (Choi, 2002). In social capital research, two main conduits through which social capital flows have been suggested: closure relationships and bridging relationships (Burt, 2000).

2.8.1.1 Closure conduits: Relationships that bring a group together

Closure in a group is full connectedness; each member has a tie with each other member. Through the closure mechanism, group members connected by strong

relationship ties benefit from embedded and dense networks in their closed group. In a group in which group members have strong ties to each other, and in which everyone is connected to everyone else through informal socialising outside of the workplace, we would expect more bounded solidarity, stronger reciprocity norms, greater trust, and sanctions against self-serving behaviours than we would expect in groups lacking those strong ties (Krackhardt, 1999). Mutual trust develops from exchange reciprocity in an environment in which norms are well enforced and free riding is kept in check. Such an environment allows for greater “credit risk” to be extended, group members are more willing to extend favours to one another because they know that the favours will ultimately be returned by another member of the group (Wei, 2001). Thus, social capital in these groups diminishes the probability of opportunism, reduces the need for costly monitoring, reduces transaction costs, and results in benefits for all group members. Group social capital that flows through closure conduits emphasises that group members are willing to subsume their interests under those of the group as a whole because of the dense web of strong closure relationships within the group. Beyond these instrumental benefits, the informal socialising ties also bring expressive benefits (Brass, 2004). An often-undervalued resource that flows through social ties is emotional support (Nicolaou and Birley, 2003). There are many times when a setback might destroy morale, or when an unexpected tragedy might cause a group to lose its focus. Although emotional support is generally ignored in social capital research, we believe that the ability to access emotional support during difficult times is an important aspect of group social capital that can determine the relative effectiveness of a group. Group closure has many positive aspects; excessive group closure may negatively affect group social capital, and ultimately, group effectiveness (Reagans and Zuckerman, 2001).

Excessive group closure, particularly in relationships with significant expressive or affective components such as informal socializing ties, can lead not only to increased identification and satisfaction with an in-group, but also to strong norms against associating with members of out-groups. Even where ties continue to be allowed with out-group members, the resources and information that flow through those ties can be ignored or discounted because of strong positive in-group biases and negative out-group biases. These biases can combine to limit access to and absorption of innovative information from outside the group. The ultimate effect of these forces is that in a

closed group connected by strong, positive ties, the information that is available tends to be homogeneous and redundant (Gargiulo and Benassi, 2000). Its effectiveness is thus limited. Moderate levels of group closure that is, when moderate numbers of these comprehensive informal socialising relationships exist group social capital will be highest, and group effectiveness will be maximised. By contrast, high or low levels of group closure will be detrimental to group effectiveness (Burt, 2000).

2.8.1.2 Bridging conduits: Cross-boundary relationships

The closure perspective discussed above rests on an assumption that all group members are homogeneous. But the members of a group can be heterogeneous with respect to their positions in the formal and informal structures of the group and of the organisation. This heterogeneity comes from various boundaries that exist in groups and organisations, including vertical boundaries (those between leaders and followers), horizontal boundaries (those between people in different functional areas), and boundaries delineating intra-group and intergroup relationships. The bridging mechanism, in contrast to the closure mechanism, emphasises the importance of ties connecting heterogeneous people (Burt, 2000).

Groups that communicate more frequently with different people in outside groups have greater access to resources outside themselves (Tsai, 2001). Groups whose members socialise outside the workplace with people from a diverse set of other groups from within their organisation will learn about developments in the organisation faster because the relationships in which their members are engaged are trusting relationships. Those groups will be more likely to receive important tacit knowledge because their members spend more time with a diverse set of people outside the workplace, making it more likely that members of other groups in the organisation will be motivated to share their knowledge and skills with the group members. If a group experiences a setback, it is more likely to be able to access a broad base of emotional and political support through its ties with other groups in the organisation. Thus, if a group has quick access to timely information, diverse ideas, and critical instrumental, political, and emotional resources because of its members' external connections to diverse groups, it is more likely (compared to a group with less diverse connections) to come up with creative decisions and to have the necessary leverage to implement these decisions (Ancona, 1999). Better performance results for the group with diverse connections.

2.9 The Concept of Participation

Participation is dynamic in nature, not a fixed process and it can hardly be measured by any known parameter. Participation originates and shapes experiences of individuals participating in decision-making processes for a collective developmental purpose. The concept of participation basically means the involvement of people in a particular development intervention. Such people can either be direct beneficiary or indirect beneficiary to the intervention undertaken in a particular geographical area (Triphone, 2005). Correspondingly, Wilcox, (2003), defined participation as a procedure in which individuals, groups and organizations become actively involved in a project and programmes of activity.

Blackburn and Holland (1998) describe participation as a way of viewing the world and acting in it. It is about a commitment to help create the circumstances, which can lead to significant empowerment of those who at present have little control over the forces which condition their lives. Rahnema (1992) explained that participation could be moral, amoral or immoral 'either forced or free; either manipulative or spontaneous'. Rahnema concludes that participation in general is related with moral or desirable goals and is seen as a free exercise process. White (1994) also views participation as a free act and supporter to moral, which is driven by human compassion, unselfish motives, sensitivity to the feelings and worth of others, supportive communication, openness to change and the shifting of responsibilities and power. According to FAO (1998), participation is a process that takes place between rural dwellers and development partners which in most cases are government agencies, these rural dwellers participate in analysing current situation, plan, implement and evaluate development activities. The World Bank (2004) definition states that it is a process through which stakeholder's impact and share control over development initiatives and the decisions and resources which affects them while Reid (2000) saw the concept as one key ingredient for an empowered community.

Dreze and Sen (1990) suggested that peoples' participation can have a positive role in both collaborative and adversarial ways vis a vis national development policy. Ditcher (1992) makes the comparison between participation as an element in development as contrasting to participation as the basis for development. He further argues that, where participation is merely seen as an element, people do not see themselves as having direct stake, thus the project will fail.

2.9.1 Purpose of participation

Rahnema (1992) explains that when participation was presented as an alternative development model, it was intended to accomplish at least four functions: a cognitive, a social, an instrumental and a political one. In cognitive terms, through participation, peoples' knowledge and understanding would form the root for a new form of development. On the other hand, the instrumental function had to be providing the concerned parties with information about the previous failures and to demonstrate alternative strategies. In social terms, participation gave people new expectation and re-activated the development, while the political function of participation was to provide development with a new source of legitimating and empowering people and establishing a link with targeted populations. There is agreement in literature that in order to achieve development objectives, an effective people-oriented approach have to be adopted. This was supposed to empower local communities who would be responsible for their own development (Nawal, 2007). The theory of participatory approaches is reflected through the efficiency argument, which focuses on achieving better project outcomes, and the equity and empowerment argument, which focuses on enhancing the capacity of individuals to improve or change their own lives. Literatures have shown that participation has two clear objectives; as a means to increase efficiency and effectiveness, and ensure the sustainability of a project or development programme and as an 'end' to promote stakeholder capacity, self-reliance and empowerment(Stella, 2015).

2.9.2 Adoption of participatory approaches

The major factor in the failure of past agricultural and rural development projects was as a result of non-involvement of beneficiaries at every stage of project development. Participatory approaches owe its popularity to a widespread concern with the failure of conventional development tactics to make any difference to the life of marginalised and poor people (Mathur, 1995). Participatory approaches have emerged in order to convey development practice nearer to the people as a result of dissatisfaction with an expert led, top to down approach (Sillitoe, 2002) and attempts to challenge the disproportions in societies (Kothari, 2001). This approach suits the project that pursues the stakeholder participation (ODA, 1995).

The rise of participatory approaches was accompanied by development of various participatory methods. These methods have been viewed as a means by which addition

of marginalised people can be achieved and their role is to contribute to achieving empowerment (Chambers, 1997). They comprise:

i. Farming System Research (FSR)

FSR process is recognised as dynamic and iterative with linkages in both directions between farmers, researchers and funding agencies. The FSR approach is to connect the farmer with the researcher. The primary objective is to improve the well-being of individual farming families by increasing on-farm productivity, given the constraints imposed by resources and the environment. Improving productivity is based on the development and dissemination of relevant improved technologies, as well as: practices and implementation of appropriate policy; support systems to create opportunities for improved production systems; and an enabling environment to adopt technologies.

ii. Rapid Rural Appraisal Rapid rural appraisal

RRA is an extractive research methodology consisting of systematic, semi-structured activities conducted on-site by a multidisciplinary team with the aim of quickly and efficiently acquiring new information about rural life and rural resources. RRA is a process of learning about rural conditions in an iterative and expeditious manner. More often than not, it is multi-disciplinary in nature and has an in-built flexibility in the process of collecting information.

iii. Participatory Rural Appraisal (PRA)

Participatory Rural Appraisal (PRA) recently renamed Participatory Learning for Action (PLA), is a methodological approach that is used to enable farmers to analyse their own situation and to develop a common perspective on natural resource management and agriculture at village level. It is an approach used by non-governmental organizations (NGOs) and other agencies involved in international development.

The promotion of participatory approach is based on the ground that it eradicates the weaknesses of the traditional-top-down approach to grassroots' development (Sinkaiye and Ajayi, 2012). Proponents of participatory development contend that for development to be sustainable, it has to be grounded in local initiative (Farington and

Martins, 1988; Rolling, 1998 and Chessa, 2001). A notable critic of conventional approaches to development is Chambers (1997) who has made the case for putting the last first, with the last being established by the poor, the powerless and the rurally isolated; based his work upon a study of rural communities, arguing that this philosophy is the best way of ending their persistent poverty and enabling them to achieve empowerment through the development process. The failure of the earlier top-down approach led to a wide scale increase in differences, unsustainable resource management and massive food insecurity in the third world. Third World Countries like Nigeria were getting deeper into debt as a result of the loans they had obtained from the western world and unfortunately, the monies received for development were not filtering down to the poor rural people who were the target beneficiaries. This led to development effort supporting the concept of community participation.

2.10 Philosophy of Community Participation.

Community participation originated about forty (40) years ago from the community development movement of the late colonial era in parts of Africa and Asia (Asian Development Bank, 2006). As a notion, participation was formulated in the 1970s in response to the growing consciousness that approaches then employed for rural development, such as integrated rural development did not often lead to significant rural development because of little involvement of the rural dwellers in development projects undergoing. It is also imperative to note that these rural dwellers emphasized on are men and women from all walks of life too. Though they are categorised as the minorities that their livelihood activities include farming, pastoral activity, artisanal employment, small business people, and the marginalized (Blair, 2000).

The World Bank cited in Mansuri and Rao (2004) defines community participation as the dynamic involvement of a defined community in at least some aspects of project design and implementation. According to the article, participation is expected to lead to better designed projects, targeted benefits and more cost-effective and well-timed delivery of project inputs. Simanowits (1997) defines community participation as something that happens in relative to something else. He mentions that, in most development projects, community participation relates to the involvement of a community in externally initiated development interventions. In this case, an external body initiates a project and the community participates. Community participation is essential for concrete development in rural areas. Theron (2005) views community

participation as a process to provide communities an opportunity to determine their own destination. This means that provision of grassroots level with abilities, which could enable them to negotiate development delivery systems and be able to take informed decisions, in terms of their development needs and priorities. Myers and Hirsch (1999) sight community participation as an active process by which client groups or beneficiaries influence the direction and execution of the development program with a view of enhancing their well-being in terms of income, person growth, self-reliance, spiritual development and values they cherish.

According to Lyons *et al.* (2001), community participation has become more important as a means of empowering the community and making physical improvements more sustainable. In a case where improvements are in a form of a building such as schools, health and shopping centers, the community will need to take care of that building and they will only do so if they were involved in the decision-making stage. Involving community in rural development projects has the potential to boost their livelihoods. Rural livelihoods are enhanced through effective participation of rural people and rural communities in the management of their own social, economic and environmental objectives by empowering people in rural areas, particularly women and youth, including through organizations such as local cooperatives and by applying the bottom-up approach. Participation can only take place when a community organizes itself and takes responsibility for managing its problems. Taking this responsibility means identifying the problems, developing actions, putting them into place and following through (Cheetham, 2002).

The nature of community participation depends to a great extent on the nature of organization and mobilization at the grassroots level as well as the programmatic purpose of such participation. As such, community participation is quiet clearly not an unproblematic engagement of contesting power relations. On the contrary, community participation is often driven by specific socio-economic goals that seek to ensure a better life for all, especially for those who have historically been marginalized during the successive colonial-cum-apartheid regimes in South Africa. Oakley (1991) indicates that the important issue to stress is that participation, whatever form or direction it might take, cannot be regarded simply as some kind of physical or tangible input into development project. Any form of participation occurs within a particular

context and will be influenced by the economic and social forces that mould that context.

Based on the above definitions of community participation, it can be concluded that community participation is the involvement of the community in all stages of development projects affecting them and it also involves the establishment of decision making bodies that are represented by and accessible to the local communities. Community participation in rural development projects is the main factor that can have effect on processes of community development. Without community participation, community development cannot be achieved. The role of community participation therefore has great value and this is endorsed in the Reconstruction and Development Programme (RDP) which states that development should be people driven (African National Congress, 1994).

The concept of community participation is one of the most vital subject matters discussed in various disciplines that have and need human input in the development process such as in community planning (Moser, 1989), psychology (Chavis and Wandersman, 1990), health (Oakley, 1991), social policy (Croft and Beresford, 1992), community development and community work (Lackery and Dershem, 1992; Abbott, 1995) and tourism development (Aref, 2009). The process of community participation in rural development projects permits a scheme with rural dwellers' support and with their active involvement; they are more likely to care about the end result. A change in this understanding was what marked the strong passion for the participation approaches (Rahman, 1993; De Beer and Swanepoel, 1998; Estralla, 2000; Chambers, 2007; Green, 2007). Moreover, the World Bank (1998) provides a basis for community participation in rural development projects as the following:

- i. Rural people have a great amount of experience and insight about the community, what works and what does not and why.
- ii. The involvement of the rural dwellers in the planning phase of projects can increase their level of commitment to the project.
- iii. The involvement of rural dwellers can help improve technical and managerial skills and thus increase opportunities for employment.

iv. The involvement of rural dwellers helps increase resources obtainable for the programme.

v. The involvement of rural dwellers in a way brings about social learning for both planners and beneficiaries in the sense that the social learning means development of partnership between the professionals and the rural communities, in which, each group learn from each other (World Bank, 1996). Udoe (1992) indicated that participation should be both an object (what) and a process (how). As an object, it should be an induced change for the achievement of community improvement. As a process, it should be a well-articulated programme and effort to assist individuals to acquire attitudes, skills and concepts required for their democratic participation in the effective solution of a wide range of community improvement problems as possible, in order of priority determined by their increasing level of competence.

Todaro and Smith (2006) also agrees with Edwards that if a development results in robust economic growth without improvement or change in the quality of life of the people (rural dwellers), something is wrong. Reid (2000) saw the concept as one key ingredient for an empowered community. Ijere (1990) regarded the approach as the Bottom-top approach that will make rural dwellers prime movers of their own destiny, taking into cognizance economic and social growth. The objectives include empowerment, building beneficiary capacity, increasing project effectiveness, improving project efficiency, and project cost sharing. The framework also identified levels of participation as information sharing, consultation, decision making and initiating action (Thwala, 2001). A proper understanding of participation can be better achieved when it is viewed against a theoretical framework based on decision making. The key for many developers therefore is that meaningful participation can result in speedier decision making and a more sustainable rural development, hence, meaningful community participation results in a development process that can tap into rural knowledge and additional resources, help to strengthen the community in which it is located, can shape designs to address rural issues, result in more appropriate solutions that are responsive to the environment and which satisfy rural demand. The broader concept of participation is central to the idea of the rural dweller and understood as someone with rights, aspiration and responsibilities in relation to other community members (UK Department for International Development, DFID 2010).

2.10.1 Basic principles of community participation

The principles of community participation encompass establishing relationship with the people, recognition of the cultural diversity of the people, identifying the interest of rural dwellers and mobilizing community assets to achieving it, engaging organization and change agents to ensure flexibility and long term commitment. For community participation to realize its full potentials, some principles which have to be met are autonomy of citizens“ initiation, involvement, working together, monitoring and evaluation among others (Centra and McDonald, 1997). Another document by Center for Disease Control and Prevention, Public Health Practice Program Office (Atlanta, 1997) reveals that principle of community participation encompasses establishing relationship with the people, recognition of the cultural diversity of the people, identifying the interest of rural dwellers and mobilizing community assets to achieving it, engaging and organization of change agents to ensure flexibility and long term commitment. According to Nwabuzor, (2015), the principles of community participation should include: Purpose, involvement, working together, monitoring, evaluation and other indicators.

