

**PARTICIPATION OF RURAL YOUTHS IN THE DEVELOPMENT OF EKITI
STATE**

BY

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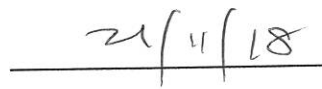
CERTIFICATION

I hereby certify that Mohammed Hamza Akanbi with Matric Number SOC/14/2074 carried out this project in the department of Sociology, Faculty of Social Science Federal University Oye Ekiti, Ekiti state. In partial fulfilment of the requirement for the award of Bachelor of Science in Sociology (B.sc Sociology)



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DEDICATION

This work is dedicated to Almighty God, the Alpha and Omega, Beginning and the end, the Lion of the tribe of Judah, the one who has seen me through this project work despite the hard time I experienced in the course of carrying out this research work. Also to my lovely and wonderful parents Mr and MrsAudu Mohammed and my entire family for their moral and financial support throughout my stay in this citadel of learning.

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ABSTRACT

The main purpose of this study was to assess the participation of rural youths in community development projects in Oye Ekiti, Ekiti State. Five research questions were posed and formulated respectively to guide the study. The hypotheses were tested at 0.05 level of significance. The related literature to the study was reviewed under four main headings namely: conceptual framework, theoretical framework, Review of related empirical studies and summary of literature review. This study used a descriptive survey research design. A total of 145 registered youth members were used as sample size for the study. The Research questions were analyzed using mean and standard deviation while the null hypotheses were tested at 0.05 level of significance using t-test. The results of the study revealed among others that the youth organizations to a great extent participate in the planning and implementation of community development projects in Oye Ekiti, Ekiti State. Poor leadership, inadequate fund raising, mismanagement of funds, the leaders, low level of education of youths, lack of commitment in project initiative by some youths, lack of empowerment by the community members and inadequate monitoring of projects for successful implementation are the factors that affect the participation of rural youth organizations in planning and implementation of community development projects in Oye Ekiti. The result also revealed that there is no significant difference between the mean ratings of male and female members of youth organizations on the extent youth organizations participate in the planning of community development projects in Oye Ekiti, Ekiti State. The implications of the above findings were examined and it was recommended among other things that state government should strengthen the role of youth organizations using appropriate legislative provisions so that youth organizations would be seen as partners in sustainable community development and the overall progress of the society.

CHAPTER ONE

INTRODUCTION

1.1 Background To The Study

According to Itari (2002), lack of power at the local level, absence of effective local development, oriented institutional structures, lack of funds, mismanagement of resources and overdependence on outside models hinder development programs in Nigeria. Ekom (2002), maintained that development initiatives take the top-down approach where by planning and implementation is done at the government circle without the involvement of the target population in decision making process of the needs identification and project design. The imperative of youth participation in community development programs considering their numerical strength is an unlimited window in which a larger and younger workforce who can drive economic development faster and play a significant role in national security, leadership and social development of their communities can be enhanced. Experts argue that, it will be impossible to reach the Millennium Development Goal targets,

The preoccupation was to prepare the youths to be good productive citizens in the communities in which they lived. Many young people, aged 15 to 24, who live on the earth today, are living healthy lives, studying, working, volunteering and playing positive roles in their communities, yet all too often, they are portrayed in a negative light. Adults are encouraged to invest in the young today so that they will have the skills and resources they will need in future. Such thinking obscures the fact that young people are already making solid contributions to others-tutoring younger children, protecting the environment, starting their own businesses and leading new initiatives to improve their communities. Yet these contributions are frequently overlooked, with young voices going unheard. Even more regrettably, the vast potential for young to further contribute to their communities goes

largely untapped. This paradigm emphasize that youths are assets to the community, and active agent of change who can contribute their energy, idealism and insights to a community's growth and progress.

Youth represent a vast and often untapped resource for immediate and long-term community development efforts. They also provide an invaluable resource for program planning and effective evaluation. As youth are brought into and connected with community development programmes that they have often times been ignored or excluded from, they can participate in actively and contribute in decision-making at multiple levels. The development of community is a dynamic process involving all segments of the locality, including the often-overlooked youth population. As youth are engaged in more sustained positive relationships with adults, other youth, and community development experts, apart from realizing that they are valued citizens of their communities, such collaborations and participation may lead to skill enhancement, The youths both male and female constitute clear assets to development when they are positively empowered to be active citizens of their communities.

Farinde (1999) stated that, rural youths' participation in rural development projects can increase social responsibility and decrease risky behavior. Gobeli (1996) reported that the vast roles which youths played in developing countries like Nigeria cannot be overemphasized because they still form a formidable force in enhancing rural development. The success and strength of rural projects like educational projects, water project, electrification project and health project in which youths may participate depends on cultural elements, level of income, type of education and the assistance made available to them (Burr,1996)

1.2 Statement of the Problem

Community development objectives have not been fully achieved, the economic hardship experienced in our society today has made poverty, crime and other negative influences especially in Ekiti State to deeply penetrate the youths. Youths are passing through terrible experiences such as low self-esteem, depressions, increased risk of sexually transmitted diseases, homelessness, unsafe environments, insufficient skill acquisition training, and lack of fund, inadequate motivation from the leaders and the environment as well as other mental health issues. There is also lack of participation in decision making by the youths with little or no concern by the government. There is tendency for high rate of crimes such as intake of hard drugs, rape, armed robbery, kidnapping and prostitution, among others which can be a hindrance to youth participation in community development activities in Ekiti State. History also have it that youths engage in street violence, mainly during general elections and traditional ceremonies of their communities due to unemployment and idleness, especially in their communities in Ekiti State, which are of interest to this research study.

Sequel to the aforementioned problems, it becomes difficult or almost impossible to set up youth organizations and their corresponding community development programmes and projects in Ekiti State. Given the fact that some projects such as construction of feeder roads and cottage industries, among others, that are meant to better the lives of the people in the communities of interest to the study, stopped half way, which is occasioned by ineffective or inefficient planning and implementation of the community development projects, it becomes imperative with the aid of this research study to assess the youth organizations' participation in planning and implementation of community development projects in selected local government areas and communities in Ekiti State. This is to provide more information that

would enhance the achievement of youth organizations' community development objectives in the study area.

1.3 Research Questions

In order to achieve the objectives of the study, the following research questions must be addressed:

- i. What are the socio economic characteristics of youths in the study area?
- ii. What is the level of youth participation in community development programs in the study area?
- iii. What are the factors that impede or assist community development in the study area?
- iv. What is the rate and aspect of development in the study area?
- v. What is the effectiveness of government intervention towards community development in the study area?
- vi. What are the factors that impede effective youth's participation in community development programs in the study area?

1.4 Objectives of the Study

Against the backdrop of the statement of the problem, the main objective of this study is to investigate the participation of rural youths in the development of Oye-Ekiti.

The specific objectives are to:

- i. Examine the socio-economic characteristics of youths in the study area
- ii. Explore the level of youth participation in community development programmes in the study area
- iii. Examine the factors that impede or assist community development in the study area.

- iv. Examine the effectiveness of government intervention towards community development in the study area.
- v. Investigate the factors that impede effective youth's participation in community development programmes in the study area.
- vi. Investigate the factors that assist effective youth's participation in community development programmes in the study area.

1.5 Significance of the Study

The significance of this study is viewed from both theoretical and practical perspective. Theoretically, role theory states that role specification and performance of youths can be seen to be crucial in the community development. Meanwhile, these entire roles cannot be effectively filled simultaneously by one person in a social action process but can be filled collectively. Therefore, this study will help the youth in area of division of labour and classification of responsibilities among the youths for effective participation in planning and implementation of community development activities.

Maslow's hierarchy of needs theory states that ultimate desire of all human beings is to be self-actualized. In Maslow's theory, there is hierarchy of needs to be satisfied in order to achieve fulfilment of self and it includes; physiological needs, safety need, belongingness, self-esteem and self-actualization. Each hierarchy of need must be satisfied before the satisfaction of the next level of needs. This theory shows that youth must be motivated by making sure that these basic needs are sufficient to free them to participate fully in planning and implementation of community development projects.

The findings of this study will help the community leaders and community development agencies to fully motivate them for effective implementation of community development activities. From the practical point, the significance of this study would be a veritable tool or instrument to the students, lecturers and researchers who are carrying out

research on youth participation in community development issues as well as non-governmental agencies who have interest in youth development or empowerment matters in the study area. Therefore, the findings of this research study, would assist the government in the assessment of the role and performance of youth organizations in community development as well as identify the problems that the youth organizations are facing in the course of carrying out these community development projects and proffer lasting or far reaching solutions where necessary.

The findings of this research study would also benefit the youth organizations in the area of their involvement in community development projects, especially as it borders on the planning and implementation of those projects. This research work would help them to assess their current status and make adjustments where the need arise.

Additionally, the findings of this research work, would add to the existing works/literature in the area of youth organizations' participation in community development projects, which by extension constitute a reference material for students, lecturers, researchers and any other person(s) that would be interested in knowing more about youths and their participation in community development projects in Ekiti State.

The findings would as well place non-governmental agencies who have the interest of youths at heart on a sound footing to ascertain the best way of reaching and attending to the youths, in order to achieve their stated goals and objectives.

1.6 Definition of Terms

Youth

The term 'youth' has been given different interpretations by people in various fields of human endeavor. These assumed different interpretations may have posed a problem in the understanding of who actually is a youth.

The Nigerian National Youth Policy (2001) defines the youths as all young persons of age's 18-35years. The youth population, according to 2006 census figure is almost a hundred million. This means that they constitute more than two-third of the country's population of 140million. Youths refers to the most vibrant and resourceful segment of human configuration.

Uwagwu (2013) asserts that youth is when a person is young, especially the time before a child becomes an adult.

The UN, for statistical purposes, defines 'youth' as people aged 15-24, while also noting more culturally and contextually appropriate definitions individual countries may have.

Participation

Participation is the tools available to youths in development, which are the first instance target goals which a change agent strives to achieve just as an engineer would strive to acquire workshop tools and equipment (Oyebamiji, and Adekola, 2008). To participate therefore means to share in decisions about goals and objectives about what should be done, how and by whom. Participatory development is essential for sustainable development programme. Therefore, participation refers to the ability of individual old or young, rich or poor, to have an input into the decision-making process and play a vital function in improving the quality of life in the environment. It is an empowering process which seeks to change behaviour through education, helps community to tap their own resources and skills and provides communities with the tools they may require to advance in the way they deemed fit.

The terms Participation is a term changed with descriptors, bringing about terms, for example, group interest, native investment, individuals' cooperation, open support, and prominent cooperation. It implies a group having an offer in" or "to partake in," in this way

accentuating the privileges of people and the decisions that they make with a specific end goal to take an interest.

Development

Development is a qualitative change in economic worth, goods and productivity and the upward movement of entire societal system (Awe, 2006). It is also derived from the effort or abilities of man to harness the resources of nature (Land) using his inventiveness bearing the risk not only for current sustenance but also for the improvement of living standard (Nnadi, 2006).

The act of improving by expanding or enlarging or refining. The act of making some area of land or water more productive or useful.

Rural Areas

Rural areas are a key sector in every nation's economy and their rapid development and modernization have gained the attention of many policy makers and governments all over the world. This is because a sizeable majority of the population lives therein therefore; the future of the country depends largely on it.

According to Afolayan (1995), rural areas can be easily identified by various criteria apart from population. Such criteria include the level of infrastructure development i.e. road networks, educational institutions, water supply, electricity, health facilities, communication, etc. other criteria used include Occupation, Housing, Extent of community planning etc.

Rural areas refers to geographical areas that lie outside the densely build up environment of towns, cities and the sub-urban village and whose inhabitants are engaged primarily in agriculture as the most basic of rudimentary form of secondary and tertiary activities (Ezeah, 2005).

Rural area, which is the opposite of urban area, refers to the country side whose population engages mainly in primary production activities like agriculture, fishing, and rearing of livestock(Ele. 2006).

1.7 Synopsis of the Study

The first chapter in this project contains background to the study, statement of the problem, objective of the study, research questions(expected contributions of the study to knowledge) and it also entails synopsis of the study (description of the study or what people should expect of the work) and then a brief history of the case study, coupled with the definition of terms. The second chapter deals with literature reviews by different scholars and written works and also, conceptual frame work and the theoretical frame work. The third chapter deals with methodology, research design, study area, study population, sample size, instrument for data collection, method of data collection, method of data analysis and ethical consideration. The fourth chapter deals with data presentation and analysis and interpretation and hypothesis testing for the study. The fifth and final chapter deals with summary, discussion of findings, conclusion, recommendations, limitations of the study and references.

1.8 A Brief History of the Case Study

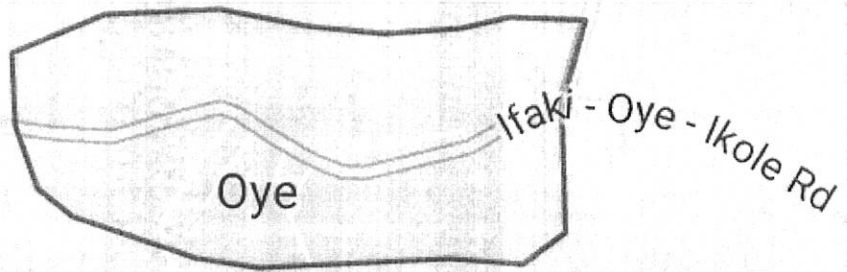
Oye is one of the 16 kingdoms of Ekiti land. Oye local government is bounded by Ilejemeje Local government to the North, Irepodun/Ifelodun to the South, Ikole Local government to the east and Ido/Osi local government to the West. Oye Ekiti people are group of the South-Western Yoruba, inhabiting the administrative headquarters' of the present Oye Local government area of Ekiti state. Oye is headquarter for Oye local government in Ekiti state Nigeria. Oye local government was carved out of the defunct Ekiti north local government on 17th may 1989. It comprises the following towns and villages: Oye Ekiti, Ilupeju Ekiti, Aiyegbaju Ekiti, Ire Ekiti,Itapa Ekiti, Osin Ekiti, Ayede Ekiti, Itaji Ekiti,

ImojoEkiti, Ilafon Ekiti, Isan Ekiti, Ilemeso Ekiti, Omu Ekiti, Ijelu Ekiti, Oloje Ekiti and a host of others.

There are no distinctive ethnic groups in the local government as a greater percentage of the people residents are of the Yoruba language race. Nearly all the people speak Yoruba language with negligible dialectical variations.

The population of Ekiti according to the 1952 national census was 13,696.00 (National Archive, Ibadan) 57,196.00 in 1963 and in 2006 the population was 168,251.00 (National Population Commission 2006). Oye Ekiti is located at altitude around 1500 feet with hills and granites outcrops rising to about 200 feet. It is covered by thick forest with very small patches of high forest and it is surrounded by hills which provide her protection in terms of war (Akinyoye 1921). Farming is the major occupation, with cocoa as the cash crop.