- i. Purpose: This is being clear about goals for the community to be engaged in.
- ii. Involvement: This is making consultation open to all community members and also breaking barriers for some groups who may want to get involved but finding it difficult to respond e.g. the disabled, illiterates etc.
- iii. Working together: This is treating all participants with respect which may require group representation showing how views in the community can be collected.
- iv. Feedback: This is giving update of how community members' view made a difference.
- v. Monitoring and Evaluation: This is checking from time to time to ensure that approach is making a difference.
- vi. Method: There should be a timescale method for notifying community members of consultative meeting or gathering due to take place to ensure effective participation.
- vii. Information: This is information sharing using clear and accessible language

Bhagyalakshmi (2004) states that without information sharing, no development can take firm root because new opportunities can be provided when all the information needs of the community can be met to stimulate their awareness and improve their capabilities. Meanwhile World Bank (1998) indicates that reaching the poor requires working with them to learn about their needs, understanding how development decisions are made in their communities and identifying institutions and mechanisms that acquire opportunities and resources. In short, a community that gives up the ability to make its own decisions loses "some essential humanity" (Nekwaya, 2007). That is why Kakumba and Nsingo (2008) assert that community involvement in rural development projects facilitates the reversal of the inequalities that have been developed under colonialism (and perhaps immediate post-colonialism) by helping people to engage in the process of identifying problems and acting on them. Community participation does not only take account of rural dwellers wishes but also makes good use of the rural dwellers contributions.

There is no doubt therefore that meaningful participation is about achieving the power to influence the decisions that affect rural dwellers livelihood. Brett (2003) also notes that participation guarantees that collective organizations serve rural needs and are based upon rural skills and compatible with rural cultures and thus help to eliminate foreign domination and dependency from the development process. The author claims that rural officials through cooperation increase rural people's productivity, access to capital and give them better access to administration.

The success of any rural development project depends on the extent to which rural dwellers can be motivated. This again depends on how much their interest, their felt needs are taken into account and to what extent they are involved in the planning and decision -making process. This is why conclusion can be drawn on the fact that meaningful participation of the rural dwellers is concerned with direct access to the resources necessary for development, and some active involvement and influence in the decision affecting those resources (Burkey, 1993).

2.10.2 Characteristics of community participation

- i. **Decision making-** The community should have a say in decisions about actions that affect their lives. They should be included in the decision making process

such as in initiation, planning, implementation and evaluation of the development projects.

- ii. **Planning-** Participation offers new opportunities for creative thinking and innovative planning and development. Participation is understood as giving a few influential people a voice in local decision-making and planning, whereas the most needy and deprived, who may be the majority of the community, are not even consulted, let alone given part in the process (Johnston, 1982). The community should therefore be involved in the planning stage of the development projects.
- iii. **Implementation-** The most important aspect of community involvement at the implementation stage is to develop the sense of ownership of the implemented activity for long-term sustainability. Community participation in the implementation stage of a project can also reduce costs and provide training and employment. It can also be used as a means of exploiting the free labour of beneficiaries. In this form, participation is nothing more than “an ideologically-acceptable packaging for a theory of economic efficiency for the poorest” (Jaglin, 1994).
- iv. **Empowerment-** Empowerment increases the capabilities of the poor and holds accountable the institutions that provide them. To this end, empowerment attempts to give power and knowledge to rural communities to assist in creating a better quality of life, so that in the future they will have the skills to rely less on the external forces to provide vital services and infrastructure. Empowerment is usually seen as a key for good quality of life, increase human dignity, good governance, pro-poor growth, project effectiveness and improved service delivery (Narayan, 2002). Participation in development projects is a strong form of empowerment. It entails building capacity of the community so that they can make rational decisions and undertake meaningful input for natural benefits. It does not necessarily entail the equal sharing of power (Meshack, 2004).
- v. **Mobilization-** Participation entails self-mobilization, self-reliance and empowerment of the development process. It is the series of interventions designed to increase the level of involvement of a community in the decision that affect its own development. Mobilization promotes community participation in control and decision making of all actions affecting community

as whole. Participation of all members of a target community is essential to both poverty reduction and community development and strengthening.

The people should be at the center of the development. Hoffman (1990) supported this when he argued that, ‘we must not speak on behalf of others who are able to speak in their own name’. In this case, the local people should be allowed to contribute their knowledge, practice and innovations in the process of project sustainability for sustainable development. In community development, members of community have the main role in the process of development and they are doing things for themselves. Participation is a process by which people are enabled to become actively and genuinely involved in defining the issue of concern to them, in decision making about factors affecting their lives, in formulating and implementing policies, in planning, developing and delivering services and taking action to achieve change (Breuer, 1999). Midgley *et al.* (1986) assert that participation requires the voluntary and democratic involvement of people in (1) contributing to the development efforts, (2) sharing equitably in the benefits derived there from and (3) decision making in respect of settling goals, formulating policies and planning and implanting economic and social development programs.

Oakley and Marsden (1984), state that there are two main vehicles for implementing the notion of participation; (1) community development programs which were aimed at preparing the rural population collaborate with government development plans and (2) the establishment of formal organizations (cooperatives, farmers association, and so on) which were to provide the structure through which the rural people could have some contact with, and voice in, development programs.

2.10.3 Importance of community participation

The common believe is that involving community in rural development programs and empowering them, have the potential to boost their livelihood and foster development (Kakumba and Nsingo, 2008). Community participation empowers the primary beneficiary of development programs or projects by helping them to break away from a dependency mentality (Burkey, 1993). Creighton (2005) also states that the community participation promotes self-confidence and self-awareness. Cooke and Khothari (2001) maintain that participation approaches can generally be viewed as having two broad objectives: first, the efficiency arguments that participation will yield

better project outcomes; and second, the equity or empowerment arguments that participation is a process of promoting the capacity of people to improve their own lives.

Another importance of community participation is sustainability as indicated by Kumar(2002), who further stated that, through participation, resources available for development projects will be used more efficiently and fewer costs will be incurred if the people themselves are responsible for the project (Kumar, 2002). Similarly, Hoddinott, *et al* (2001), basing their reasoning on their case study in South Africa, assert that participation of the beneficiaries is important because use of locally available information, unknown to outsiders, reduces the costs of intervention. Ghai and Vivian (1992) argue that even in sustainable development, participation is a key to the successful implementation of projects, because it may result in the sustainable management of local resources by the people.

According to Nampila (2005), through participation, the community will be able to assess their own situation, organize themselves as a powerful group and work creatively towards changing society and building up a new world. Due to a diversity of opinions and perspectives from different role players, community participation helps to obtain a balanced perspective of key issues and to identify creative solutions to problems like for example, the partnership-in-planning approach.

Community participation can be seen as either an integral component of empowerment or as both a cause and an effect of empowerment (Perkins, Brown and Taylor, 1996). Empowerment is a process through which people become strong enough to participate within, share in control of and influence events and institutions affecting their lives (Torres, 1986). It helps to achieve greater citizen's satisfaction with their communities and development at large and ensures sustainable development and continuity of the development processes.

2.10.4 Modes and levels of community participation

It is important that the modes of community participation in rural development process is known because this is to ensure authentic community participation (Theron, 2005). The approaches become more relevant when the impact of participation is assessed in relation to a programme or rural development project, and the extent of participation becomes a central feature in this regard (Fokane, 2008).

Understanding the modes of participation is of great importance because these overlap with the levels of community participation and are necessary for community participation. Theron (2005) highlights these modes as follows:

- i. **Anti-participatory mode-** community participation is considered as a voluntary contribution by the community to a project, which will lead to development, but the public is not expected to take part in shaping the project content and outcomes.
- ii. **Manipulation mode-** community participation includes community involvement in decision making processes, implementing projects, sharing in the benefits and involvement in efforts to evaluate such programmes.
- iii. **Incremental mode-** community participation is concerned with organised efforts to increase control over resources and regulating institutions in given social situations for groups or movements excluded from such control and
- iv. **Authentic public participation mode-** community participation is an active process by which the community influence the direction and execution of projects with the view to enhancing their well-being in terms of income, personal growth, self-reliance or other values which they cherish.

Development agencies and authors have distinguished different levels of participation and their typology has been positioned on a seven step ladder. This could be useful in analysing the extent of participation in rural development projects (Wilcox, 1994; Kumar, 2002; Bretty, 2003). One level on the continuum is not necessarily better than any other as different levels are appropriate at different times and contexts to meet the expectations and interests of different stakeholders (Wilcox, 1994). Oakley (1991) cites an analysis of a Danish funded rural water supply project in Tanzania, where participation had ranged from non-participation and manipulation over information and consultation to some degree of partnership and delegation of power.

Bretty (2003) conceptualises these levels in terms of ‘weak and strong participation’. Accordingly, participation is termed weak when “informing and consulting” is the level involved while strong participation means “partnership and control”. The author argues that, in practice, agencies managing complex projects find it hard to move from the weak end of the continuum and tend to assume that, intended beneficiaries will be consulted during the project design to take into account their felt needs and

aspirations. Skinnners (1995) view when what individuals and communities were actually involved in within participative partnership, as a tool to categorize participation was looked at states that, for an effective participative structure, roles and responsibilities will be clear and transparent. Skinner therefore suggests that rural communities adopt five roles with which rural dwellers will act if fully participating within a regeneration of projects or programmes.

They include:

1. as beneficiaries of the project and users of services.
2. as consultees and representatives of rural opinions.
3. as the source of general community activity.
4. as the source for the delivery of regeneration projects
5. As potential long term partners in regeneration.

Through analysis of exchange of power and observation of these five roles, it is possible to make an assessment of level of community participation within any given project.

Raniga and Simpson (2002) developed a framework on the levels of participation. The following are the seven levels of participation identified:

- a. Passive participation: people participate by being told by an outside development agency what is going to happen.
- b. Participation in information giving: People answer questions posed by an external organisation which may or may not take the answers into account in their planning efforts.
- c. Participation by consultation: People are consulted and an external organisation may or may not modify their views in light of what they hear.
- d. Participation for material incentives: People participate by providing resources; for example, labour, in return for material reward.
- e. Functional participation: People participate by joining groups to implement projects, usually after major decisions have been made by an external organisation.

- f. Interactive participation: People participate by taking part in joint needs assessment and planning as well as implementation together with external organisations.
- g. Spontaneous mobilisation or self- mobilisation: People participate by taking their own initiatives independent of external professionals to change their situations. This may lead to self-help projects or request to other institutions for assistants.

Nekwaya (2007) pointed out that the best way to effective community participation is dependent on selecting and combination of appropriate approaches because this would help assess whether the community authorities actually allowed rural dwellers participate and make their own decisions.

2.10.5 The forms of community participation

According to Ijere (1990), the following are the different types of activities as pursued under the designation of groups' participation:

i) Consultation- This is the basic means of giving the community some voice by involving it in decision making. The main rationale here is to ensure that the project or programme introduced by the outside agency is adapted to meet the needs of community members and to avoid difficulties. This may involve consultation with community representatives or leaders only on one hand and consultation with all sections of the community on the other.

ii) Financial contribution by the community- Cash collection made by and within the community generally prior to or at the time of implementation of a project, usually as a contribution to capital construction. Excluded as not really constituting community participation are cases which amount to a payment by individual families for service even when it is an advance payment.

iii) Self-help projects by groups of beneficiaries-In these projects, a specific group of local inhabitants contribute their labour (and perhaps other inputs) to its implementation while there is also the assistance of an external agency. Those who contribute will recompense by reduced fees for the services they receive, while non-members pay more

iv) Self-help projects involving the whole community- Projects in which every family in the community is expected to make a contribution (usually in labour), while there is also an input from an external agency. Food-for work projects may perhaps be included here, though the element of community participation may be considered slightly if it consists only of labour which is paid in cash or kind.

v) Community Specialized Workers- The training and appointment of one or a few community members to perform specialized tasks (e.g. as community health worker, or operation of a community water supply system). The training and technical supervision are carried out by an external agency, but some form of community authority is usually also exercised over the specialized workers.

2.10.6 Methods of community participation

The United Nations Research Institute on Social Development (UNRISD) Approach asserted that the most important and original aspect of UNRISD is the focus on people power and organization of disadvantaged groups, hitherto bypassed in development. The significant factor in this approach was not that it concentrated on the poorest of the poor but that it emphasized questions of power and organization and also viewed the allies and adversaries of the hitherto excluded as included in the scope of investigation (Chowdhury, 1996).

a. Self-Reliance and Self Help-During the development decade of the 1960s, self-reliance and self-help projects became the order of the day (Chowdhury, 1996). Chowdhury (1996) also notes that this trend is further developed by the social worker. The main components of this developmental process are participation in taking initiatives to identify unmet needs, and self-reliance, breaking away from dependencies that suppress the creativity of the poor. This approach is nearest to the type of people's participation practice in Nigeria. It is more a psychological than an economic or physical process.

b. Identification of Suitable Stakeholders-The public involvement of stakeholders in development projects is widely recognized as fundamental element of the process. Timely, well-planned, and well-implemented public involvement programs have contributed to the successful design, implementation, operation, and management of proposals (UNEP, 1996). For instance, the range of stakeholders involved in an Environmental Impact Assessment (EIA) project typically includes: The

people, individuals, or groups in the local community, the proponent and other project beneficiaries, Government agencies, Non-Governmental Organizations (NGOs) and others, such as donors, the private sectors, academics, and so forth.

c. Needs Identification and Goal Determination-Participation of the masses in development activities implies enhanced capacity to perceive their own needs. Through participation, local people identify their needs as well as the relevant goals of a program. By participating in decision making and implementation activities, local people help project officials identify needs, strategies to meet those needs, and the necessary resources required to implement the various strategies (Yadama, 1995). For example, community participation will be discouraged if environmental issues are given priority in agendas without addressing issues such as poverty, homelessness, health, and other basic necessities perceived to be more important by the rural communities.

d. Information Dissemination-This is the flow of information from the proponent of the development project to the public. The proponent should provide sufficient relevant information about the project such as the benefits of the project to the beneficiaries, the costs of implementation, the potential for financing, implementation, and possible risk factors. The proponent must allow sufficient time for individuals to read and discuss information provided, and listen to the views held by individuals as well as to issues and problems. The Lack of transparency often fosters mistrust and misunderstanding between project authorities and local communities (UNEP, 1996).

e. Consultation-Consultation involves inviting people's views on the proposed actions and engaging them in a dialogue. It is a two-way flow of information between the proponent and the public. Consultation provides opportunities for the public to express their views on the project proposal initiated by the project proponent. Rigorous planning and implementation of projects should be undertaken only after considerable discussion and consultation. Consultation includes education, information sharing, and negotiation, with the goal being a better decision making process through organizations consulting the general public (Becker, 1997). This process allows neglected people to hear and have a voice in future undertakings.

f. Ownership and Control-Participation plays a major role in people's management of their own affairs. Ownership and control of resources have a profound impact on participation in development projects (Mathbor, 1990). Ferrer (1988)

emphasized four areas to be worked toward in a participatory coastal resource management program, which includes greater economic and social equality, better access to services for all, greater participation in decision making, and deeper involvement in the organizing process resulting from the empowerment of people.

2.10.7 Key indicators of community participation

Indicators are a means by which progress, effectiveness, or outcomes of a development project can be understood and measured or explained (Morrissey, 2000). Cloete *et al.* (1996) refers to a five-point measuring scale for the evaluation of community participation in projects, based on work done by Rifkin and Bichmann (1988). The five-point scale considers need assessment, leadership, the development of organisations, mobilisation of resources and management, amongst other things.

Nussbaum (1997), in her study conducted in Sutterheim in the Eastern Cape, identified qualitative and quantitative indicators of success. This study focuses on how a community took their destinies into their own hands and reshaped thousands of lives without legislated support from any government, and in spite of the negative socio-political environment of the day. According to Oakley (1991), quantitative indicators are easier to measure than qualitative indicators.

2.10.7.1 Qualitative indicators

Oakley's quantitative indicators are:

- i. **Economic indicators:** Economic indicators look at measurable economic benefits of a project, through the use of commonly employed quantitative techniques. The quantitative indicators would therefore look at areas where, for example, a project has employed members of the community as workers as well as beneficiaries on the project. The economic indicators would also look at the direct economic gains to project members.
- ii. **Organisational indicators:** Organisational indicators refers to the organisational indicators, which look at percentage of rural adults within a project area who are formal members of the organisation, frequency of attendance at project

organisation meetings, and changing size of membership over project period (Oakley, 1999)

- iii. **Participation in project activities:** Participation in project activities includes areas of association of project groups formed, attendance rates at meetings, the number of members actively involved in project group meetings, work days and project group members who acquire positions in other formal organisations.
- iv. **Development momentum:** The measure in this indicator relates to developmental aspects of project members as they participate in the process of participation. In other work (Morrissey, 2000) this aspect is identified as empowerment of project members. Areas mentioned in this indicator include project members obtaining training establishing links with formal organisations and internal sustainability or the ability of the project group to maintain its own development momentum.