The food crops include rice, yam, cocoa yam, plantain, cassava, maize, banana and pepper. Majority of Oye indigenes are Christians, but Islam is also represented. There is also a sizeable number of custodians and devotees of various deities and traditional religions such as Songo (the god of thunder) Ogun (god of iron) Yemoja (the goddess of the river) Eborá (god of the dead) and Eye/ Oro-Ode (the god of harmattan) which is the course of the most important festival in Oye-Ekiti a variety of tourist attraction, most of which have to be modernized, and also are bound around Oye-Ekiti.



CHAPTER TWO

LIERATURE REVIEW

2.0 Introduction

This chapter reviews the participation of the rural youths in community development process; this chapter shall include the conceptual issues, theoretical framework and the empirical literatures as reviewed by various scholars and the limitation of previous studies. The place and importance of the Youth in society cannot be overemphasized. This was adequately captured in Nigeria Youth Policy which stated that: Youth are one of the greatest assets that any nation can have. Not only are they legitimately regarded as the future leaders, they are potentially and actually the greatest investment for a country's development.

2.1 Definition of Participation

The Oxford English Dictionary defines participation as "to have a share in" or "to take part in," thereby emphasizing the rights of individuals and the choices that they make in order to participate. Arnstein (1969) states that the idea of citizen participation is a little like eating spinach: no one is against it in principle because it is good for you. But there has been little analysis of the content of citizen participation, its definition, and its relationship to social imperatives such as social structure, social interaction, and the social context where it takes place. Brager, Specht, and Torczyner (1987) defined participation as a means to educate citizens and to increase their competence. It is a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power. However, it can also be a method to co-opt dissent, a mechanism for ensuring the receptivity, sensitivity, and even accountability of social services to the consumers.

Participation is the tools available to youths in development, which are the first instance target goals which a change agent strives to achieve just as an engineer would strive

to acquire workshop tools and equipment (Oyebamiji, and Adekola, 2008). To participate therefore means to share in decisions about goals and objectives about what should be done, how and by whom. Participatory development is essential for sustainable development programme. Therefore, participation refers to the ability of individual old or young, rich or poor, to have an input into the decision-making process and play a vital function in improving the quality of life in the environment. It is an empowering process which seeks to change behaviour through education, helps community to tap their own resources and skills and provides communities with the tools they may require to advance in the way they deemed fit.

Participation is a rich concept that varies with its application and definition. The way participation is defined also depends on the context in which it occurs. For some, it is a matter of principle; for others, practice; for still others, an end in itself (World Bank, 1995). Indeed, there is merit in all these interpretations as Rahnema (1992) notes: Participation is a stereotype word like children use Lego pieces. Like Lego pieces the words fit arbitrarily together and support the most fanciful constructions. They have no content, but do serve a function. As these words are separate from any context, they are ideal for manipulative purposes. 'Participation' belongs to this category of word. (p.116) Westergaard (1986) defined participation as "collective efforts to increase and exercise control over resources and institutions on the part of groups and movements of those hitherto excluded from control" (p.14).

Youths are one of the greatest assets that any nation can have, not only are they legitimately regarded as the future leaders, they are potentially and actually the greatest investment for a country's future development (Federal Republic of Nigeria, 1999). According to Nigeria's National Youth Development Policy (2001), the youth comprise all young people of ages 18 to 35, who are citizens of the Federal Republic of Nigeria. This

category represents the most active, the most volatile and the most vulnerable segments of the population (Agbelemoge & Adigun, 2006).

Youth according to Nigeria's National Youth Development Policy (2001), comprises all young persons of ages 18 to 35, who are citizens of the Federal Republic of Nigeria. People in this age bracket definitely constitute a sizeable chunk of a nation's population on which the burden of nation building falls. They also constitute the major resource base for any country that want to embark on any meaningful rural development projects.

Laogun (2002) observes that investment in the youth is the only way to ensure the future growth and development of any country. He further asserts that increasing number of young people must be trained and as quickly as possible, to provide leadership in agriculture industry, government and rural development projects. Youth are energetic, exposed to modern computer technologies and are seen as "vital sources of manpower for development". Hence, the kind of education (formal or informal) that youth are exposed to or have access to will determine the nation's overall developments.

Farinde (1999) define youth as the time a person's latent powers and attributes are developed to their highest potential, also when intellect is at its sharpest and energy is at it's promising. Rural youths are both young male and female between the age of 15 and 30 , who own their existence and identity to the rural areas and whose family life depends on agriculture, that is those who live and function in rural setting (Jibowo et al, 1988). DFID have a useful 'three-lens approach to youth participation' adapted from the World Bank Development Report 2007. Youth participation can be viewed through three lenses: with youth as beneficiaries; with youth as partners and/or with youth as leaders. Although a community's young people may be the most obvious group from which to recruit future leaders, few communities create an environment for youth to develop into leaders (Israel & Coleman, 1994). Lagun (2002), observes that investment in the youth is the only way to

ensure the future growth and development of any country. He further asserts that increasing number of young people must be trained and as quickly as possible, to provide leadership in agriculture, industry, government and rural development projects. (Encarta Dictionary, 2009) meanwhile; it is a gathering meant for the people, with common interest and motives to achieve a common objective. A youth organization is formal organization aimed at children and adolescents for education and socialization. Most organizations have certain ideas and values that they aim to pass on to their members.

The increasing presence of youths in the development process and establishment of youth-adult partnerships has created an environment where communities are more receptive. This receptiveness opens the door to long-term youth involvement, while also facilitating greater appreciation for the youth's contributions to the community by adults (Camino, 2002). The active involvement of youths highlights their value and provides an opportunity to erase negative stereotypes. Youths now undertake major community development activities which were formerly performed by government (Zeldin, 2002). A whole range of community development activities such as vigilante services, construction of bridges and culverts, sports, education of members, music and drama as well as information dissemination, are performed now by youths. Others include preservation of natural environment, agricultural extension services, and vocational skill training seminars, membership empowerment, rural transportation, and awareness raising campaigns (Conflict Independent Sector 2001). Other reasons why youths pursue community development activities include need to develop job-contacts and enhance existing skills. This is seen in geographical areas where employment opportunities are limited. Voluntary activities can also offer a valuable alternative to paid employment. Resolution, peace-building and peace education, arts, small scale industries, etc has fallen on youth organizations. The community development functions of youth

organizations is now more visible in recent times as government withdrew from many basic community development activities (Spore, 2008) .

2.2 The Concept of Development

Development is a qualitative change in economic worth, goods and productivity and the upward movement of entire societal system (Awe, 2006). It is also derived from the effort or abilities of man to harness the resources of nature (Land) using his inventiveness bearing the risk not only for current sustenance but also for the improvement of living standard (Nnadi, 2006). Most of the major development that have taken place in the south western rural areas of the country were accomplished by the government, but most of these developmental activities were fast tracked and catalyzed by the mobilization of the rural youths. Apart from the action of youths in informing the government about the major problems that hampered the development of their regions, they were also involved and took active parts in some minor developmental activities in their localities (Jibowo, 2005) such as building town halls, formation of vigilante group, erecting pipe borne water facilities, digging of drainage channels etc.

According to Pat Utomi, development simply put is discipline. It is about how discipline drives the human spirit to triumph over odds of poverty trap, physical geography, fiscal trap, governance, cultural barriers, geopolitics, lack of innovation and demographic trap. Kambhampati argues that development requires growth and structural change, some measure of distributive equity, modernization in social and cultural attitudes, a degree of political transformation and stability, an improvement in health and education so that population growth stabilizes, and an increase in urban living and employment.

The concept of development is closely linked with positive aspect of social change in a desired direction. In 1969, Dudley seers in an article 'what are we trying to measure', conceived of development as involving not only economic growth but also conditions in

which people in a country have adequate food and job and the income inequality among them is greatly reduced. The question to be asked as he suggested include: what has been happening to inequality? If all of these things are declined from high levels, then beyond any doubt, this has been a period of development for the country concerned.

In 1977, Seers suggested an addition of the important element of self-reliance to the conception of development. This would bring the crucial problem of development to "ownership as well as output in leading economic sector, consumption patterns that economize on foreign exchange, institutional capacity for research and negotiation and cultural goals of a country".

Development necessarily involves the socio-economic transformation of a society and the reorientation of the psycho-social and ideational spheres in which the thoughts of man finds expression. It definitely transcends multiplication of material wealth. It needs to be emphasized that

- a) The growth of goods and services or the diffusion of material products of other culture cannot be regarded as development itself; they simply represent aspects of development.
- b) Development involves the total and full mobilization of a society
- c) The task of changing the institutions in which the individuals find expression cannot be undertaken in an ad-hoc, piece of meal fashion. It has to be comprehensive and to involve total political commitment
- d) Development also represents a practical redefinition of a country's international relations it involves a shift from the outward-oriented dependent status, to self-centered and self-reliant position with respect not only to processes of decision making, but more importantly to the pattern of production and consumption.

These three above constitute the individual, societal, and institutional dimensions of development.

2.3 Development Conceptualized As Economic Growth

In the economic literatures after the World War II, development was defined as “a rapid and sustained rise in real output per head and attendant shift in the technological, economic and demographic characteristics of the society”. The definition fits the concept of development when applied to ‘developed’ societies with higher real output per head and a change in technology.

However, the conceptualization gives priority in the development process to increased commodity output rather than human beings involved in production. Thus development is seen as easier to achieve under a tyrant or dictator who, through coercion and violence, makes life unbearable for people while taking most of their products away as savings and investment surpluses. The conception certainly was important in the prescription given to developing countries to raise production per head and increase sectorial leakages by concentrating on exports of agricultural raw materials and mineral resources.

2.4 Development Conceptualized As Socioeconomic Transformation

Marxist scholars argued that the questions of distribution and social justice cannot be considered or resolved independently of the prevailing mechanisms governing production and distribution. They cited the failures of the redistribution anti-poverty programs of the capitalist advanced worlds. The reason for the failure they claim, is obvious. The programs which seek to alter distribution without altering the capitalist market, are doomed to failure.

Against this background, development of a country is seen essentially as a transformation of its “mode of production”. Mode and ownership which are necessary to produce and reproduce real (material) life e.g. natural raw material, productive equipments, infrastructure and human labour. Social relationships on the other hand define the social basis

for coordinating the productive activities of numerous individuals involved in the process of production.

Rural development is the process of improving the quality of life and economic well-being of people living in rural areas, often relatively isolated and sparsely populated areas. Rural development is a comprehensive term. It essentially focuses on action for the development of areas outside the mainstream urban economic system. We should think of what type of rural development is needed because modernization of village leads to urbanization and village environment disappears. Rural development in Nigeria since independence responded actively to rapid urban expansion and rural-urban migration. Traditionally, Nigeria was a dominantly rural country. Even if city-types settlements existed in the North Yoruba in the past, an actual city like settlements was created along the coast as a response to retail trades with Europe. Since the 1960s, various governmental strategies were implemented into the development of the rural areas in Nigeria. Still, despite colossal amount of money invested and numerous professional agencies created – it has not provided much effect on the rural development. Each and every planning period of rural life in Nigeria remained unchanged since 1960.

The First National Development Plan 1962-1968 prioritized Agriculture as the main branch for the country's development, but this plan provided only 42% of the capital budget to Agriculture. The Second National Development Plan 1970-1974 prioritized reduction of differences between rural and urban development, but the plan was only partially executed. The Third National Development Plan 1975-1980 implemented the "Integrated rural development" in the framework of the Agricultural Development Programmes sponsored by the World Bank.

Since the early 1970s, rural development has involved a strategy of improving rural and agricultural sectors of the economy. Some rural development was established by various agencies, the programs for National Development Plan can be broadly listed:

- Rural Water Supply Schemes
- River Basin Development Authorities
- Agricultural Development Programmes
- Rural Banking Schemes
- Rural Electrification Scheme
- Adult Education Scheme
- The Low-Cost Housing Scheme
- The Universal Primary Education Scheme
- Operation Feed the Nation
- Primary Health Care Programmes
- The National Accelerated Food Production Programme
- Accelerated Crop Production Scheme
- Artesian Fishery and Small Ruminant Production Programme
- Research Programme
- National Agricultural Land and Development Agency
- National Orientation Agency
- Mass Mobilization for Social and Economic Reconstruction
- The Natural Better Life Rural Women Programme
- Health Schemes
- Transportation Schemes
- Credit Schemes

Since the early 1980s, there were a lot of national agencies included by the Federal Ministry of Agriculture such as:

- Family Economic Advancement Programme
- National Insurance Corporation of Nigeria
- National Agricultural Insurance Company
- Community Bank
- People`s Bank
- Flood and Soil Erosion Control Programme
- Federal Environmental Protection Agency
- Low-Cost Housing Estate Scheme
- State Assisted Transport Schemes
- Federal Assisted Mass Transit Schemes
- Adult Support Basic Education Programme
- The Nomadic Fishermen Programme
- Disease Eradication Scheme
- The National Directorate of Employment
- The Directorate of Food, Roads and Rural Infrastructure
- Review of Agricultural Economics Agencies
- The National Accelerated Food Production Programme

The Federal Ministry of Agriculture created this agency in 1973. The primary goal of the agency was increasing staple food production through promotion of the small-scale farmers in rural areas of the country. The programme provided an effective research-based linkage and increased food production.

The River Basin Development Authorities

This programme was shown to the world in mid-1970s as result of the negotiations between the United Nations and the Food and Agricultural Organization. These authorities were created to deal with the use of water resources of rivers for agricultural and domestic purposes. The production was mainly concentrated around crops and fisheries.

2.5 The Concept of Youth Participation

The terms youth participation and youth involvement are used interchangeably to describe one of the key strategies in positive youth development. It relies on building mutually beneficial adult-youth partnerships by contributing and accepting expertise that are unique to each group.

The concept of participation makes a man a subject rather than an object of development (Ekom, 2002). It also guides the people to appreciate that success can be achieved when they participate willingly in their own affairs. According to Mofuru (2003), active participation of youths as agents of community development brings positive change, leading community initiatives, operational small businesses and reshaping of political processes. Hence, youth participation in community development has brought about so many self-help projects without necessarily depending on the government to initiate or even provide those projects.

Youth participation refers to numerous ways of involving young people as an integral part in the process of planning, identifying needs, finding solutions, implementing programs and decision making within organizations and communities. Bishop and Davies (2003) defined participation as “the process of citizens taking part in policy decisions”. They state that participation always rests on power being shared by the governed and the government.

They go on to argue that participation takes place somewhere between policy-making by administrative fiat and direct democracy.

The term participation is a word modified with adjectives, resulting in terms such as community participation, citizen participation, people's participation, public participation, and popular participation. It means a community having a share in" or "to take part in," thereby emphasizing the rights of individuals and the choices that they make in order to participate.