2.10.7.2 Qualitative indicators

Oakley (1991) mentions that qualitative indicators relate to changes which occur in the nature, growth and behaviour of the project “group” as a result of project activities. Morrissey (2001) refers to the qualitative indicators as focusing on the meaningful presence of citizens in the process of participation itself. In essence, qualitative indicators focus on how rich and meaningful the process of participation is to those who are involved, rather than on impact. Oakley grouped qualitative indicators into three broad areas. They are discussed below;

- a. **Organisational growth:** Organisational growth refers to internal structuring of project group, allocation of specific roles to group members, emerging leadership structure and formalisation of group structure. In an internally structured project group, project members have clear roles and responsibilities. If a project is internally structured, it is then feasible to assume that tasks within a project are allocated to different steering members. Organisational growth also advocates democracy within a group. In theory, the project does not revolve around a single person but all projects members are actively involved in the running of the project. Literature (Oakley, 1991) shows that formalisation of the group structure also forms part of the organisational growth. Most developmental projects have a constitution and utilise this constitutions to discipline other project members and help in the running of the projects.

b. **Group behaviour:** Qualitative aspects of the group behaviour in Oakley's work relates to the changing nature of involvement of project group members, an emerging sense of collective will and solidarity, involvement in group discussions, and the ability to analyse and explain issues and problems (Oakley, 1991). The second aspect refers to the emerging sense of collective will and solidarity, whilst the third indicator relates to involvement in group discussions and decisions. Laverack (2001) indicates that problem assessment is most empowering when the identification of problems, solutions to the problems and actions to resolve the problems are carried out by the community members. Involvement in group discussions and decisions is the third aspect in the group behaviour indicator. In theory, community participation should involve active participation of communities in group discussions and decisions. These activities should not only be lip service but communities need to feel that they are actually making contributions during the process of implementation. The fourth aspect is the ability to analyse and explain issues and problems.

c. **Group self-reliance:** The project group is self-reliant once it is able to independently take action on challenges and problems. In many of the development projects, group self-reliance is difficult to measure. The nature of these projects makes it a challenge in that when conducting evaluations, budgetary constraints are always put forward as a reason for evaluators not to spend reasonable time at project level. Marsden and Oakley (1990) mention that people's power comes ultimately from self-reliance. Self-reliance is strengthened by a collective identity, deriving not only material strength but also mental strength from solidarity, sharing and caring for each other, and from acting together to move forward and resist domination. Group self-reliance presupposes that externals play very little part in projects.

There are five indicators falling under the broad area of group self-reliance. They are:

- i. Increasing ability of project group to propose and to consider causes of action;
- ii. Group member's knowledge and understanding of government policies and programmes;
- iii. Changing relationship of group with projects staff / group facilitator;
- iv. Formalisation of independent identity of the group and;
- v. Independent action undertaken by the group.

2.10.8 Community participation as contribution and as empowerment

Drawing on Oakley (1991) and Dale (2004), perspectives on participation in development work, may also be captured by juxtaposing two notions, participation as contribution and as empowerment. Participation as contribution may be enlisted primarily in the implementation of programmes and projects or in the operation and maintenance of created facilities. The contribution may be entirely voluntary, induced to various extents or even enforced. It may be provided in the form of ideas, judgments, money, materials, or unpaid or lowly paid labour (Dale, 2004). Indeed, this notion may also be seen as participation as means to get things done.

According to Bretty (2003), participation is an empowering process in which people, in partnership with each other and those able to assist them, identify problems and needs, mobilize resources, and assume responsibility to plan, manage, control and assess the individual and collective actions that they themselves decide upon. As a process of empowerment, participation is concerned with development of skills and abilities to enable the rural people to manage better, have a say in or negotiate with existing development systems (Oakley, 1991).

As Eade and Rowlands (2003) argue, powerlessness is a central element of poverty, and any focus on poverty, inequality, injustice, or exclusion involves analysis of and/or challenging/changing power and power relations. Participation as empowerment can therefore help to amplify unacknowledged voices by enabling the rural people to decide upon and take the actions which they believe are essential to their development (Oakley, 1991; Slocum *et al.*, 1995). According to some FAO (1997) studies, small informal groups consisting of members from similar socio-economic backgrounds are better vehicles for participation in decision making and collective learning than heterogeneous, large scale and more formal organizations.

2.11 Group participation in community development activities

In Nigeria, the philosophy of people's participation in rural community development is increasingly gaining acceptance as an important instrument for mobilising resources and organising the rural populace to have cogent interests in providing for their wellbeing. Participation is very crucial to program implementation. Involvement and full participation of the people will lead to proper implementation of the program. Participation in extension program should be the core notion of democratic society.

The quality of participation determines the success of any organisation or agency as well as its programs (Ajayi, 2011). Participation as a concept means involvement in decision making; to choose a community project; plan; implement; manage; monitor; and control it. When people have the freedom to participate in activities, it gives them dignity and self-respect. Participation occurs as a community organises itself and takes responsibility for managing its problem. Taking responsibility includes identifying the problems, developing actions, putting them into place and following through (Cheetham, 2002).

Ekong (2003) viewed community participation as taking part in community meetings and decision making for the planning and implementations of programs, and making financial contributions towards community development projects. Schurink (as cited in Raniga and Simpson, 2002) defines community participation as “the creation of a democratic system and procedure to enable community members to become actively involved and to take responsibility for their own development and to improve their decision-making power”. Also, Nekwaya (2007) observed that community participation is the bedrock of rural development. People’s participation is regarded as an essential prerequisite for the continuity of activities.

The involvement of local and utilisation of local resources generates a sense of ownership over development interventions to the community. This sense of ownership is essential for the sustainability of the interventions even after external funds cease to flow (Kumar, 2002). Participation also ensures that projects are developed according to the needs of the people (Raniga and Simpson, 2002). This can improve the outcomes of projects through cost sharing, increased efficiency and effectiveness. Moreover, through community participation, resources available for development projects will be used more efficiently and fewer costs will be incurred if the people themselves are responsible for the project. In addition, it gives community self-reliance.

Tango (2009) remarked that every community has a traditional structure to ensure the participation of inhabitants in projects and programmes that have positive effects on the life of the majority. The projects identified, planned, executed and managed by the community themselves outlive those imposed by a benefactor with little or no community participation.

Karl (2000) has identified three main aspects of participation in rural development projects and programmes that need to be evaluated namely; the extent and quality of participation, costs and benefits of participation to the different stakeholders, and the impact of participation on outcomes, performance and sustainability. Besides, Reid (2000) highlighted three forms of participation. First, the beneficiary should be involved in the planning and implementation of externally initiated projects. Second, the external help that will strengthen or create local organisations but without reference to a particular project. Third, the existence of spontaneous activities of local organisations that has not gained assistance from outside assistance. Reid (2000) also identified some strategies that can be used to bring community members into a project and in a meaningful way so that they will continue to be involved in it. For instance, sharing project cost that entails participants to raise funds or labour in the process of project implementation. Also, beneficiary can hold consultation during project planning and management of project implementation and operation. Moreover, the strategy can take the form of building beneficiary capacity: either through ensuring that participants are actively involved in project planning and implementation or through formal or informal training and consciousness-raising activities. However, Harrison (2000) noted that community participation is an important component of community development and reflects a bottom-up approach to problem solving and that through citizen participation, a broad cross-section of the community is encouraged to identify and articulate their own goals, design their own methods of change, and pool their resources in the problem-solving process.

Participation has become part and parcel of development. It is therefore obvious that one of the surest and quickest ways to enhance sustainable agricultural and rural development lies in the active participation and commitment of the people (Ekong, 2003). The main assumption is that community effort can help to improve the quality of life of the people and also provide opportunity for socio-economic activities.

2.12 Incentives and disincentives to group participation

2.12.1 Incentives to group participation

There are often strong genuine reasons why people wish to participate in programmes. This is too often the result of the actions of the agencies itself, in throwing money or food at community members without meaningful dialogue or consultation.

Remuneration is an acceptable incentive but is usually not the only, or even the primary motivation.

Community participation in development hardly takes place in a vacuum. Several factors motivate beneficiary communities to participate in development. Such factors range from direct benefits (financial, material or otherwise), tangible or non-tangible to long or short term, including motivation by projects that cater for their needs and give benefits as returns, among others. Other factors such as culture, history, government policy and social, political and economic structures influence community participation (Botes and Rensburg, 2000).

Goodman (1998) posits that a community's sense of benefits and costs associated with participation can determine if they participate in development or not. Further, Bowen (2007) indicates that material incentives prompt communities to participate in the community subprojects. Other forms of non-material benefits account for beneficiary community members wanting to participate in development. As a process, participation gives experience to individuals who provides and equips them with insights, confidence and skills to solve existing problems, which is crucial in achieving individual and communal goals (Samah and Aref, 2009). There are also social benefits which help in the empowerment of people to take charge of their development processes.

Masanyiwa and Kinyashi (2008) in a study in Tanzania observe that community members participate effectively when they perceive that interventions being undertaken by a project address their immediate needs as identified in community consultation processes. The study findings therefore indicate that in the community driven development approach, development interest, project meets needs, previous development experience, to serve the community and development need contributes to participation by beneficiary community in development. Moreover, wanting to belong, compounded by peer pressure can make beneficiary community members to participate in development. Based on existence of traditional forms of community cooperation, wanting to belong makes individuals to collectively give priority to the goals of the larger group they belong to which often results in actions of individuals leading to service to the community or society (Stuedemann, 2006). Further, community acceptance of one another by offering each member the safety of knowing

that they are accepted for who they are can be a militating factor in community participation as a way of wanting to belong (Reid, 2000). Working on the old adage of unity is strength, participation is a means of exerting influence or bargaining power which motivates communities to work collectively in development processes because it serves to enhance social cohesion and it makes communities recognise the value of working in partnership with each other (Khwaja, 2004).

2.12.2. Disincentives to group participation

The following are some of the main reason why individuals and or community may be reluctant to take part in the group participation:

- i. An unfair distribution work or benefit amongst members of the group
- ii. A highly individualistic society where there is no sense of community
- iii. The feelings that the government or agency should provide the facilities
- iv. Agencies treatment of community members – If people are treated as being helpless, they are likely to act as if they are.

Generally, people are ready and willing to participate; the biggest disincentive to this is probably the attitude and action of agency concerned. Treating people with respect, listening to them and learning from them will go a long way towards building a successful programme, it will also save time, and resources in the long run and contribute greatly to the programme sustainability. Field workers who expect members of the affected community to be grateful for their presence without recognising and empathising with them as people may satisfy their own egos but will have little other positive effect.

Group participation can contribute greatly to the effectiveness and efficiency of a programme, the crucial factor and its success is the attitude of agency staff in the field. If staff do not treat people with respect or are seen to favour particular individuals or groups within a community, this can have a highly destructive effect on participation (Marielle, 2000).

2.13 Effectiveness of community participation

Attempts have been made to develop tools to assess the effectiveness of community participation, taking into account many of the complexities. Increasingly, and especially in rural development research, there has been a search for validating

measures, or indicators, which can discriminate whether policy action has been justified. Such indicators should, according to the European Commission (CEC, 2001), cover efficiency (economic output in terms of quality and quantity, competitiveness and viability, and institutional efficiency) and equity (viability of rural communities and the maintenance of a balanced pattern of development, access to resources, services and opportunities, and labour conditions). Burns and Taylor (2000) provide tools and appraisal exercises for measuring the effectiveness of participation. They include:

- i. History and patterns of participation.
- ii. Quality of participation strategies adopted by partners and partnerships.
- iii. Capacity within partner organisations to support community participation.
- iv. Capacity within communities to participate effectively.
- v. Impact of participation and its outcomes.

2.14 Factors influencing community participation

Rahman (1993) observes that participation has often been generated spontaneously, rural development in this instance deals with the range of activities involving the mobilisation of resources (human and material) in order to empower people to break away from all structural disabilities that prevent them from enjoying better living conditions (Kakumba and Nsingo, 2008). The rural poor tend to define their plight in terms of lack of basic needs such as food, shelter, clothing, health care and education; powerlessness and inability to influence one's condition; social exclusion; poor governance; low community status and lack of awareness (Kiyaga-Nsubuga, 2004). (Kakumba and Nsingo (2008) outline the number of challenges facing community participation in rural development projects as follows:

- i. **Financial Incapacitation**-In order for rural communities to play active role in rural development projects, it is necessary for rural dwellers to have access to resources. The weak financial position of rural people not only reduces their capacity to participate in rural development projects, but also affect the whole process of rural development (Kakumba and Nsingo, 2008). Inadequate resources negatively impact a rural community's ability to effectively influence

and develop policy compared to other players in the policy making process. This creates an inequality whereby community that may be affected do not have the same opportunity to participate in and influence the process.

- ii. **Lack of Awareness and enlightenment**-Dukeshire and Thurlow (2002) have indicated that the rural dwellers feel that there is a lack of access to information about government programmes and services. There is a desire to learn about and access information about government programmes and services that is understandable, concise and timely. On the absence of rural representation in the decision-making process, Dukeshire and Thurlow (2002) asserts that living in a rural community which is like a democratic society means elected representatives are to speak on behalf of the people at the government level. Specific communities and groups of community members must also be considered in the rural policy-making process.
- iii. **Rural socio-economic structure**-The improvement of the conditions of rural dwellers in various rural communities has been a critical challenge of socio-economic planning for development (Adedayo, 2000). This pathetic socio-economic position obstructs them from meaningful participation. Bear in mind that the rural population is associated with low levels of education, high illiteracy rates, poor infrastructure and communication means obstructing their civic competence (Kakumba and Nsingo, 2008).
- iv. **Political patronage**-There has been general lack of political commitment on the side of the central government towards effective devolution of powers, which is evident in the continued influence and interference in the functioning of local government units (Kakumba and Nsingo, 2008). These may vary in different forms and degrees from a decentralized, laissez-faire and free enterprise system to a fully centralized, strongly planned and controlled one. They may vary furthermore in regard to their degree of stability.

2.15 Constraints to community participation

Community participation takes place in a socio-political context (Kumar, 2002). As a result, implementing community participation in rural development project is not an easy exercise because the form which participation takes is influenced by the overall circumstances and the unique social context in which action is being taken (Nekwaya,

2005). Nampila (2005) observes that community participation may not guarantee success. This occurs when community participation does not have clear goals and objectives and it is approached in an adhoc and unsystematic manner. Community participation can actually be time-consuming. Kumar (2000) notes that community participation can lead to delay and slow progress at initial stages of field work, thereby causing delay in the achievement of the physical, as well as financial targets. However, it should be remembered that obstacles to community participation are directly related to one's perspective of community participation (Oakley and Marsden, 1991).

Kok and Gelderbloem (1994) state that community participation can bring latent conflicts to the surface and it can delay project start-up, while increasing the demands on project personnel and managers. Gama (2000) and Hussein (2003) point out that socio-economic factor such as lack of effective civic education, illiteracy and poverty, which culminate in a tendency towards apathy, hamper community participation in both development and political processes. Community members that are illiterate and not learned may be marginalised through professional and technical communication during the community participation process (Theron, 2002).

The interface between politicians and civil servants has also exhibited conflicts of roles and interest, factionalism, confrontation, intimidation and power struggles (Makaca, 1998 in Kakumba and Nsingo, 2008). Nekwaya (2007) also points out that stakeholder may use community participation as a platform to further their own agendas or secret motives.

It is not clear what actually should constitute a "good" decision when it comes to community participation. This can be problematic because findings would be interpreted wrongly; community participation slowing down the planning and implementation of a project and rural authorities would become impatient. This could also prompt them to ignore the processes underlying community participation.

2.16 Factors contributing to rural development project failure

A study by Rohe, Bratt and Biswas (2003) defined failure of a community development project as a corporation that simply went out of business regardless of the fact that it accomplished its intended objectives and benefited its target population. Failure can refer to an unsuccessful project that fails to perform a duty or expected action, non-occurrence or non-performance. Rural development efforts fail for many

reasons but the lack of community participation and inadequate communication between projects and the people have been cited as root causes. Below are some of the common reasons why rural development project fails:

a. Poor planning: Many rural development projects fail because the so-called beneficiaries do not truly participate in the assessment of needs and identification of problems to be addressed by such efforts. Rural people are thus regarded as mere recipients, rather than actual creators of change and progress. Poor project planning was rated as one of major causes of project failure (Pieterse, 2001). Pieterse (2001) further indicated that planning the project consists of determining which tasks needs to be completed to achieve project objective and allows the project manager to draw the project plan. The project plan is the roadmap for execution (Richman, 2012).

b. Ineffective training methods and lack of skills: Training methods used in rural development projects frequently do not effectively transfer knowledge and skills to rural people who have low levels of literacy and proficiency in formal education processes. According to Shonhiwa (2006), lack of management skills leads to deficiency in management. Low productivity may go unnoticed for a long time if management does not have the skills or ability to detect it. It is common knowledge that if project members do not possess the necessary skills then this affects project sustainability and eventually leads to project failing. According to Carlos (2012), the success or failure of a project depends on the expertise of the project manager and the team, but in most cases the burden of the project failure falls on the project manager.

c. Rural community's low sense of power: Some rural people, especially women, the oppressed and the very poor, usually feel powerless to steer development policies, priorities, technology, programs and agenda. They believe that development is controlled and decided almost entirely by outsiders and they cannot influence this process. This sense of powerlessness can be due to non-inclusion of the people in creating development programs.

d. Inadequate promotion and communication-Many development workers who are in charge with promotion are inadequately trained in appropriate ways to identify, gather and packaging information, ideas and knowledge. Information, ideas and knowledge are often poorly identified and packaged for the social-cultural context of rural development. According to Kerzner (1992) the project leader should devote considerable time communicating with individual team members about their needs and

concerns. Effective communication is crucial for desirable and sustainable results, as poor communication often leads to chaos and uncertainty (Muavha, 2008).

e. Lack of access to information-Rural citizens have indicated that they feel there is a lack of access to information about government programs and services. Information that is available on policy, government programs and services is difficult for the community to obtain and interpret. There is a desire to learn about and access to information about government programs and services that are understandable, concise and timely (Rural Dialogue, 2000).

f. The relationship between rural communities and government-The relationship between rural communities and government is strained by the community perception that government do not understand rural issues and impose policies and programs that negatively affect rural communities. Sometimes there is a lack of agreement among key policy makers that circumstances in rural communities are problematic and deserving government actions (Doern and Phidd, 1988). Rural community members often perceive government priorities and programs as detrimental to their community's health and sustainability. These perceptions create a barrier to community involvement in development projects and it can lead to project failure.