Chess and Purcell (2009) defined participation as a means to educate citizens and to increase their competence. It is a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power. Dungumaro and Madulu (2011) suggest that youth participation may also be a response to the traditional sense of powerlessness felt by the general public when it comes to influencing government decisions: "people often feel that health and social services are beyond their control because the decisions are made outside their community. Involvement or participation has become one of the important conditions and is essential for the implementation of programmes and projects and also a fundamental condition to attract projects and programmes. It is also considered as a method capable of solving problems of maintenance of essential services that some of our communities meet like inadequate access to water and sanitation and lack of public funds.

2.6 Benefits of Youth Participation

Depending on young people's interests and skills, youth influence on organizations can occur at various levels, ranging from involvement through consultation to shared leadership. Utilizing meaningful youth participation can contribute to structuring programs, policies and services that affect young people's lives to adequately address their needs and interests as well as benefiting and contributing to the organization's success. By meaningfully

engaging young people, they are able to gain skills and a sense of empowerment and make healthy connections with positive role models, both peers and adults.

Odebode (2000) reported that rural youths also contributed a strong and very important labour force in development activities of rural communities. Therefore the participation of youths in rural development process are geared towards bringing an improvement in the standard of living of the people and change in their knowledge, behaviours, attitudes and skills.

The youth could play an active role in the development of community projects whereby they would support the development of skills such as working in a group, public speaking, and confidence to be able to communicate and interact with a range of stakeholders. The process of participation and empowerment is not about actions simply prescribed by others. Rather, it cultivates opportunities for young people to develop skills and competencies in a climate of mutual respect and understanding (Liebel and Saadi, 2010).

In view of this, Adekola (2007), like other experts in the development sector claimed that government alone cannot meet all the development needs of the people and to make grassroots development fast, all hands, especially of the grassroots people must be on deck for development matters.

From the above, it is clear to us that even though there are different perspectives to development, there is a general agreement that development will lead to good change exhibited in increased capacity of people to have control over material assets, intellectual resources and ideology; and obtain physical necessities of life (food, clothing & shelter), employment, equality, participation in government, political and economic independence, adequate education, gender equality, sustainable development and peace.

Community based youth project are recognized as an integral component of economic development and a crucial element in the effort to lift countries out of poverty

(Dungumaroand Madulu, 2011). Such projects are a driving force for economic growth, job creation, and poverty reduction in developing countries. They have been the means through which accelerated economic growth and rapid industrialization have been achieved (Nikkhah and Redzuan, 2009). According to Paul (2009), youth participation in community projects implies a proactive process in which the beneficiaries influence the development and management

of development projects rather than merely receiving a share of project benefits. Nikkhah and Redzuan (2009) notes that community participation creates an enabling environment for sustainability by allowing users, as a group to select the level of services for which they are willing to pay, to guide key investment and management decisions, and also to make choices and commit resources in support of these choice.

2.7 Factors Hindering Effective Youths Participation

Several factors may influence youth participation in community development projects. Literature cites amongst others, personal characteristics, finance, and business characteristics as the most important ones

It is observed that age has an impact on how one approaches his environments and activities. Young people are very aggressive, impatient, and ready to take risks. This may influence on business practice of the entrepreneurs. Individuals are socialized to behave in ways that meet with the approval of their role set, example, a young person with business owning parents may well be expected to join family business and not to do so would create a vacuum in the business.(Ovwigbo and Ifie (2004). One of the main factors affecting individual factors documented in the literature concerns their personal characteristics. In a study on Nigerian youth involvement in community based projects, the authors found that nearly half of their sample of youth participants started their business between 19-24 years old (Mordi et al., 2010).

Simon (1998) found that age has an impact and perceived levels of participation is acquired overtime and consequently age has an impact on the involvement of youth in community activities e.g. it has been suggested that many aged thirty or less may not have acquired sufficient organizational experience while those aged forty five years or more may no longer possess the required energy.

The educated people would most likely appreciate community development better than the less educated. If the people appreciate community development his attitude towards participating in community water projects is likely to be favorable. Onu (2000) had reported the importance of education among rural development agents. The educated youths are potent agents in development in many rural and urban communities. Regarding education, most studies are inconsistent about education and participation in community development projects. Findings from various studies researching youth participation indicate that the level of education of youth is high in Nyeri County, Kenya and translated to high level of participation. In their study conducted in Greece, Sarri and Trihopoulou (2005) indicate that the level of education is a determinant of how youth understand development issues and which also motivates them to get involved. Lack of sufficient education and training for youth is an impediment their participation in community based activities. Culturally, and especially in the rural setting, the girl child was not given equal opportunity to study like the boys; hence they had limited education and training which tended to affect effective performance in later life (Fletcher et al., 2001).

Educational level correlates significantly and positively with age. The implication of this finding is that as one attains a higher level of education attitude towards participating in community water projects is likely to be more favorable. In essence the higher the educational level attained the more favorable the attitude towards participating in community development projects.

Ovwigbo and Ifie (2004) reiterated the importance of education when they noted youth's involvement in community development endeavors. Also, Onweagba (1990) in a study found that education was linked to attitude towards participation. Similarly, Borden et al., (2006) reported that age is more often used as a tenable criterion for some social status than education. According to Nelson et al (1960) educational levels are highly significant in the extent, intensity and pattern of participation. They further stated that participation increases with education, but beyond the high school level the increase is greatest in non-church-related organizations. It was further expressed that effective participation obviously requires communicative and human relational skills which must be learned; hence those who are better educated would be better empowered for participation because their attitude would likely be favorable. Bridges et al., (2001) found that educated youth participated more in the rural development programme of government (Better Life Programme). Education is a major determinant of effective participation in community development projects.

Influence of Socio-Cultural factors on youth participation in community development projects

These factors refer to how a particular community looks at their values, customs, beliefs and their traditions.

Socio-cultural factors involve both social and cultural elements of society (Kottak, 2002). They are facts and experiences that influence individuals' personality, attitudes and lifestyle. They include discrimination, population, culture and limits of cultural interpretations. Chinguta (2001) has suggested that youth enterprise support programmes in developing countries should consider socio-cultural constraints that limit the participation of youth in particular young women who want to engage in income generating activities. The problem of credit access to youth run enterprises seems to be more pronounced in developing countries.

Most youth do not have the technical skills that may be relevant in their development agenda. They thus have to rely on international consultants who are not well versed with societal expectations.

Staudt (1991) states that " Understanding culture is the starting point for learning the meaning of development, the values that guide people's actions and the behavior of administrators. Cultural differences emerge in many types of development settings, from assumptions to project design to technology transfer and management styles. The technocrats from outside may not be familiar with local resources and are accustomed to different approaches to project management practices. This in turn causes conflict of interest, puts extra pressure on executives and frustrations which restrain project progress. This leads to lost opportunities, cost overruns and schedule delays. Cultural misfit of the project objectives and a lack of local

Knowledge and understanding can result into rejection of projects by intended beneficiaries. Some religions may discriminate against sex and the caste system in India may not allow freely intermingling of the population.