Research studies investigating the reasons why projects fail, has been ongoing for years, with various researchers, organization and project management institutions, providing lists of reasons, which they believe are thus the cause of project failure. However, despite these lists projects continue to fail (Atkinson, 1999). A project may fail as result of the way that it is managed, bearing in mind that, a project may fail because of factors that are not related to management but to circumstances that surround the project. A study of Ravhura (2010) indicates that poor management of community development projects, has reached unacceptable proportions and recommended the good management would contribute greatly to poverty, alleviation of poverty in rural areas and job creation. Phillips *et al.* (2002) cite the main reasons for project failure, which are listed below:

- a. Lack of common clear vision;
- b. Changing direction in mid project;
- c. Conflicting priorities;
- d. Unrealistic expectations;

- e. Not enough resource (time, money equipment, knowledge or expertise);
- f. Poor communication
- g. Unmet customer expectations;
- h. Poor planning or no planning;
- i. No clear methodology;
- j. No clear understanding of what needs to be done (who is going to do it, by when,
and at what price);
- k. Scope change;
- l. No buy-in and support from the key stakeholders ; and
- m. Poor leadership.

According to Phillips *et al* (2002), all projects are constrained by inherent risks. Knowledge of these risks will play an important role in achieving success and avoiding failure. Usually project consists of three stages consisting of the approval, execution and evaluation stages. If any of these stages is not managed properly it may result in failure of the entire project. Pinto and Mantel (1990) carried out a research on the causes of project failure and revealed a good explanation that encompasses both internal efficiency and external effectiveness. They stated project failure is a vague concept, which has evoked much as to its definition, as the case with the definition of project success. Blenkowski (1989) identified ten factors that can lead to project failure and they are:

- a. Lack of change management- happens when there is no method to handle or recognize change.
- b. Communication- causes a delay or even failure since team members do not have the information they needed. Project report is sluggish.
- c. Inadequate resources- task takes longer than expected to complete, deadlines and milestones get missed.
- d. No one is in control, not even the project manager, who is assigned for the project but not given the free hand to manage the project.
- e. Project lacks structure caused by things such as critical tasks being under rated.
- f. Inaccurate estimation. A top-down plan causes constraints on the prediction of the cost of the project.
- g. Poor risk management. The project initiation stage is not properly planned.

- h. Insufficient or non-resources are allocated to project-the right resources should be made available for that project to succeed.
- i. Incompetent project management skills.
- j. Project changes from its origin objectives and goals. This can occur due to additional requirement from the communities. The basic fault in the conventional approach is that the rural poor are rarely consulted in development planning and usually have no active role in development activities. This is because the vast majority of the poor have no organizational structure to represent their interests (Pinto and Mantel 1990).

Furthermore, project fails because of inability to plan and estimate correctly, or fail to implement the task according to plan or failure caused by human factors (Pinto and Mantel 1990).According to Symonds (2011), it is possible to avoid unnecessary project failure by properly defining the project scope and properly creating a risk plan to be able to manage uncertainties as they arise. As the project progresses it is also vital to identify the key assumption at every stage of the project life cycle in order to be able to make well informed decision when the need arises.

2.17 Theoretical framework

This study developed its theoretical framework from felt needs community development theory, principle of cooperative and a classic theory.

2.17.1 Felt needs community development theory by Hamdawaiy Sheriff (Ghana)

In ‘felt needs’ theory, analysis in community development work is replaced by intuition and normative ideas of what is right and appropriate. The theory postulates that if basic (felt) needs are met, a new set of needs will emerge. That is in essence, the process of community development, namely to assist in bringing more needs within their locus of control, where after a new set of needs will appear on the surface. Applying this theory to this study, it is expected that within every community, there exists certain needs, which are generally recognised and agreed upon by members of that community as posing a problem and therefore needing a solution. The felt needs identified by members of the group will bring them together and make them to participate in meeting the needs.

2.17.2 Principle of cooperative (The Rochdale pioneers (1844))

Rochdale principles are based on values, which are set of ideas for the operation of cooperatives. The principles are: open membership, limited interest on share capital, distributive justice, cash trading, selling pure and unadulterated goods, education of members, political and religious neutrality. This theory explains that work should be done in cooperation and with mutual confidence. It is very important as no individual on his or her own can make a change in the organisation as well as management. This is related to the study in that, in any group, members are expected to carry out groups' activities in cooperation and mutual confidence in order to accomplish a stated task or goal.

2.17.3 A classic theory, developed by George Homans (1950)

This theory suggests that groups develop based on activities, interactions, and sentiments of the individual involved. Basically, the theory posits that when individuals share common activities, they will have more interaction and will develop attitudes (positive or negative) toward each other. The study establishes that a positive outcome in any group is a function or product of common activities shared among the members of the group.

2.18 Conceptual Framework

Conceptual framework is a written or visual representation that explains graphically, the three main things to be studied which are the independent variables, the dependent variable and intervening variables. It shows a schematic representation of the various variables being measured in the study, the inter-relationship among these variables among these variables and the eventual outcome being envisaged.

Extent of group members' participation in community development activities is the dependent variable while the independent variables are made up of personal characteristics, enterprise characteristics, characteristics of local groups, respondents' perception to participation in community development activities, benefits derived and constraints encountered.

The conceptual framework for this study is based on the premise that extent of group members' participation in community development activities (dependent variable), will be affected by independent variables. The framework also shows how the intervening variables such as socio-cultural factors, environmental factors as well as government

policy indirectly affect both the dependent and independent variables. The relationship is discussed as follows:

The flow of schematic diagram (Fig. 1) is such that personal characteristics will directly affect respondents' enterprise characteristics and thereafter influence group characteristics. For example, age or sex of respondents may influence their livelihood activities and livelihood activities of respondents may determine the type of group to join. Similarly, personal characteristics will directly affect perception, for instance, educational status or age of respondents may facilitate their perception to participation in community development activities and if respondents have favourable perceptions towards participation, it may consequently lead to their participation in community development activities and consequently lead them to derive lots of benefits. Moreover, constraints faced by respondents will affect both perception and benefits derived.

However, all the independent variables (personal characteristics, enterprise characteristics, characteristics local groups, perception of participation, benefits derived and constraints encountered in participation community development activities) will affect the dependent variable (extent of group members' participation in community development activities).

Conclusively, the intervening variables (socio-cultural factors, environmental factors and government policy) will indirectly affect both independent variables and the dependent variable (the extent of group members' participation in community development), although the (intervening) variables are not meant to be assessed by the study.

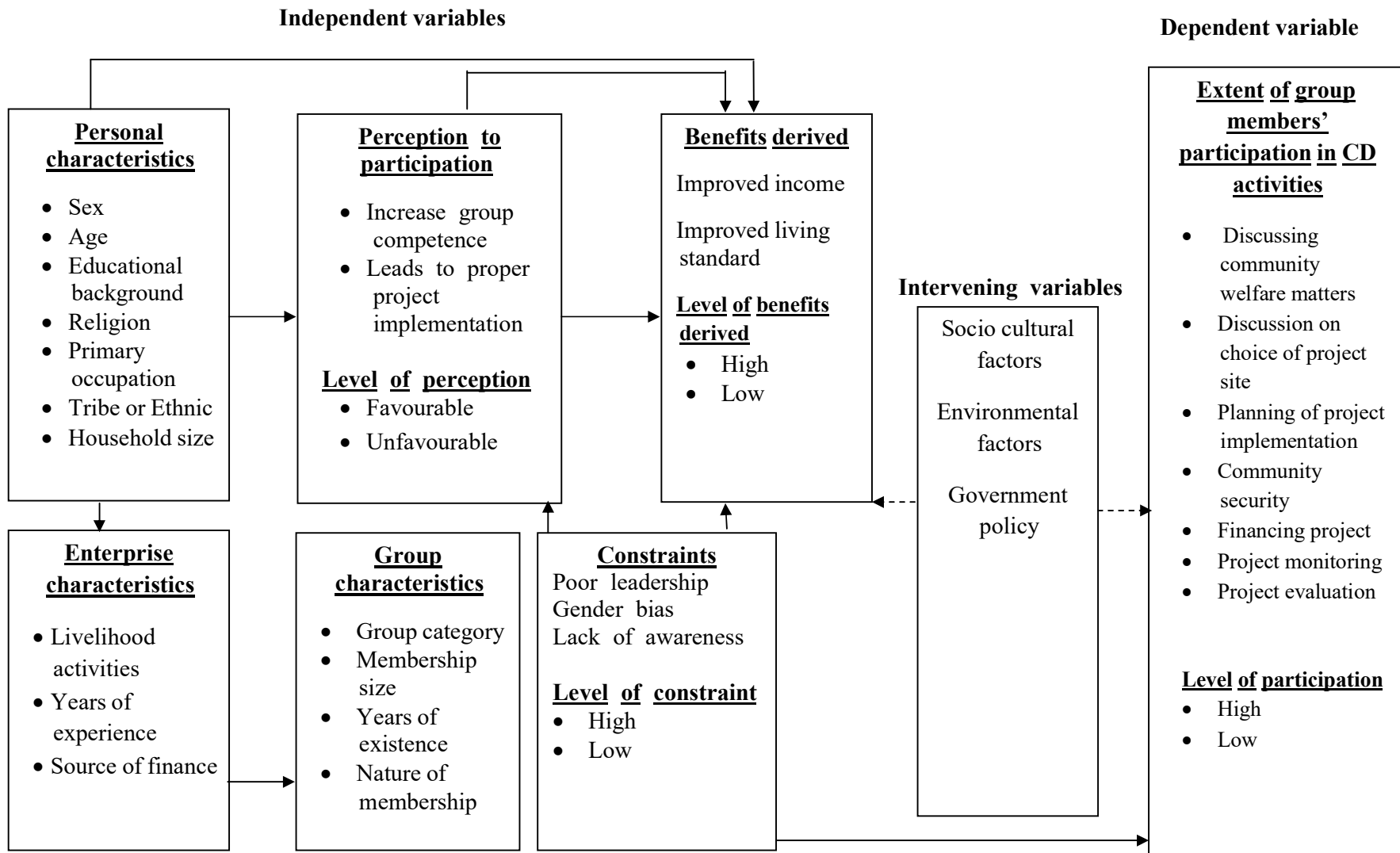


Figure 1: Conceptual framework of determinant of local group members' participation in rural communities in South-western Nigeria
Source: Authors' construct

CHAPTER THREE

METHODOLOGY

3.1 Study area

The study area is Southwest Nigeria which comprises of six states of Lagos, Ogun, Oyo, Osun, Ondo and Ekiti. The Southwest lies between latitude 5 8” and 9 10” and covers an area of 76,283sqkm or about 12% of Nigerian’s total land mass, populated mainly by Yoruba language speaking people and it has a population of about 27.5 million people. Figure 2 shows the description of the Nigerian border boundaries within which the states are located. The data collection points within Ekiti and Osun State were identified with unique colours as shown in the legend in Fig. 3 and 4. Within each state, the legend showed LGAs where data collection was concentrated with orange colour. The occupation of the people in the area is mainly agrarian (Ogundare, 2016). The diverse farming system includes cultivation of various annual and cash crops as well as keeping animals like sheep, goats and cattle. Majority of people dwelling in this zone are members of local groups. Other activities of the population include trading in farm and non-artisan produces. The zone also has many industries producing assorted goods and services and is home to various agricultural and non-agricultural research institutes.

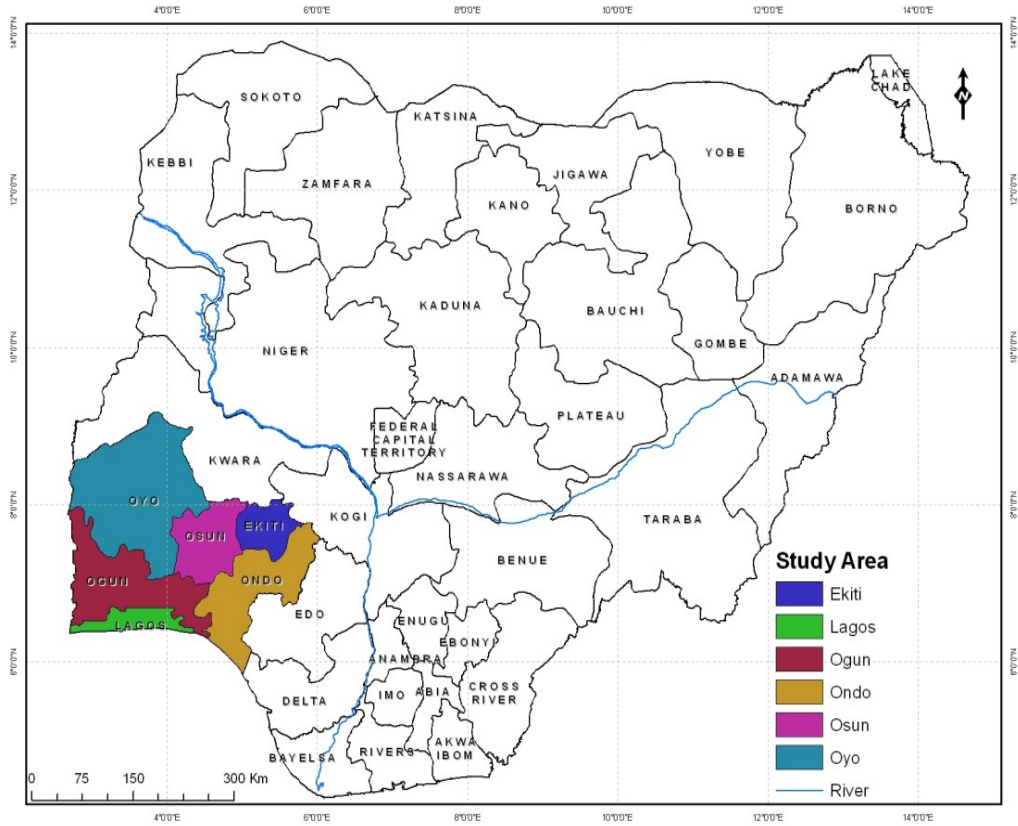


Figure 2: Map of Nigeria showing the selected states in the south-western region

Source: Field survey, 2018

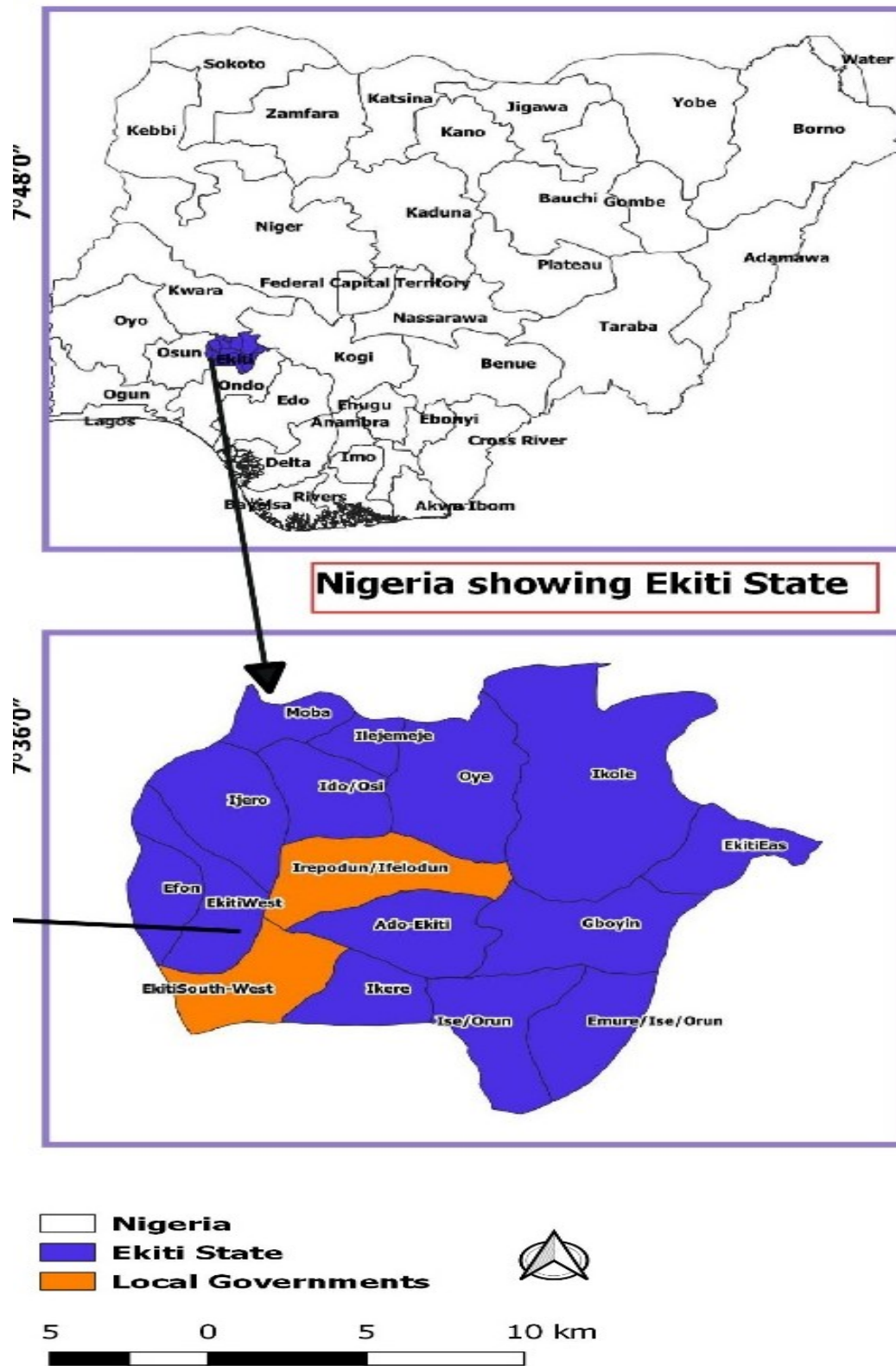


Figure 3: Map of the study areas in Ekiti State

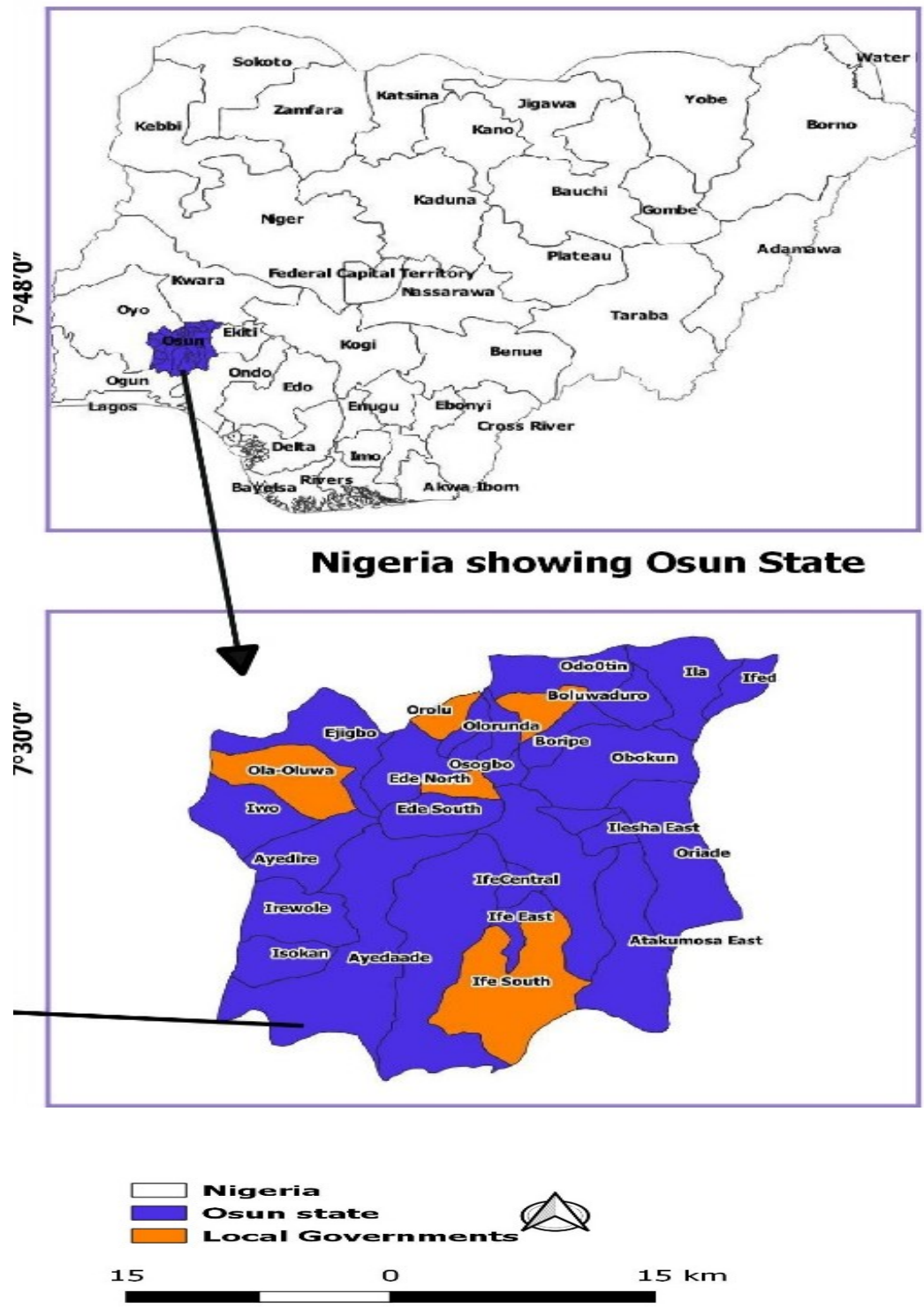


Figure 4: Map of the study areas in Osun State

3.2 Study population

The population of this study comprised of all members of local groups within rural communities in Southwest zone of Nigeria.

3.3 Sampling procedure and sample size

Multistage sampling procedure was used to select respondents for this study.

The first stage involved a simple random selection of one-third (33%) of the states in South-western Nigeria to give two states, which are Osun and Ekiti States.

At the second stage, simple random sampling was used to select 20% of the Local Government Areas in the selected states to give five and two local government areas in Osun and Ekiti States respectively. The selected LGAs are as follows: Ife South, Ifelodun, Ede North, Ola-Oluwa and Orolu LGAs in Osun State and Moba and Irepodun LGAs in Ekiti state.

The third stage involved purposive selection of local groups that have executed community driven projects in the last five years (2012-2017) from each of the selected LGAs, thereafter, 3% of the groups were randomly selected to give a total number of thirty-three groups.

At the fourth stage, 12% of group members were randomly selected from each group to give a total of three hundred and three respondents (303).

The breakdown of the sampling procedure is presented in the table below:

Table 3.1: Summary of sampling procedure and sample size

State	No. of LGAs in the selected states	Sampled local govt. (20%) in the selected states	Registered local groups in each selected LGAs	Sampled groups (3%)	Membership size of each group	Sampled group members(12%)				
Osun	30	Ede North	180	Bode	75	9				
				Wasimi						
				Keke						
		Ifelodun	160			Aboto	85	10		
						Ayegbami	60	7		
						Apako	98	12		
						Gaa	55	7		
						Elemo	82	10		
						Akinlabi	65	8		
						Elemoso	90	11		
						Agborioko	66	8		
						Ajibade	43	5		
						Ikire-Ile	89	11		
		Ola-Oluwa	168			Asa	40	5		
						Eleeru	50	6		
						Ile-Ogo	150	17		
						Ogbagba	54	7		
						Eleesi	82	10		
						Iwoye	90	11		
						Kuti	120	14		
		Ife South	168			Idi- Iroko	75	9		
						Ominla	120	14		
						Okesoda	35	4		
Araromi	62					7				
Irewole	50					6				
Oluwalose	42					5				
Ekiti	16	Irepodun	114	Eyino	82	10				
				Iropora	92	11				
				Igbimo	61	7				
		Ekiti South West	186			Oketoto	106	13		
						Iyin				
						Okebedo			96	12
						Igbara-Odo			78	9
						Ogotun			81	10
						Surulere			72	9
						Oke-Emo			65	8
TOTAL	07	1096	33	2546	303					

Source: Field survey, 2018

3.4 Instrument for data collection

Primary data was used for this study and this was done using a well-structured interview schedule. The schedule was divided into sections that measured the dependent variable and independent variables. Key Informant Interview, involving one official per group, was conducted for each local group; twenty four in Osun state and nine in Ekiti state.

3.5 Validation of instrument

Face and content validity of the research instrument was done by the interaction with the research supervisor, professionals in the field of Agricultural Extension, Agricultural Economics and Rural Sociology.

3.6 Reliability of instrument

The instrument was pre-tested among forty (40) local group members in Akinyele Local Government, Oyo State. Split half method was used to determine the reliability of instrument. The reliability value of 0.89 was obtained and instrument was adjudged reliable for the study.

3.7 Measurement of variables

3.7.1 Independent Variables

These include personal characteristics, enterprise characteristics, characteristics of local groups, respondents' perception to participation in community development activities, benefits derived, and constraints to participation.

A. Personal characteristics

1. **Age:** This was measured on a continuous scale of respondents' actual age in years, which is at interval
2. **Sex:** This was measured at nominal level as male and female with nominal values of 1 and 2 assigned respectively.
3. **Marital status:** This was measured as single, married, divorced and widowed with nominal values of 1, 2, 3 and 4 assigned respectively.
4. **Religion:** This was measured as Christianity, Islam and Traditional with nominal value of 1, 2 and 3 assigned respectively.
5. **Tribe:** This was measured at nominal level as Yoruba, Hausa and Igbo with scores of 1, 2 and 3 assigned respectively.

6. **Household size:** This was measured at interval level by obtaining specific number of persons (male and female) in their households.
7. **Years of formal education:** This was measured at interval level by obtaining specific number of years respondents spent on formal education.
8. **Primary occupation:** This was measured with options provided as civil service, trading/business, poultry farming, crop farming and artisan among others, with nominal values of 1, 2, 3 and 4 assigned respectively.
9. **Primary group:** This was measured as cooperative society and esusu, village development union, occupational groups, age grade group, farmers' group and others (6) with nominal values of 1, 2, 3, 4 and 5 assigned respectively.
10. **Position in the group:** This was measured as leader and ordinary member with nominal values of 1 and 2 assigned respectively.
11. **Income:** This was measured at interval level by obtaining the specific amount earned per annum.
12. **Years of experience in livelihood activities:** This was measured at interval level in terms of the exact number respondents' years of experience in their livelihood activities.
13. **Main source of finance:** This was measured at nominal level. Respondents were asked to indicate their main sources of finance from the lists of options provided; Relative, friends, Informal savings and credit group, Government credit schemes, NGOs, Church, Mosques, Bank, Micro-Finance Institution.
14. **Livelihood activities**
 - (a) **Agricultural activities**

Crops grown: respondents were asked to indicate whether they are involved in the production of one or combination of these crops: root and tuber (yam, cassava), cereal crops (rice, maize, guinea corn, millet), tree crops (cocoa, coffee, oil palm, pear moringa, coconut), fruit crops (mango, banana, orange, cashew, plantain) and vegetables (tomatoes, spinach, watermelon), using response option of Yes and No, with scores of 1 and 0 assigned respectively.

Animals reared: Respondents were asked to indicate the categories of animals reared from the options provided as ruminant (cattle, sheep, goat), non-ruminant (domestic fowl, rabbit), using response options of Yes and No, with scores of 1 and 0 assigned respectively.

(b) Non-agricultural activities: respondents were asked to indicate the livelihood activities they are involved in from the options provided; trading, tailoring, hairdressing, tailoring, vulcanising, bricklaying and welding, using response options of Yes and No, with scores of 1 and 0 assigned respectively.

B. Characteristics of the local groups

Key informants responded to the following questions:

(a) Group category: This was measured as cooperative society, village development union, occupational groups, age grade group, farmers' group, gender group, indigene society with nominal values of 1, 2, 3, 4, 5 and 6 assigned respectively

(b) Frequency of meeting: This was measured as weekly, fortnightly and monthly with nominal values of 1, 2 and 3 assigned respectively.

(c) Membership size: This was measured at interval level by obtaining the specific number of members in their groups.

(d) Years of group existence: This was measured at interval level by obtaining the specific years of their groups' existence.

(e) Nature of membership: This was measured at nominal level as formal (1), informal (2).

D. Respondents' perception to participation in community development activities

Twenty four perception item statements were listed to elicit respondents' perception to participation in community development activities, consisting of both positively and negatively worded statements. This was measured on a 5 point Likert-type scale of 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly disagree', with scores of 5, 4, 3, 2 and 1, for positively worded statements respectively, while the reverse is the case for negatively worded statements. The minimum and maximum scores obtained were 75 and 144 respectively. Respondents were categorised into favourable and unfavourable perception using the 'above and below the mean' (82.68 ± 5.23) criterion.

E. Benefits derived from participation in community development activities

This variable was measured by providing respondents with a list of 17 probable benefits derived from participating in group activities. This was measured on a four point Likert-type scale of ‘to a large extent’, ‘to a lesser extent’, rarely and not at all, with scores of 3, 2, 1 and 0 assigned respectively. The minimum and maximum scores obtained were 26 and 47 respectively. The mean score (33.97 ± 3.42) was computed and used to categorise benefits derived into high and low categories using the ‘above and below the mean’ criterion.

F. Perceived constraints to groups’ participation in community development activities

A list of 20 constraints to participation was presented to respondents to indicate the constraints that limit their level of participation in community developments’ activities via the following options; to a large extent; to a lesser extent; rarely and not at all, with scores of 3, 2, 1 and 0 assigned respectively. The minimum and maximum scores obtained were 6 and 31 respectively. Mean scores was generated and respondents with scores above the mean (16.71 ± 4.31) were classified as having higher level of constraints and respondents with scores below the mean as having low level of constraints.

3.7.2 Dependent variable

A. Extent of groups’ participation in Community Development activities

Extent of group members’ participation in community development activities was measured using the approach of Oakley (1991) by adapting his key indicators of community participation. Projects that have a community- driven component, initiated between 2012 and 2017 were considered for this study. Respondents were asked to indicate the extent to which they are involved in development activities in the study area, from the list of different group activities which include: project initiation, planning and design, development, implementation, monitoring and evaluation. This was measured on a four- point Likert-type scale using response options of ‘to a large extent’, ‘to a lesser extent’, ‘rarely’ and not at all, with scores of 3, 2, 1 and 0 assigned respectively. A maximum score of 33 and minimum score of 15 was obtained. Mean scores (23.17 ± 3.44) was generated and respondents with scores above the mean were classified as having higher level of participation and respondents with scores below the mean as having low level of groups participation in community development activities.

3.8 Data Analysis

Descriptive tools (frequency, percentages, mean and standard deviation), as well as inferential statistics were employed for data analysis. The threshold for the determination of significant variables is at $p= 0.05$.

Hypothesis 1: Chi-square and PPMC.

Hypothesis 2: PPMC

Hypothesis 3: PPMC

Hypothesis 4: T-test

Multiple regression was used to determine the determinants of groups' participation in community development activities. The model is explicitly specified thus:

$$Y_1 = \beta_{10} + \beta_{11}X_1 + \beta_{12}X_2 + \beta_{13}X_3 + \beta_{14}X_4 + \beta_{15}X_5 + \beta_{16}X_6 + \beta_{17}X_7 + \beta_{18}X_8 + \beta_{19}X_9 + \beta_{110}X_{10} + \epsilon_i$$

Where:

Y_1 =Extent of group participation in Community Development activities for i respondents

i= local group members

X_1 = sex (male =1, otherwise = 0)

X_2 = years of formal education(exact number)

X_3 = religion (Christianity = 1, otherwise = 0)

X_4 = tribe (Yoruba = 1, otherwise =0)

X_5 = household size(exact number)

X_6 = income (exact number)

X_7 = years of experience in livelihood activities(exact number)

X_8 = perception about community development activities (continuous variable)

X_9 =Benefits derived from participation in community development activities(continuous variable)

X_{10} =constraints faced(continuous variable)

ϵ = error

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the analysed data. The results are in line with the various specific objectives and hypotheses of the study.