2.8 Theoretical Framework

In this study the following theories were looked into,

- Democratic Theory
- Role theory
- Self-Efficacy Theory

Democratic theory

Democratic theory is an established subfield of political theory that is primarily concerned with examining the definition and meaning of the concept of democracy, as well as the moral foundations, obligations, challenges, and overall desirability of democratic governance. Generally speaking, a commitment to democracy as an object of study and

deliberation is what unites democratic theorists across a variety of academic disciplines and methodological orientations. When this commitment takes the form of a discussion of the moral foundations and desirability of democracy, normative theory results. When theorists concern themselves with the ways in which actual democracies function, their theories are empirical. Finally, when democratic theorists interrogate or formulate the meaning of the concept of democracy, their work is conceptual or semantic in orientation. Democratic theories typically operate at multiple levels of orientation. For example, definitions of democracy as well as normative arguments about when and why democracy is morally desirable are often rooted in empirical observations concerning the ways in which democracies have actually been known to function. In addition to a basic commitment to democracy as an object of study, most theorists agree that the concept democracy denotes some form or process of collective self-rule. The etymology of the word traces back to the Greek terms *demos* (the people, the many) and *kratos* (to rule). Yet beyond this basic meaning, a vast horizon of contestation opens up. Important questions arise: who constitutes the people and what obligations do individuals have in a democracy? What values are most important for a democracy and which ones make it desirable or undesirable as a form of government? How is democratic rule to be organized and exercised? What institutions should be used and how? Once instituted, does democracy require precise social, economic, or cultural conditions to survive in the long term? And why is it that democratic government is preferable to, say, aristocracy or oligarchy? These questions are not new. In fact, democratic theory traces its roots back to ancient Greece and the emergence of the first democratic governments in Western history. Ever since, philosophers, politicians, artists, and citizens have thought and written extensively about democracy. Yet democratic theory did not arise as an institutionalized academic or intellectual discipline until the 20th century. The works cited here privilege Anglo-American, western European, and, more generally, institutional variants

of democratic theory, and, therefore, they do not exhaust the full range of thought on the subject.

General Overviews

A number of works have been published that provide overviews of the different historical and contemporary forms of democratic thought. Written by one of the most renowned democratic theorists in the United States, Dahl 2000 offers a brief and highly readable introduction to democratic thought that brings together normative and empirical strands of research. Crick 2002 offers another brief and accessible guide to the various traditions of democratic thought, while

Cunningham 2002 presents a more comprehensive survey of the different currents of democratic theory and their historical developments. The text is notable for its discussion of theories of deliberative democracy and theories of radical pluralism, two of the more recent and popular trends in democratic theory. Held 2006 provides one of the most popular overviews of the various models of democracy coupled with a critical account of what democracy means in light of globalization. Another critical account of the field of contemporary democratic theory is offered by Shapiro 2003, while Keane 2009 provides a historical narrative of sweeping scope that tells the story of democratic governments and ideals as they have developed and transformed since classical Greece. Dryzek and Dunleavy 2009 focuses on theories of the liberal democratic state, while Christiano 2008 provides an introductory exploration of normative democratic thought. Dunn 1992 offers a collection of essays written by leading political theorists that charts the development and contemporary significance of the idea of democracy.

Role Theory

The role theory is propounded by sociologists during the 1920s and early 1930s. This theory focuses on the role of development concerned with what causes people to develop the expectations they do. Role is defined as the set of expectations that society places on an individual. Individuals are rewarded for living up to their roles; those role expectations constitute a role or roles. Roles are therefore, the results of persons engaging in purposive behaviours within an interactional context governed by group norms and taking place within a social system. It treats a set of connected behaviors and delegations as conceptualized by actors in a social situation. It is an expected or free or continuous changing behavior and may have given individual social status or social position. The expected role represents the objective of the organization while perceived role represents psychological organization. (Steinman, 2000) argued that roles are important because they organize an individual's behavior and performance towards other individuals in very distinct patterns. Role is defined by the normative expectations of the members of the group as formulated in its social gathering. Therefore, there is a need to motivate individual actions for adequate role performance. This theory is important for this study because there is a need for policy makers, government, community development agencies to specify the role of youth and motivate them for their effective and efficient participation in planning and implementation of community development activities. Role specification and performance of youths seem to be crucial in community development; meanwhile, these entire roles cannot be effectively filled simultaneously by one person in a social action process but can be filled collectively. Therefore, there is a need for division of labor and classification of responsibilities. This is crucial since youths without a clear understanding of where they fit into community development activities are likely to fail in their responsibilities.

Self-Efficacy Theory

Self-efficacy theory refers to an individual's expectancy in his or her capability to organize and execute behaviours needed to successfully complete a task (Shunk, 2000). This theory is important to this study because youths need to be counseled, guided and encouraged in carrying out community development activities.

They should be made to know that they are capable of initiating, monitoring and executing community development activities. Shunk (2000) affirms that individuals who have high sense of self-efficacy for accomplishing a task work harder and persist longer when they encounter difficulties, whereas those who do not feel efficacious influence individuals actual performance, emotions, choices of behaviour and the amount of effort expended on an activity.

Bandura (1986) opined that beliefs individuals hold about their abilities and about the income of their efforts powerfully influence the ways in which they will behave.

Thus, some people have a strong sense of self-efficacy and others do not. This theory focuses on expectancies for successes. However, Bandura distinguished between two kinds of expectation beliefs: outcome expectations belief that certain behaviours will lead to certain outcome belief that motivation will enhance performance and efficacy expectations beliefs about what one can effectively perform, the behaviours necessary to produce outcome. These two kinds of expectancy beliefs are different because individuals can believe that certain behaviour will produce a certain outcome, but may not believe they can perform that behaviour. This theory is important to this study because community development requires youths to participate in planning and implantation of community development activities. For this reasons, determining this type of characteristics of youths is extremely important for government policy makers, community development agencies and youth interest groups in order to give youths the support and counseling they need.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is designed to give detailed account of the procedures involved in carrying out the research, method by which correspondents are reached and also collection of data, and systematic analysis for drawing conclusions.

3.1 Research Design

The research design refers to the overall strategy chosen to integrate different components of the study in a coherent and logical way, thereby, ensuring you effectively addressing the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. This is simply the archetype with which the research would be carried out, it is a guideline as to how the research would be carried out as to help the researcher have clarity in research and enable him or her not to digress. Ogunbameru (2010) define a research design as the plan, structure and strategy of investigation conceived so as to attain answers to research questions and to control variables. The plan- is overall scheme of programme of research. It includes an outline of what the researcher will do from writing the hypotheses and their operational implication to the final analysis (es) of data.

The study adopted a quantitative research design; data will be collected from respondents at a point in time with the use of quantitative research instrument. The study will use questionnaire in collecting the needed primary data. This included collection of primary data from the respondents based on their availability with the number in the sample size which is gotten from the population of study. The data collected was be used to provide

answers to the observable questions and also analyzed for the purpose of drawing a conclusion.

3.2 Study Area

Oye is a town and headquarter of Oye Local Government Area, it was carved out from the defunct Ekiti North Local Government on 17 May 1989. The people of Oye Ekiti are mainly Yoruba. The city is the trade centre for a farming region where yams, cassava, grain, and tobacco are grown, there are no distinctive ethnic groups in the Local Government. Cotton is also grown for weaving. The study will be conducted in Oye Ekiti for generalization of the youths in Ekiti state Nigeria.

3.3 Study Population

A population can be defined as a group of inhabitants in a particular location. A research population can simply be seen as all the people which the research is about and data is going to be collected from the population of the study comprised the rural youths in Oye Local government in Ekiti state. For the purpose of this research, the researcher elicited information from youths in this local government area. The study population will consist of both young men and women, within age eighteen to thirty five years (18-35years).The reason for the choice of this age is that, the researcher believes that youths that fall within this age range will be mature enough to give adequate answer to the research questions.

3.4 Sample Size

A sample is a subset of a population that is used to represents the entire group as a whole. A sample was a subset of the population being studied (Richardson, 2005), that included the process of selecting a few (samples) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome

regarding the bigger group. Sample is a part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about a population of concern, especially for the purpose of statistical inference.

3.5 Instrument for Data Collection

A questionnaire referred to a written list of questions that are answered by a number of people so that information can be collected from the answer. Questionnaire was used in collecting data, this is a device used for collecting specific information from the correspondents to aid in deriving solution to research problem. It consists of questions related to purpose of the study and research questions or hypothesis to be tested. The questionnaire was drawn by the researcher. The questionnaire was administered to the respondents.

3.6 Method of Data Collection

Data will be collected from the sampled population, whereby the respondents giving their consent before taking part in the study, so as to fulfill ethical consideration in social research. To collect the needed data for this study, The researcher will employ two research assistants who are residents in Oye Ekiti that are good in the Ekiti dialect and fluent in Yoruba language for better understanding of the both the researcher and the respondents. Some motivational means also will be employed such as buying of items for the respondents, and those among them that have shops, the researcher will patronize them and get some motivational materials also for others that are not traders, so that he can have a free flow and association with the all respondents.

In compliance with the ethical standards on research work involving human subjects, this study upheld the principles aimed at protecting the dignity and privacy of every

individual who in the course of research work was requested to provide valuable information about the subject of study. This study upheld the following principles:

Confidentiality- All responses given by the respondents will be treated confidentially.

Non-maleficence- There is no risk of harm involved, the research will not cause any harm to those involved.

Voluntariness- It is based on the voluntary participation of the respondents; no one will be coerced to be a participant of the study.

3.7 Method of Data Analysis

Analysis means the detailed examination or study of something in order to understand more about the substance in order to find out what it consists. The purpose of analysis is to reduce data to intelligible and interpretable form so that the relations of research problems can be studied and tested. The data collected will be analyzed using the statistical package for social sciences (SPSS). The collected data will be coded for easy transcription and analyzed for easy understanding which will help to draw conclusion pertaining to the study.

3.8 Ethical Consideration

The collection of data for this study did not tamper with the fundamental right of the respondents. While putting into consideration their emotional and intellectual capacity as well as their need to remain strict if requested for. The identities of the respondents will not be divulged and the information provided would be used strictly for the purpose of this research.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.0. Introduction

This section presents the data analysis for this study. It includes descriptive statistics of socio-demographic characteristics of the sampled respondents and other variables measured in percentage and frequencies. The inferential statistics employed was Chi-Square test for association which was used to test the hypothesis of the study on the influencing factors that assist the participation of rural youth in Community Development in Ekiti State.

4.1 Socio-Economic Characteristics of Sampled Youths InOye-Ekiti

The table 1 below reported the socio-economic characteristics of sampled youths in Oye-Ekiti. The female respondents were 56.6% while the male were 43.4%, this does not mean that the female were more than the male in the sampled area but the female respondents were more interested to participate than the male counterparts. The marital status showed that 93.1% were not married, while only 4.1% were married and those who were separated/widowed were 2.8%. The religion practiced among sampled youth revealed that Christianity was majorly practiced (85.5%), followed by Islamic (13.1%) and traditional were less than (2%) of the sampled youth. The level of educational attainments of Oye youths disclosed that majority (95%) were having higher education while those with secondary school certificates were 2.8% and primary school leaving certificate were 1.4%. Majority of the sampled youths were within ages 16-24years (89.6%) while remaining 10.4% were from ages 25-35years

Table 1: Socio-Economic Characteristics Of Sampled Youths In Oye-Ekiti

Background Characteristics	Frequency	Percentages
Sex(Gender)		
Male	63	43.4
Female	82	56.6
Marital Status		
Never Married	135	93.1
Separated/Widow	4	2.8
Married	6	4.1
What is your religion?	Frequency	Percent
Christianity	124	85.5
Islam	19	13.1
Traditional	2	1.4
What are you doing currently	Frequency	Percent
Student	134	92.4
Unemployed	2	1.4
Public worker	8	5.5
Self-Employed	1	.7
Level of education	Frequency	Percent
Primary	2	1.4
Secondary	4	2.8
Tertiary	139	95.9
Age of Respondents		
16-25	130	89.7

26-35	15	10.4
Total	145	100.0

Furthermore, table 2, disclosed the family bio-data of the respondents such as family size, mother occupation and father's occupations. Most of the sampled youth mothers were traders (47.5%), followed by civil servants (29.1%) 12.1% were teachers in private schools and 0.7% were retired. The father occupation of sampled youth showed that majority of the fathers were civil servants(40%), followed by 26.7% who were reported to be traders, 24.4% were artisan while 3.7% were retired.

Table 2: Family Background

FAMILY SIZE	Frequency	Percent
Not married yet	131	90.3
Self, wife and 1-2 children	11	7.6
Self, wife and 3-4 children	2	1.4
Self, wife and 5 and above	1	.7
Mother's occupation	Frequency	Percent
Trader	67	47.5
Civil servant	41	29.1
Artisan	15	10.6
Teacher	17	12.1
Retired	1	.7
Father's occupation	Frequency	Percent
Trader	36	26.7

Civil servant	54	40.0
Artisan	33	24.4
Teacher	7	5.2
Retired	5	3.7
Total	145	100.0

There are different understandings of sampled respondents on what community development is all about. The definition given was reported below:

- A community development is the process in which the community members work together in providing some basic necessity in community for its betterment.
- A developed group of people sharing common understanding and often the same language, law, manner and tradition.
- A globalized community, An easy going modern community, peaceful and united
- An act of developing the society.
- Building together a great community tree from great violence
- Community development based on my own knowledge can be define as the process by which the government and people in the community come together to establish things that will make the community to grow.
- Community development can be define as the process whereby people comes together to develop a community
- Community development can be defined as the process of developing the community by the help of the government and people through establishment of infrastructures and amenities.
- Community development can defines as an organized group of people who share a common goal in order to arrive as the causes.

- Community development entails the developments in various social class and structure including its members
- Community development has to do with the coming together of different agents of the society (government, people and youth) to build the society and to be free from hostility, strife, etc.
- Community development has to do with various programs and achievements that a community has attained.
- Community development is a concept aided by communal growth because there can be development when there is growth.
- Community development is a form of advancement in the economic aspect and social aspect.

4.2 Youth Participation in Community Development of the Study Area

The table 3 below focused on the main study; this showed the youth level of participation in the community development in the study area. It was reported that community projects which were carried out in Oye in the last 10 years surface, electricity supply projects, availability of good private and public schools, civic centers, security, improved market and health facilities and better transportation services. It was reported that the community has been involved in majorly road and transport services (21%) of respondents reported that, pipe-borne water (17.8%), provision of school for children (15.4%) while 14.2% of the youth mentioned quality health facilities. 69% of the youth reported that community development is for both government while the people and the people while 13.8% said it's the job of the government and 11.7% said every group in the community should be involved. Furthermore, it was reported by 88.3% of the youth that they have crucial part to play in community development while 6.2% said No and 5.5% reported they don't know. More than half of the youth reported that they have participated in the development of their

community at one point or the other as 52.4% said Yes,25.5% said No while 22.1% said they don't know.