4.1. Socioeconomic characteristics distribution of respondents

4.1.1 Age of respondents: The age distribution of respondents as shown in Table 4.1 reveals that 33.8% of respondents were between the ages of 51 and 60 years, 28.8% were between 41 and 50 years, 23.8% were between 61 and 70, while 9.9% were between 31 and 40. With the mean age at 53.74 ± 9.63 years, it was deduced that most respondents were matured, active and have gathered enough of life experiences and skills which can help their contributions in community development activities in their various localities. Result of this study corroborates the findings of Akinsorotan and Olujide (2006) and Adisa (2013) in similar studies, that middle aged people are the most active in group activities.

4.1.2 Sex of respondents: Result in Table 4.1 shows that majority (77.6%) of respondents group were males, while only 22.4% were females. The low percentage of females may be due to the fact that men are more in charge of household and communal matters and sensitive to developmental issues than females. Also, both socio-cultural and economic reasons can be responsible for this distribution. The result of this study corroborates the finding of Emmanuel (2014) in a similar study, that males are active participants in groups' activities. This is also in support of the findings of Ekong (2003) who stated that there are more males of active productive age in rural areas of south-western Nigeria than females.

4.1.3 Marital status: Table 4.1 shows that 91.7% of respondents were married, 2.6% were single and those with challenged relationships (divorced, widowed/widower) were 5.7%. This implication is that people with family responsibilities were involved in community development activities as a means of meeting their social and economic responsibility. This indicates that more often than not, rural dwellers respect the

marriage institution and consider it as essential. The result agrees with similar findings of Onuekwusi and Iton (2012) and Ajayi (2006) that most rural men and women in Nigeria are married.

4.1.4 Religion: Result in Table 4.1 also reveals that 65.0% respondents were Muslims, 34.3% were Christians while only 0.3% was a traditionalist. The finding is in agreement with that of Ngbea and Achunike (2014) about heterogeneous faiths of people in the study area. Most of the societal changes are influenced by religion and this could extend to participation in group activities.

4.1.5 Tribe: The distribution of respondents according to their tribes as shown in Table 4.1 reveals that majority (97.0%) of respondents were Yoruba, 1.3% were Hausa, 1.0% Fulani and 0.7% Igbo. This is as a result of the fact that Yoruba is the predominant ethnic group in the study area.

4.1.6 Household size: Most (65%) of the respondents had household size between 5 and 8 persons, 33% had between 9 and 12 persons, 1.4% had between 1 and 4 persons while only 0.6% had above 12 persons. The mean household size was 8.0 ± 1.62 and this implies a fairly large household size among the respondents in the study area. Studies by Mohammed (2011) and Oladeebo (2003) also found a similar trend of household size among rural population. However, the large family size might be the notion of providing family labour for their livelihood activities within the rural household.

4.1.7 Years of formal education: Result in Table 4.1 reveals that 42.9% of the respondents had between 1 and 6 years, while 45.9% had between 6 and 12 years of formal education. With the mean years of formal education at 8.0 ± 3.96 years, result in this table shows that majority of the respondents had an appreciable level of formal education and were fairly literate. Literacy level of respondents could enhance better understanding of the importance of community development activities, consequently giving way to their participation in rural development project. The result is in consonance with the findings of Adisa (2013) and Onuekwusi *et al.* (2012) in similar studies; they reported similar years of formal education of respondents' participation in community development projects. Onuekwusi *et al.* (2012) stated that literacy level of the respondents is a very important variable as it influences the ability to properly comprehend new techniques and method required to bring about positive changes to the knowledge attitudes, skill and aspirations of the respondents.

4.1.8 Primary occupation: The study reveals that most respondents (61.1%) had farming as their primary occupation, 14.5% were traders, 14.2% were artisans while 10.2% were civil servants. This implies that most respondents were farmers and are expected to have enough time to participate in community development activities. This implies that farming was the most practiced occupation among the respondents. This is in consonance with the findings of Agbonlahor, Enilolobo, Sodiaya, Akerele and Oke (2012) that majority of rural dwellers engaged in farming as the major occupation.

4.1.9 Primary group of respondents: Result in Table 4.1 reveals that 22.4% of respondents belonged to cooperative societies, 35% belonged to village development unions, 15.5% belonged to occupational groups and 26.1% belonged to farmers' associations. This indicates that respondents could afford the opportunities to acquire more skills and economic opportunities as a group thereby accomplishing necessary tasks to transform their rural areas.

4.1.10 Position in the group: The table also shows that 85.5% of the respondents were ordinary group members while only 14.5% were local group leaders.

4.1.11 Income: Income is a veritable determinant of the economic characteristics of people. The yearly income of respondents as shown in Table 4.1 reveals that most (53.9%) of the respondents earned between ₦250,001 and ₦400,000, 29.1% earned between ₦400,001 and ₦550,000 while only 0.3% of the respondents made more than ₦700,000 from their enterprises with yearly mean of ₦354,782±99,036.04. This result suggests a fairly high income for respondents and it shows that respondents were able to sustain their families. Respondents' earnings are likely determinants of their contributions to community projects.

4.1.12 Years of experience in livelihood activities: Results from the study as revealed in Table 4.1 depicts that most (35.1%) of respondents had experience between 11 and 20 years in their livelihood activities, 33.0% had between 21 and 20 years, 25.9% had between 31 and 40 years while 3.4% had above 40 years of experience in livelihood activities. The mean of years of experience is 19.00±31.00, suggesting that members were more fairly experienced in their livelihood activities, which may have broaden their knowledge and this can put them in good positions to participate better in community development activities.

4.1.13 Main source of finance: The different sources of finance used by respondents as observed in Table 4.1 shows that 50.5% of respondents obtained credit from informal savings and credit group and 30.0% from personal savings while only 0.3% obtained credit from government credit schemes. This result shows that informal savings group was the predominant source of finance for their livelihood activities. This result is in tandem with the findings of Oloyede (2008) and Adeoye (2005) who reported that informal financial institutions like informal savings group, friends and family and personal savings were the major sources of capital for the promotion and development of small scale businesses in rural areas.

Table 4.1: Socioeconomic characteristics of the respondents

Variable	Frequency	Percentage (%)	Mean
Age			53.74±9.63
<30	3	1.0	
31-40	30	9.9	
41-50	87	28.8	
51-60	72	23.8	
>60	9	2.9	
Sex			
Female	68	22.4	
Male	235	77.6	
Marital status			
Single	8	2.6	
Married	278	91.7	
Widowed/ widower	15	5.0	
Divorced	2	0.7	
Religion			
Islam	197	65.0	
Christianity	105	34.3	
Traditional	1	0.3	
Tribe			
Yoruba	294	97.0	
Hausa	4	1.3	
Fulani	3	1.0	
Igbo	2	0.7	
Household size			
1-4	4	1.4	7.95±1.62
5-8	197	65	
9-12	100	33	
Above 12	2	0.6	
Years of formal education			7.97±3.96
0	16	5.3	
1-6	141	45.9	
7-12	129	42.9	
Above 12	17	5.6	
Primary occupation			
Farming	185	61.1	
Trading	44	14.5	
Artisan	43	14.2	
Civil servant	31	10.2	
Primary group			
Cooperative society	68	22.4	
Village development union	109	36.0	
Occupational groups	47	15.5	
Farmers' association	79	26.1	
Position in the group			

Leader	44	14.5
Member	259	85.5

Table 4.1: Other characteristics of the respondents

Variables	Frequency	Percentage (%)	Mean
Income(₦)			
100,000-250,000	49	16.1	₦354,782.18±99,036.04
250,001-400,000	163	53.9	
400,001-550,000	88	29.1	
550,001-700,000	2	0.6	
>700,000	1	0.3	
Years of experience in livelihood activities			19.00±31.00
1-10	15	5.1	
11-20	106	35.1	
21-30	100	33.0	
31-40	72	25.9	
>40	10	3.4	
Main source of finance			
Relative and friends	33	10.9	
Informal savings and credit group	153	50.5	
Money lenders	17	5.6	
Government credit schemes	1	0.3	
Bank	2	0.7	
Micro- finance	6	2.0	
Personal savings	91	30.0	

Source: Field survey, 2018

4.1.14 Livelihood activities

For agricultural activities, results in Fig.5 reveal that most (92.4%) respondents cultivated roots and tubers, followed by cereals (89.8%), vegetables (68.0%), and fruit crops (79.2%), while the least group of crops cultivated were tree crops (59.4%). Also, 64.4% and 56.8% of the respondents respectively, were involved in the rearing of both ruminant and non-ruminant animals. Livestock production serves as a means to cushion the effect of crop failure or low yield and also serves as a source of income. This practice of mixed farming implies that both arable crops and livestock farming are important livelihood activities for the people.

For non-agricultural activities, 43.9% of the respondents were more involved in trading, 9.9% in bricklaying, 4.3% in welding, 4.0% were mechanics, 3.0% in tailoring and 2.0% of respondents were involved in furniture making. This shows that the respondents were involved in several livelihood activities as a means of poverty reduction. This observation is corroborated by the findings of World Bank (2003) that rural dwellers' economies are diverse.

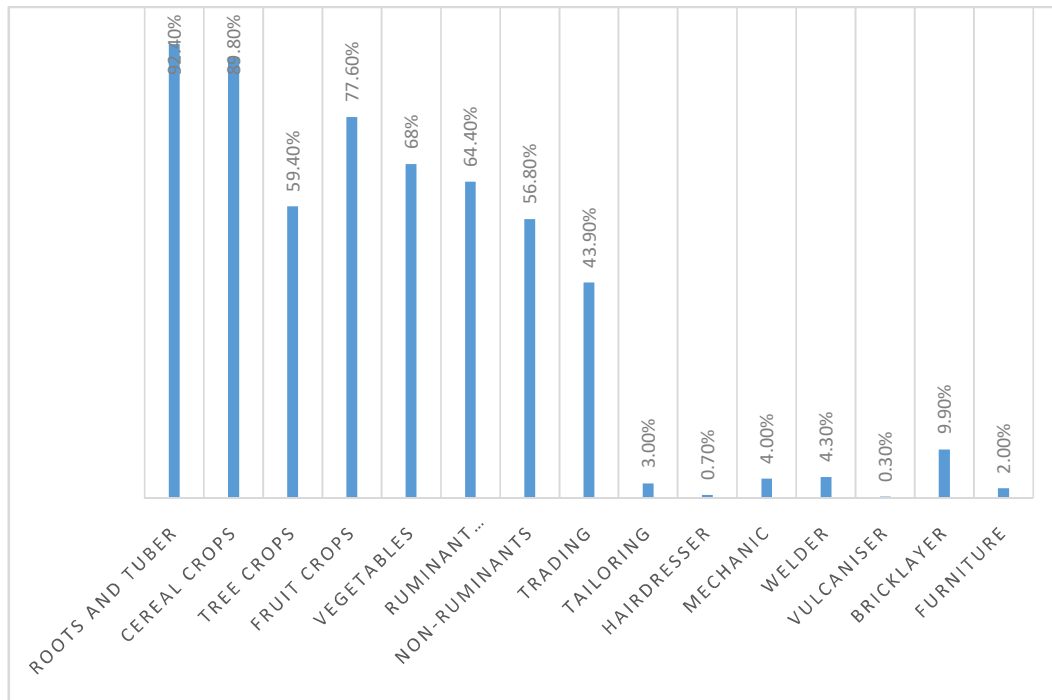


Figure 5: Distribution of respondents based on livelihood activities

4.2 Characteristics of the local groups

Result in Table 4.2 reveals that cooperative society (27.2%), village development union (36.4%), occupational group (21.2%) and farmers' association (15.2%) were the categories of groups respondents belonged to. This implies that respondents belong to different rural groups that may posit them for receiving the information that is likely to enhance their income generating activities.

The table further reveals that 69.7% of these groups held their group meetings once in a month, 18.2% fortnightly while only 12.1% held their meetings once in a week. Also, 54.5% of the total selected groups had their membership sizes between 15 and 30 persons, 27.3% had between 31 and 45 persons and 12.1% had between 46 and 60 persons while only 6.0% had above 60. Majority (69.7%) of the selected local groups had between 9 and 12 years of groups' existence, 21.2% were in the range of 13 and 16 years while only 9.1% had between 5 and 8 years of groups' existence. All (100%) groups interviewed in the study area had formal nature of group membership.

The details of the selected local groups and projects executed in the study area are shown in Table 4.3

Table 4.2: Distribution of local groups based on its characteristics (n=33)

Variable	Frequency	Percentage	Mean
Group category			
Cooperative society	9	27.2	
Village development union	12	36.4	
Occupational groups	7	21.2	
Farmers' association	5	15.2	
Frequency of meetings			
Weekly	4	12.1	
Fortnightly	6	18.2	
Monthly	23	69.7	
Membership size			
15-30	18	54.5	32.60±12.24
31-45	09	27.3	
46-60	04	12.1	
>60	02	6.1	
Years of group existence			
5-8	3	9.1	10.33±2.32
9-12	23	69.7	
13-16	07	21.2	
Nature of membership			
Formal	33	100	
Informal	0.0	0.0	

Source: Field survey, 2018

Table 4.3: Selected local groups and projects executed in the study area

LGAs	Name of the group	Type of project	Year of execution	Cost of execution (N)
Ifon-Orolu	Eleesi Village development union	Hall construction	2014	2,000000
	Iwoye farmers' group	Borehole	2013	1,200000
	Fruit dealers	Open market stalls	2014	1,500000
	Idi –Iroko cooperative society	Open market stalls	2015	2,000000
Ifelodun	Elemo cassava growers	Lock- up shops	2015	3,500000
	Akinlabi grinders association	Drainage system	2017	300,000
	Elemoso bricklayers association	Construction of town hall	2014	2,300000
	Agborioko Village devpt. union	Borehole	2013	950,000
	Ajibade motorcycle association	Drainage and culverts	2015	255,000
Ola-Oluwa	Ikire-Ile CDA	Building of palace	2013	85,000000
	Asa age grade group	Borehole	2015	1,500000
	Eleeru Palm oil processors	Renovation of maternity centre	2013	2,000000
	Ile Ogo cooperative society	Construction of classrooms	2013	3,000000
Ede-North	Ogbagba CDA	Roofing of town hall	2015	2,500000
	Bode Wasimi VDU	Borehole	2015	1,100000
	Keke AbotoWelder Association	Electrification	2017	3,400000
	Ayegbami farmers group	Borehole	2017	1,500000
	Apako multipurpose group	Electrification	2016	3,000000
	Gaa CDA	Bridge and gutter	2017	5,000000
	Ife South	Ominla CDA	Road construction	2015
Okesoda farmers group		Borehole	2013	780,000
Araromi multipurpose group		Electrification	2014	450,000
Grinders Asociation		Hall building	2013	2,500000
Oluwalose VDU		Electrification	2016	300,000
Irepodun	Eyino VDU	Electrification	2015	1,200000
	Iropora CDA	Building of corpers' lodge	2017	1,600000
	Igbimo cassava growers	Lock-up shops	2017	2,800000

Table 4.3: Selected local groups and projects executed in the study area cont'd

LGAs	Name of the group	Type of project	Year of execution	Cost of execution (N)
Ekiti SW	Oketoto Iyin cooperatives	Rehabilitation of health centres	2017	2,300000
	Okebedo CDA	Rehabilitation of health General Hospital	2016	1,900000
	Igbara Odo CDA	Rehabilitation of Magistrate court	2014	800,000
	Ogotun cooperatives	Motorised borehole	2017	800,000
	Surulere farmers group	Motorised borehole and accessories	2017	1,600000
	Oke emo landlord	Rehabilitation of town hall	2017	325,000

Source: Field survey, 2018

4.3 Respondents' perception to group participation in community development activities

Data in Table 4.4 revealed the perception of respondents to participating in Community Development activities in the study area. Using the mean scores to access the magnitude, the result shows that respondents were of the opinion that women participation is important in community development since they are persuasive($\bar{x}=4.76$), participation assists with instructing members of the group or assist teaching group members($\bar{x}=4.74$), one of the answers for the issue of project sustainability is groups participation in community development exercises($\bar{x}=4.63$), active group participation is one of the quickest ways to enhance rural development ($\bar{x}=4.57$) and participation helps to educate group members ($\bar{x}=4.50$).

The data in Table 4.4 was furthered categorised into favourable and unfavourable perception as shown in Table 4.5. The result of the analysis reveals that 52.1% of the respondents had favourable perception while 47.9% had unfavourable perception. The result implies that more than half of the respondents (52.1%) had positive perceptions to participation in Community Development activities and therefore could be mobilised to transform the rural area. This may be a reflection of their long years of experience and skills in group activities and also, the general level of education of respondents could probably have profound influence on their perception of participation. However, favourable perception to participation is expected to aid increase in the level of group's participation in Community Development activities. Kgosiemang and Oladele (2012) found similar results among farmers in the study on factors affecting farmers' participation in agricultural development projects.

Table 4.4: Distribution of respondents' perception to group participation in Community Development activities (n=303)

Participation perception statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	Rank
Women participation is necessary in community development since they are influential	70.0	29.7	0.3	0.0	0.0	4.76	1 st
Participation helps to educate group members	50.2	48.8	0.0	1.0	0	4.74	2 nd
One of solutions to the problem of project sustainability is groups participation in community development activities	61.1	36.6	1.3	1.0	0.0	4.63	3 rd
Active group participation is one of the quickest ways to enhance rural development	53.8	44.6	1.7	0.0	0.0	4.57	4 th
Participation helps to educate group members	50.2	48.8	0.0	1.0	0	4.50	5 th
Community projects could be properly implemented if group members are involved	45.9	52.5	1.7	0.0	0.0	4.49	6 th
Participation in community development activities can teach group members how to resolve conflict	29.7	69.3	0.7	0.0	0.0	4.48	7 th
Participation is a voluntary contribution by group members	49.8	47.5	1.7	1.0	0.0	4.47	8 th
Education facilitates women participation in community development activities.	51.8	45.6	2.6	0.0	0.0	4.44	9 th
Active support of women in the community development activities may lead to societal transformation.	40.3	58.7	1.0	0.0	0.0	4.41	10 th
Group members competence can be increased through participation in community development activities	38.8	60.7	0.7	0.0	0.0	4.38	11 th
Learning is promoted in group participation and people will be able to help themselves	39.3	59.7	1.0	0.0	0.0	4.37	12 th
Community projects could be properly implemented if group members are involved	45.9	52.5	1.7	0.0	0.0	4.35	13 th
Better project designed can be achieved through participation in community development activities	45.9	49.2	4.6	0.0	0.3	4.29	14 th
Women may not be involved in community projects since their interests are always protected by the men	1.0	0.7	4.0	38.6	55.8	4.27	15 th
Active group participation is one of the quickest ways to enhance rural development	53.8	44.6	1.7	0.0	0.0	4.20	16 th
Group members can access their own situation themselves if they participation in community development activities	33.3	58.4	3.0	5.0	0.3	4.17	17 th
Cultural rules may prohibit women presence in certain gathering for active participation in community development activities.	19.8	67.0	8.3	4.6	0.3	3.96	18 th
Women are preoccupied for the societal role of home keeping to the detriment of wider participation in community development.	25.5	57.8	5.0	11.9	0.0	3.76	19 th

Table 4.4: Distribution of respondents' perception to group participation in Community Development activities (n=303) Con'd

Participation perception statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	Rank
Women may not be involved in community projects since their interests are always protected by the men	1.0	0.7	4.0	38.6	55.8	1.52	20 th
Even if women are involved in projects, it would not change anything as they may not alter anything significantly	0.0	0.0	2.0	37.0	61.1	1.38	21 st

Source: Field survey, 2018

Table 4.5: Categorisation of respondents based on level of respondents' perception to group participation in Community Development activities

Levels of perception	Frequency	Percentage
Unfavourable ($\leq 86.6831=0$)	145	47.9
Favourable ($\geq 86.6832=1$)	158	52.1
Total	303	100.0

Source: Field survey, 2018

4.4 Benefits derived from participation in groups' activities

Results in Table 4.6 shows the responses to the benefits derived by respondents from participating in community development activities in the study area. Using weighted score to assess the magnitude, the benefits derived by most of the respondents was expanded access to social administration or services (253.4), followed by generation of a feeling of responsibility for development interventions to the community (247.6), improved admittance to data or information (237.3). Benefits like access to extension (51.6), networking to expand profits by sales (127.0) and encourage reserve funds for members (128.5) were the least beneficial items to most of the respondents. This result shows that more respondents had expanded access to social services due to their commitments to participation in groups' activities.

Result of analysis of the benefit derived as seen in Table 4.7 reveals that more (51.2%) respondents had high level of benefits derived while 48.8% had low level. This implies that relatively more than half of the respondents derived benefits for participating in groups' activities and this may serve as motivating factors to continue to participate in groups' activities.

Table 4.6: Distribution of respondents based on respondents' benefits derived from participation in community development activities (n=303)

Benefits derived	To a large Extent	To some extent	Rarely	Not at all	Weighted score	Rank
Increased access to social services	55.4	42.6	2.0	0.0	253.4	1 st
Generation of a sense of ownership over development interventions to the community	47.9	51.8	0.3	0.0	247.6	2 nd
Improved access to information	37.3	62.7	0.0	0.0	237.3	3 rd
Improved living standards	32.3	64.7	3.0	0.0	229.3	4 th
Improved resources.	29.4	67.0	3.6	0.0	225.8	5 th
Opportunity to develop the knowledge, skills and resources necessary	26.4	67.3	6.3	0.0	220.1	6 th
Opportunity to assess one's situation	25.4	69.3	4.6	0.7	219.4	7 th
Minimise dependence on the governments	25.1	66.0	5.0	4.0	212.3	8 th
Improved income	17.5	72.9	8.9	0.7	207.2	9 th
Improved social and political gains	19.8	66.0	12.9	1.3	204.3	10 th
Promotion of self-awareness and confidence	33.3	64.0	2.6	0.0	197.2	11 th
Hire and purchase of machine	14.3	60.7	21.5	13.5	185.8	12 th
Provision of cheap farm credits or loan	14.9	56.1	19.8	9.2	176.7	13 th
Access to inputs at cheap prices	1.7	74.9	20.5	3.0	175.4	14 th
Encouraging savings for members	0.3	52.1	23.4	24.1	128.5	15 th
Networking to increase profit by sales	0.0	52.1	23.7	24.1	127.0	16 th
Access to extension service	5.3	17.5	0.7	76.6	51.6	17 th

Source: Field survey, 2018

Table 4.7: Distribution of respondents based on levels of benefits derived from participation in community development activities

Level of benefits derived	Frequency	Percentages
Low ($\leq 33.961=0$)	142	48.8
High ($\geq 33.9670=1$)	161	51.2
Total	303	100.0

Source: Field survey, 2018

4.5 Respondents' perceived constraints to groups' participation in community development activities.

Perceived constraints to groups' participation in community development activities as presented in Table 4.8 based on the weighted scores, reveals that the most important constraint was cultural rules prohibit women to participation (261.0) followed by no encouragement from government (227.8), women are discouraged by their husbands to participate (167.2), disagreement among beneficiaries (166.2) and lack of financial support (133.2). However, respondents indicated that cultural barriers (0.3) and physical disability (0.7) were the least constraints and were not considered serious. The result is also in line with that of Ehisuoria and Akhimien, (2012) which asserted that lack of capital is among the constraints to self-help projects. Deji (2007) also stated that there are socio-cultural factors associated with participation of rural women in community development projects in Nigeria and the participation of women is inevitably significant to the success and sustainability of rural development projects.

Results in Table 4.8 was further categorised into high and low level of constraints to participation in groups' activities as shown in Table 4.9 which reveals that 60.2% of the respondents had high level of constraints to participation while 39.8% had low level. This shows that in spite of respondents' favourable perception to participation and high level of benefits derived from participation, a fairly large number of respondents were still constrained in their participation in community development activities.

Table 4.8: Distribution of respondents based on perceived constraints to groups' participation in community development activities (n=303)

Constraints	To a large Extent	To some extent	Rarely	Not at all	Weighted score	Rank
Cultural rules prohibit women	18.8	78.5	2.6	0.0	261.0	1 st
No encouragement from government	49.2	36.3	7.6	6.9	227.8	2 nd
Women are discouraged by their husbands to participate	17.2	53.5	8.6	20.8	167.2	3 rd
Disagreement among beneficiaries	15.0	51.2	12.7	18.8	166.2	4 th
lack of financial support	13.6	50.8	10.8	24.8	153.2	5 th
Illiteracy	3.0	50.9	31.0	25.1	121.8	6 th
Exclusion of women from participation in community decision and planning	4.0	43.9	10.2	41.9	110.0	7 th
Inadequate resources	2.6	36.6	17.5	43.2	98.5	8 th
Long distance	4.3	14.9	42.9	37.6	85.6	9 th
Corrupt and dishonest leadership	0.7	13.5	42.2	43.6	71.3	10 th
Poor leadership skill	0.0	2.6	55.1	42.2	60.3	11 th
High dues and levies	1.7	5.6	40.9	51.8	57.2	12 th
Insufficient time	0.7	5.0	35.0	49.4	47.1	13 th
Lack of awareness	0.7	6.9	21.5	71.0	37.5	14 th
Insufficient information about the project	0.0	0.3	34.7	65.0	35.3	15 th
Insufficient skill to participate	0.0	0.7	21.5	77.9	22.9	16 th
Lack of rules and regulations	0.0	0.0	21.5	78.5	21.5	17 th
Lack of material benefits	0.3	3.6	12.2	83.8	20.3	18 th
Physical disability	0.0	0.0	0.7	99.3	0.7	19 th
Cultural barriers	0.0	0.0	0.3	99.7	0.3	20 th

Source: Field survey, 2018

Table 4.9: Categorisation of respondents based on level of perceived constraints to group members' participation in community development activities.

Level of constraint	Frequency	Percentages
Low ($\leq 16.7062=0$)	121	39.8
High ($\geq 16.7063=1$)	182	60.2
Total	303	100.0

Source: Field survey, 2018

4.6 Extent of group members' participation in Community Development activities

Table 4.10 shows the distribution of respondents based on the extent of participation in community development activities in the study area. On the list of item of activities, discussion on the choice of project was ranked 1st, discussing community welfare was ranked 2nd, planning of project implementation, 3rd and payment of dues was ranked 4th. The weighted scores for each of the components of community development activities as shown in Table 4.10 reveals that most (266.7) respondents were involved in the choosing the type of community project to embark upon, most (251.8) respondents made themselves available and contributed in discussing the community welfare matters and some (239.1) respondents participated in planning of project implementation. It is obvious that collective bargaining and execution of projects would assist the group to achieve greater heights, but quite discouraging to observe that most of the group members had lesser participation in project evaluation (138.8), project monitoring (212.9), implementation of project (226.3) and financing project (228.8). This suggests that some people were more concerned about their personal welfare matters than participating in community development activities that can benefit their communities.

Results in Table 4.10 was further summarised into high and low level of groups' participation in Community Development activities as shown in Table 4.11 which reveals that 57.4% of respondents had low level of participation in community development activities while only 42.6 % had high level. From the result, it can be deduced that the level of group members' participation in community development activities is low in the study area. This could be as a result of level of high level of constraints encountered by the members of the groups. This result is consonance with the findings of Emmanuel (2014) which observed low level of groups' participation in community development activities in a similar study. According to Aref and Ma'rof (2009), without community participation, there are obviously no accountability, no development and no program. Project monitoring and evaluation was said to be the responsibility of group leaders. Also, few key informants in the study area commented that:

“most group members do not always participate in project monitoring and evaluation because they believed that it is the duty of group leaders to monitor

and evaluate group projects, meanwhile it ought to be the responsibility of both group members and leaders.”

Table 4.10: Distribution of respondents based on extent of group members’ participation in community development activities (n=303)

Components of development activities	To a large Extent	To some extent	Rarely	Not at all	Weighted scores	Rank
Project evaluation	0.0	53.8	29.0	3.3	138.8	9 th
Project monitoring	33.7	54.8	9.2	2.3	212.9	8 th
Implementation of project	33.3	60.7	5.0	1.0	226.3	7 th
Financing project	35.0	59.7	4.4	1.0	239.1	6 th
Attendance of meetings	38.0	61.7	0.3	0.0	237.7	5 th
Payment of dues	41.9	55.4	2.6	0.0	239.1	4 th
Planning of project implementation	46.2	47.9	5.9	0.0	240.3	3 rd
Discussing community welfare matters	54.1	43.6	2.3	0.0	251.8	2 nd
Discussion on choice of project	66.7	33.3	0.0	0.0	266.7	1 st

Source: Field survey, 2018

Table 4.11: Categorisation of respondents based on level of group members' participation in community development activities

Level of participation	Frequency	Percentages
Low ($\leq 23.1748=0$)	174	57.4
High ($\geq 23.1749=1$)	129	42.6
Total	303	100.0

Source: Field survey, 2018

4.7 Hypotheses testing

4.7.1 Test of relationship between respondents' personal characteristics and extent of group members' participation in community development activities in the study area.

Table 4.12 reveals that marital status ($\chi^2=8.635$; $p<0.05$) is significantly related to group members' participation in community development activities. This result shows that among the respondents, the institution of marriage is held in high esteem, meaning that holding other things constant, respondents that are married had a higher probability of participating in community development activities than otherwise, which may be due to spousal support between the couple. This is tandem with the findings of Daniel, Denford and James (2003) in a similar study on determinants of household participation in Rural Development Projects.

Table 4.12 further shows that age ($r=0.212$; $p<0.05$) is significantly related to group members' participation in community development activities. This implies that older people participated more in community development activities than the younger ones, meaning that as respondents grow older, there is likelihood of more participation in community development activities. This could be as a result of experience and skills acquired over the years which can lead to the achievement of real and sustainable development project. This is in tandem with the findings of Sseguya, Mazur, Njuki, Nwosu (2013) and Beard (2005), where a significant relationship between age and group's participation in community development activities was reported.

However, result in Table 4.12 shows that sex ($\chi^2=0.123$; $p>0.05$) is not significantly related to group members' participation in community development activities. This implies that sex had no role to play in group members' participation in community development activities.

The result further indicated that there is no significant relationship between tribe ($\chi^2=0.219$; $p>0.05$) and group members' participation in community development activities. This shows that degree of group members' participation in community development activities is not a function of the tribe of the respondents.

Result in Table 4.12 also shows that years of formal education ($r =0.058$; $p>0.05$) had no significant relationship with extent of group members' participation in community development activities. This implies that there were no deliberate criteria for groups'

participation which favoured educational level. Everybody was equally disposed to community participation, but if education was to be the drive, fewer people will have to participate. Moreso, household size ($r=0.058$; $p<0.05$) is not significantly related to group members' participation in community development activities, implying that household size had no role to play in group participation in community development activities.

Table 4.12: Chi-square and correlation analyses between some selected personal characteristics and extent of group members' participation in Community Development activities.

Variable	Chi-Square value	df	p- value	r- value	Remark
Sex	0.123	1	0.726		N.S
Marital status	8.635	3	0.035		S
Tribe	0.219	3	0.974		N.S
Age			0.000	0.212**	S
Years of formal education			0.314	0.058	N.S
Household size			0.105	0.093	N.S

** means correlation is significant at 0.01 level

N.S = Not Significant

S = Significant

Source: Field survey, 2018

4.7.2 Test of relationship between respondents' constraints to participation and extent of group members' participation in community development activities in the study area.

Table 4.13 reveals a significant correlation between the constraints to participation ($r=0.064$; $p<0.05$) and the extent of group members' participation in community development activities. This result shows that the constraints encountered could impede the success of the possibility of effective participation of respondents in community development activities. Therefore the null hypothesis is rejected. This is tandem with the assertion of Ikoru, Igbokwe and Iwuchukwu (2016) in a similar study that there is a significant relationship between constraints and group participation in project activities.

Table 4.13: Correlation analysis between respondents' perceived constraints to participation and extent of group members' participation in community development activities

Variable	r- value	p- value
Group members participation in project activities vs. Constraints	0.064	0.044

Source: Field survey, 2018

4.7.3 Test of relationship between benefits derived and extent of group members' participation in community development activities in the study area.

Result in Table 4.14 reveals a significant relationship between respondents' benefits derived and the extent of group members' participation in community development activities ($r= 0.275$; $p<0.05$). This shows that benefits derived from participation in community development projects will deepen respondents' commitment to community development activities. When benefits tend to meet needs, reasons for member's participation becomes more entrenched. This corroborates the finding of Bessete (2004) that effective participation in community development activities is directly related to the benefits derived from the participation in such activities.

Table 4.14: Correlation analysis between benefits derived and extent of group members' participation in community development activities

Variable	r- value	p- value
Group members participation in community development activities vs. Benefits derived	0.275**	0.000

Source: Field survey, 2018

4.7.4 Test of difference in the extent of group members' participation in community development activities in Osun and Ekiti states.

This test was carried out using Independent Sample t-test. Result in Table 4.15 shows that there is a significant difference in the extent of group members' participation in community development activities across Osun and Ekiti State ($t=-3.952$; $p<0.05$). The result reveals that Ekiti state had a higher mean of participation (19.28) in Community Development activities than respondents from Osun State (18.14). This means that local group members differ in their extent of participation across the states.

Table 4.15: Test of difference in extent of local group members' participation in Community Development activities in the sampled states

Variable	States	N	Mean	S.D	Mean Diff.	t-value	Df	p-value
Group participation in project activities	Osun	213	18.14	2.60	-1.14	-3.952	301	0.000
	Ekiti	90	19.28	1.32				

Source: Field survey, 2018

4.7.5 Regression analysis of determinants for local group members' participation in community development activities

The results of Ordinary Least Square (OLS) regression analysis to determine the factors that influence local group members' participation in community development activities as shown in Table 4.16 reveals that there is a significant relationships between years of experience ($\beta=0.095$), benefits derived ($\beta= 0.072$) and constraints ($\beta=-0.135$) significantly influenced group members' participation in Community Development activities. This implies that changes in any of these factors could result in a change in group members' participation in community development activities.

The positive relationship observed between the years of experience ($\beta=0.095$) and extent of group members' participation in Community Development activities implies that with increased years of experience of respondents, there tend to be an increase in their level of participation in community development activities, that is, members with longer years of experience in their livelihood activities will participate more in community development activities than those with lesser years of experience. This is in tandem with the assertion of Okwuokenye and Akintoye (2015) that higher level of participation in community projects is achieved among respondents with longer years of experience due to skills and experiences acquired over time. Also, the positive relationship between benefits derived ($\beta= 0.072$) and extent of group's participation in community development activities implies that with increase in benefits derived by respondents, there is a higher level of group members' participation in rural community development activities.

Table 4.16 further reveals a negative relationship between constraint encountered ($\beta=-0.135$) and extent of group members' participation in community development activities. This implies that the extent of group members' participation in community development activities increased if constraints were reduced. However, sex, religion, tribe, years of formal education, household size, income and perception were factors that did not significantly influence the extent of group members' participation in community development activities in the study area.

Table 4.16: Results of OLS Regression showing determinants for group members' participation in community development activities

Variable	B	Std. Error	Beta	t-value	Sig.
(Constant)	18.070	2.311	-0.010	7.818	0.000
Sex	-0.058	0.336	0.093	-0.172	0.863
years of formal education	0.055	0.033	-0.050	1.643	0.102
Religion	-0.242	0.269	0.045	-0.902	0.368
Tribe	0.320	0.390	-0.046	0.820	0.413
household size	-0.067	0.098	-0.094	-0.681	0.496
Income	-2.333E-6	0.000	0.280	-1.570	0.118
years of experience	0.077	0.019	0.095	4.135	0.000
Perception	-0.140	0.082	0.232	-1.704	0.089
Benefits derived	0.396	0.095	0.072	4.153	0.000
Constraints	-0.074	0.028	-0.135	-2.673	0.008

Source: Field survey, 2018

R= 0.574

R²= 0.329

Adjusted R²= 0.304

4.7.6 General discussion

The research established the factors which determined the extent of local group members' participation in rural community development activities in Southwestern Nigeria. Results from the study revealed that members of local groups were predominantly males, married, Muslims and averagely 53.74 years of age, with an appreciable years of formal education. Moreover, most local group members in Southwestern Nigeria have an average household size of 8.0 person and they generated their income from farming with an overall annual mean income of ₦354,782.18. Group types in the study area included cooperative society, village development union, occupational group and farmers association. They are all former groups, with average group membership size and years of existence of 60 persons and 10.33 years, respectively. Most respondents were more involved in the cultivation of roots and tuber, vegetable and fruit crops and rearing of ruminant and non-ruminant animals with mean of 19 years of experience in their livelihood activities. Informal and savings group was their predominant source of finance for their various livelihood activities.

Results on respondents' perception revealed that more than half of respondents (52.1%) had favourable perception to groups' participation in community development activities. The most identified benefits enjoyed from participation in community development activities by respondents were increased access to social services, generation of a sense of ownership over development interventions, improved access to information and improved living standards among others, thus, more than half (51.2%) of respondents had high level of benefits derived from participation in community development activities.

However, the most realised constraints as perceived by respondents to group members participation were cultural rules prohibit women to participation, no encouragement from government, women are discouraged by their husbands to participate, disagreement among beneficiaries and lack of financial support, among others. About 59.1% of respondents were faced with high level of constraints to participation in community development activities.

Majority (57.4%) of respondents had low level of participation in community development activities in the study area because they performed very low in some of

the community development activities such as project evaluation, project monitoring, implementation of project and financing project.

The OLS regression analysis identified years of experience ($r=0.227$), benefits derived ($\beta= 0.072$), and constraints ($\beta=-0.135$) as factors that influence groups' participation in community development activities in the study area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary, conclusions and recommendations made based on the findings of the study. It also highlights contributions to knowledge and areas for further studies.

5.1 Summary

Active participation and cooperation of local group members in community development activities are expected to play vital roles in enhancing the activities and promotion of sustainable development and ultimately living standards of rural people. However, local group members are not willing to take part in project development processes that are meant to improve their lots (Akpomunje, 2010). There is therefore a need to determine the factors that influence group members' participation in community development activities so as to have an empirical basis. In order to achieve this objective, the study formulated a number of research specific objectives with a relevant variable in mind that has direct or indirect link with participation of local group members in community development activities, taking a clue from the literatures and theories. The study therefore specifically determined the extent at which group members participate in rural community development activities in the study area; assessed the characteristics of local groups; determined respondents' perceptions to participation in community development activities; examined benefits derived by respondents from participating in community development activities and investigated the perceived constraints to groups' participation in community development activities in the study area.

A number of research hypotheses were tested, all stated in null form. Hypotheses were formulated to test for the significant difference between the extent of local group members' participation in rural community development activities and respondents' personal characteristics, respondents' perceived constraints to participation and respondents' benefits derived from participation in community development

activities. Test of differences in the extent of group members' participation in community development in Ekiti and Osun states were also carried out.

The study was conducted in Southwest Nigeria. Multistage sampling procedure was used to select 303 respondents for the study. All members of local groups within rural communities in Southwest zone of Nigeria constituted the population. A four-stage sampling procedure was used to select respondents from Osun and Ekiti and 20% Local Government Areas (LGA) in each state were randomly selected to give 5 and 2 LGAs, respectively. Thirty-three groups were purposively selected from the LGAs based on availability of group projects completed within the last five years. Thereafter, 214 and 89 members were sampled from groups in Osun and Ekiti States, respectively.

Primary data was used for this study and this was done using a well-structured interview schedule. Data obtained were analysed using descriptive statistics, Chi-square, Pearson Product Moment Correlation, t-test and Ordinary Least Square regression. All significant variables were tested and accepted at $\alpha_{0.05}$.

Results from the study revealed that members of local groups were predominantly males, married, Muslims and averagely 53.74 years of age, with an appreciable years of formal education. Moreover, most local group members in Southwestern Nigeria have an average household size of 8 persons and they generated their income from farming with an overall annual mean income of ₦354,782.18. Group types in the study area included cooperative society, village development union, occupational group and farmers association. They are all former groups, with average group membership size and years of existence of 60 persons and 10.33 years, respectively. Most respondents were more involved in the cultivation of roots and tuber, vegetable and fruit crops and rearing of ruminant and non-ruminant animals with an average years of experience of 19 years, while informal and savings group was the predominant source of finance for their various livelihood activities.

Results on respondents' perception revealed that more than half of respondents (52.1%) had favourable perception to groups' participation in community development activities. The most identified benefits enjoyed from participation in community development activities by respondents were increased access to social services, generation of a sense of ownership over development interventions, improved access to information and improved living standards among others. Thus, more than half

(51.2%) of respondents had high level of benefits derived from participation in community development activities.

However, the most realised constraints as perceived by respondents to group members participation were: cultural rules that prohibit women to participation, no encouragement from government, women are discouraged by their husbands to participate, disagreement among beneficiaries and lack of financial support, among others. About 59.1% of respondents were faced with high level of constraints to participation in community development activities.

Most (57.4%) of respondents had low level of participation in community development activities in the study area. This is because they performed very low in some of the community development activities such as project evaluation, project monitoring, implementation of project and financing project.

The OLS regression analysis identified years of experience ($r=0.227$), benefits derived ($\beta= 0.072$), and constraints ($\beta=-0.135$) as factors that influence groups' participation in community development activities in the study area.

5.2 Conclusion

The study reveals that most respondents had an appreciable years of formal education and years of experience. However, it is pathetic that a higher proportion of local group members did not participate in some of the community development activities in the group, most especially in project monitoring and evaluation.

Years of experience, benefits derived and constraints to groups' participation in community development activities were the major predictors of the extent of group members' participation in community development activities. Cultural rules prohibit women's participation was a major constraint to groups' participation in community development activities.

The study concludes that for effective transformation to take place in our rural areas, rural group members must participate actively and have a positive perception towards rural development programmes.

5.3 Recommendations

Based on the findings of this study, the following recommendations are suggested:

1. Individual members of rural groups in the communities should put more effort to participate actively in groups' activities and work in cooperation with other in order to ensure impactful contributions within their communities.
2. Rural communities need to review their cultural rules that prohibit women from participating in community development activities. Also, men should be encouraged to allow their wives to get involved in community development activities. .
3. Government should provide grants and technical supports for rural groups that embarked upon laudable projects.
4. Governments should identify the rural groups, streamline their activities and provide adequate training, supervision, coordination, motivation, monitoring, and evaluation of their projects through appropriate government personnel.
5. In order to guarantee sustainability and motivate the rural people, local government authorities and planners need to devise ways of encouraging more of groups' participation in community development activities.

5.4 Contribution to knowledge

1. The study contributed to knowledge by establishing the level of group participation in community development activities in the study area. Respondents had low level of participation.
2. The study documented the characteristics of local groups in the study area. These include group category, frequency of meeting attendance, membership size, years of group existence and nature of membership.
3. The study was able to determinethe level of respondents' perceptionof participation in community development activities in the study area. They had a favourable perception.
4. The study contributed to knowledge by exposing the major benefits that respondents derived from participation in community development activities. They were increased access to social services, generation of a sense of ownership over development interventions and improved access to information.
5. The study was able to isolate the perceived constraints that limit group participation in community development activities in the study area. Major constraints were cultural rules prohibit women to participation,no

encouragement from government, women are discouraged by their husbands to participate and disagreement among beneficiaries

6. The study established significant relationships between respondents' age, marital status, benefits derived, constraints to participation and group participation in community development activities in the study area.

5.5 Areas of further research

1. Assessment of the strategies for sustaining local community development projects could be investigated
2. Similar study should be conducted in other rural communities of Nigeria and compared to what was obtained in Southwestern, Nigeria
3. Assessment of group dynamic factors in the activities of selected community development activities in Southwestern Nigeria

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APPENDIX 1(GENERAL QUESTIONNAIRE)
INTERVIEW SCHEDULE
UNIVERSITY OF IBADAN, IBADAN
DEPARTMENT OF AGRICULTURAL EXTENSION AND RURAL
DEVELOPMENT

Dear respondents,

I am a student Agricultural Extension and Rural Development from the above mentioned university. I am conducting a survey to determine factors that are influencing group members' participation in community development activities in Southwestern Nigeria. All information you offer will be used mainly for academic purposes and responses provided will be kept strictly confidential. Please be assured your participation will not be revealed under any circumstances, neither will your name be printed or used in any report.

Kindly examine each item carefully and respond as accurately and sincerely as possible. Thanks for your cooperation.

Afolabi, Christiana

Respondents' details	
State	
Local Government Area	
Name of the group	
Date of survey	

A. Personal characteristics

1. Age: years.
2. Sex: Female () Male ()
3. Marital status: Single (); Married, Widowed (); Divorced ().
4. Educational attainment: Number of years of formal education:years.
5. Others: Adult Education (), Nomadic Education (), Vocational Education (), Vocational Training (), Islamic Education ().
6. Primary occupation: Farming (), Trading (), Artisan (), Civil servants ().
Others (Specify)Secondary occupation: Farming (), Trading (),
Artisan (), Civil servants (). Others (Specify)
7. Religion: Islam (), Christianity () Traditional ().
8. Tribe/ Ethnic: Yoruba (), Hausa (), Fulani (), Igbo (); specify others.
9. Household size: Numbers of people in your household
10. Income per period: Amount..... Period: Daily (); Weekly (); Monthly (); Annually ()
11. Type of group belonged:Cooperative society and esusu (), village development union (), occupational groups (), age grade group (), farmers’ cooperative society (), religious organisation (), gender groups (), please specify others.....
12. Position in the group: Leader (), member ().
13. Please indicate your livelihood activities from the options. Tick as many as applicable

Agricultural activities	Yes	No
Rice production		
Yam production		
Maize production		
Cocoa production		
Banana production		
Poultry		
Fishery		
Livestock production		
Specify others		
Non-agricultural activities		
Trading		

Tailoring		
Hairdressing		
Specify others		

14. Years of experience.....

15. Source of finance: Relative and friends (), Informal savings and credit group (), Money lender (), Government credit schemes (), NGO/church/mosque (), bank (), micro finance institution (), please specify others.....

B. Respondents benefits derived from participating in group activities

Benefits derived	To a large Extent ($\geq 70\%$ of the time)	To some extent (about 30-69% of the time)	Rarely (less than 30% of the time)	Not at all
Promotion of self-awareness and confidence				
Improved income				
Improved living standards				
Opportunity to access one's situation				
Opportunity to develop the knowledge, skills and resources necessary to control one's life and operations				
Generation of a sense of ownership over development interventions to the community				
Access to inputs at cheap prices				
Access to extension service				
Minimise dependence on the state linking members to micro finance and leads to a bottom-up approach				
Encouraging savings for members				
Networking to increase profit by sales				
Hire and purchase of machine				
Provision of cheap farm credits or loan				
Improved access to				

information				
Improved social and political gains				
Improved resources.				
Increases access to social services				
Others				

16. Please indicate the extent to which you derived the following benefits from participating in group activities

C. Respondents' perception to participation in community development activities

17. Kindly respond to the following statements as you they apply to you

Participation Perception statements	SA	A	U	D	SD
Community projects could be properly implemented if group members are involved					
Active group participation is one of the quickest way to enhance rural development					
Women may not be involved in community projects since their interests are always protected by the men					
Participation helps to educate group members					
Even if women are involved in projects, it would not change anything as they may not alter anything significantly					
Group members competence can be increased through participation in community development activities					
One of solutions to the problem of project sustainability is groups participation in community development activities					
Participation in community development activities can teach group members how to resolve conflict					
Learning is promoted in group participation and people will be able to help themselves					
Group members can access their own situation themselves if they participation in community development activities					
Participation is a voluntary contribution by group members					
Better project designed can be achieved through participation in community development activities					
Active support of women in the community development activities may lead to societal transformation.					
Women are preoccupied for the societal role of home keeping to the detriment of wider participation in community development.					
Cultural rules may prohibit women presence in certain gathering for active participation in community development activities.					
Education facilitates women participation in community development activities.					
Women participation is necessary in community development since					

Participation Perception statements	SA	A	U	D	SD
they are influential					
I get more understanding of rural problems when I participate in community development activities					
I feel satisfied when I join people to get things done in community development activities for total good					
I join members in the group to influence the direction and execution of a community development project					
Groups that participate in development initiatives report better success					

Constraints to participation

18. Please kindly indicate constraints you perceived towards your effective participation in group activities

Constraints	To a large Extent (≥ 70% of the time)	To some extent (about 30-69% of the time)	Rarely (less than 30% of the time)	Not at all
Lack of awareness				
Lack of material benefits				
Corrupt and dishonest leadership				
Physical disability				
Cultural barriers				
High dues and levies				
Lack of rules and regulations				
Disagreement among beneficiaries				
Illiteracy				
lack of financial support				
No encouragement from government				
Exclusion of women from participation in community decision and planning				
Women are discouraged by their husbands to participate				
Cultural rules prohibit women				
Long distance				
Inadequate resources				
Insufficient information about the project				
Insufficient skill to participate				
Poor leadership skill				
Insufficient time				
Specify other				

D. Participation in community development activities

19. How do you participate in the following components of community development activities

Components of development activities	To a large Extent (≥70% of the time)	To some extent (about 30-69% of the time)	Rarely (less than 30% of the time)	Not at all
Discussing community welfare matters				
Community security				
Discussion on choice of project				
Planning of project implementation				
Financing project				
Implementation of project				
Project monitoring				
Project evaluation				
Specify others				

APPENDIX II

KEY INFORMANT INTERVIEW

1. What category of group does your group belong to?
2. Membership size as at the time of collecting data:
3. Years of groups' existence:
4. Does your group have constitution which governs how project members operate and what penalties to apply if they did not operate with guidelines?

5. Does your group have bank account? -----
6. Does your group have book keeper that keeps records of their banking activities? -----
7. How regular are group meetings held? -----
8. What kind of issues do you discuss in your group meetings? -----
9. Has your group embarked on any project or community development activities in recent times? -----
10. If yes, respondents will be asked to respond to the following questions:
 - a. type of the project -----
 - b. at what cost? -----
 - c. year in which project was initiated. -----
11. Did your group collaborate with other groups? -----
12. If yes, state the number of association of group project formed? -----
13. Did your group have any basis for collaboration with other groups? -----
14. If yes, what is the basis of the collaboration? -----
Please state the number of group members actively involved in project activities. _____
15. Are you aware of development agency service? -----
16. Did your group project form any partnership with any Community Based Organisation/ NGOs -----
17. Have you received any grant?
18. If yes, how many grants have your group collected? -----
19. Which year? -----
20. What was the purpose? -----
21. Were you able to fulfill the purpose? -----
22. Has your group project faced any challenges? -----

23. If yes, was the project able to withstand problems or challenges? -----
24. Has your group project, since its implementation had to change or adapts its manner of operation because it was facing closure? -----