Table 3: Level of Youth Participation In Community Development In The Study Area

Community project in the last 10 years? (Multiple Choice)	FREQUENCY	PERCENTAGE
Electricity	33	9.8
Availability of quality schools	52	15.4
Civic Centre	25	7.4
Security	26	7.7
Ultra-modern market	23	6.8
Quality Health facilities	48	14.2
Road and transportation services	71	21.0
Pipe born water	60	17.8
Who should carry out community development	Frequency	Percent
Government	20	13.8
Government and the people	100	69.0
The community only	1	.7
Every group in the community	17	11.7
Don't Know	7	4.8
Do you think the youth has a part in community development?	Frequency	Percent
Yes	128	88.3

No	9	6.2
Don't know	8	5.5
Have the youth in your community taken part in the development of your community	Frequency	Percent
Yes	76	52.4
No	37	25.5
I don't know	32	22.1
Total	145	100.0
If "no", what do you think is responsible for this?	Frequency	Percent
No vision for that	16	11.0
Nobody to organize the youth	31	21.4
There is no money	6	4.1
Nobody is interested	7	4.8
Total	60	100.0
If "yes", in which area?		

The reason given for this non participation of the youth in Oye community development were that, 21.4% said that there is nobody to organize them, 11.0% said no vision for that, 4.1% said there is no money while 4.8 said nobody is interested in such project. This implies that some of the youth needed to be organized before getting involved in community projects.

The area where youth participate in community development is given below:

- Bringing peace to the community, security and youth empowerment
- By organizing themselves, restructuring the community road
- By providing pipe-borne water

- By repairing damaged roads, by providing pipe-borne water
- Cleaning of community, protection from invaders, being part of the local government, education
- Cleaning the environment, they also encourage peace, friendly relation with other and also with other people
- Cleaning, youth forum, environment
- Clearing and cleaning the community, orientation of the youth
- Community/environmental sanitation, rendering of selfless service in the community, vocational training, networking
- Constructions of health centers and covets
- Educational sector, agricultural sector and academic sector
- Education, Agriculture and industrial
- Environmental sanitation, education, security
- Eradicating corruption, activeness in all ramifications
- The youth can be involved in filling pot holes,
- In Ajegunle, the youth tried to contribute money for the borehole construction.2,the youth also make a provision for a night guard to reduce the rate of theft
- In the area of community infrastructure, in the area of sustaining the environment, safe guarding the community
- Youth can go for amendments of bad roads , Erection of community building, extension of electric poles, construction of water drainage
- Being self-employed, by establishing association that strive towards making the community better, by contributing money to the purse of the community, by ensuring there is peace coexisting among people bridges, environmental sanitation, creation of association.

The table 4, disclosed different factors that helped in community development such as good organization, well-motivated people among other things. 64.1% of the sample youth were of the opinion that good organization/association is very necessary for community development, 19% said a well-motivated people is the pre-requisite while 5.5% said it takes a lot of money to bring community development into the place. Also, half of the sampled youth reported that all these factors (organization, motivation, finance) were available in oye community while 27.6% said these factors were missing (NO) and 15% said they are not aware of such. These respondents therefore identified something people can do to motivate youth participation in community development, majority said they need words of encouragement (15.9%), (14.5%) said the youth need financial incentives, while (13.1%) said open commendation can motivate them and (9.7%) said to grant scholarship which really will help to motivate them.

Table 4: To Investigate the Factors That Assist Effective Youth Participation in the Study Area

The search for effective change agent in community development and National development as well as the greatest need for solution to community development problems, have called for the involvement of the youths as better partners for Nigeria community development (Mofuru, 2003). Nigerian Youths need to be provided with the Opportunities to be involved in community development activities and take active part in matter that affects their lives. They need to be empowered financially, politically, socially and morally, to enable them contribute meaningfully to the development of their communities. Youth has to be equipped with education and leadership skills for effective participation in all levels of decision – making and governance in their various communities.

What do you think are necessary for community	Frequency	Percent
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development?		
Good organization and association	93	64.1
A lot of money	8	5.5
Well motivated people	28	19.3
a strong motivator	6	4.1
Don't Know	10	6.9
Are any of these in your community here?	Frequency	Percent
Yes	73	50.3
No	40	27.6
Don't know	10	6.9
No response	22	15.2
Motivation Strategies	Frequency	Percent
Others	6	4.1
Scholarship	14	9.7
Word of Encouragement	23	15.9
Create job Employment	18	12.4
Open Commendation	19	13.1
Financial incentives	21	14.5
Total	101	100

When asked what do you think can hinder youth in participating in community? The sampled respondents disclosed that following could hinder youth's participation in community development:

- Apathy in government in power, lack of opportunity, lack of appropriate education
- Bad governance, inflation in the country, hypocrisy among the leaders, bad development facilities, bad developmental facilities, illiteracy.
- Bad governance, laziness, corruption, lack of vision, bad organization.
- Bad government, unconcerned behavior of the adults the leaders are old people
- Bad influence, corruption
- Bad leaders, lack of social amenities, unemployment, deprivation and insecurity
- Bad leadership, non-enlightenment, lack of motivation, corruption
- Bad leadership, not recognizing their ability, bad orientation about the necessity
- Corruption and illiteracy
- Corruption, fighting, and poverty
- Corruption, illiteracy, bad government.
- Corruption, insufficient funding, lack of good community development skills, no co-operation and orientation.
- Corruption, lack of co-operation, absence of governmental support, insufficient fund, absence of leadership
- Corruption, partiality and favoritism
- Discouragement
- Disorganized leaders, no funding, when there is no zeal
- If they are not civilized, if they are not organized & if they are not vision
- If they are not educated, if they are not civilized, if they are not encouraged enough, if they lack vision
- Ignorance and poverty
- Ignorance, lack of money, lack of education, fear, laziness
- Ignorance, illiteracy, embezzlement

- Ignorance, no fund and bad government
- Poverty, ignorance, illiteracy, no vision, no one is interested
- Selfishness, bad government and poverty
- Seriousness of the leaders, their behavior towards the youths,
- Social media, peer pressure, strict parental guide and selfishness.
- Unemployment, bad government, lack of unity, lack of financial support
- Unemployment, bad government, no motivation
- Unemployment, corruption, lack of youth participation in politics, lack of infrastructure, poverty
- Unemployment, political instability, selfish interest, lack of incentives/encouragement
- When opinion is not put into consideration, illiteracy.
- When they are not allowed to execute their freewill, when their opinion are not being taken, lack of finances, nobody to organized them, lack of interest.

4.3 Hypothesis Testing For the Study

The hypothesis set for this study was tested using chi-square test of association at 5% level of significant.

Hypothesis one: Whether educational level of youth can influence their level of participation in community development.

H₀: Education does not influence youth participation in community development.

H₁: Education attainment of youth can influence youth participation in development in Oye-Ekiti.

Decision and Interpretation

Since Chi-Square ($X^2=8.185, p=0.026$) which is significantly at 5% level of confidence, we reject null hypothesis (H_0) and conclude that education of youth participants in community development as more than 50% with higher education said Yes and 75% with primary education said No. It can but more than 57% said they don't think it could influence.

Hypothesis Test

Educational Level	Have the youth in your community taken part in the development of your community		
	Yes	No	I don't know
Primary	3	1	0
	75.0%	25.0%	0.0%
Secondary	2	4	1
	28.6%	57.1%	14.3%
Tertiary	71	32	31
	53.0%	23.9%	23.1%
Total	76	37	32
	52.4%	25.5%	22.1%
Chi-Square Test = 8.185, p=0.0269			

Hypothesis two: Whether age of youth can influence the level of participation in community development.

H_0 : Age cannot influence youth participation in community development

H_1 : Age can actually influence youth participation in community development.

The table revealed that 53.8% of those in age 16-25yrs said the youth took part in community development, also majority in 26-35yrs reported youth participation in community development. The Chi-Square $\chi^2=3.932$, $p=0.415$ shows that there is no significant different in the report of age toward youth participation in community development.

Age of Respondents	Have the youth in your community taken part in the development of your community		
	Yes	No	I don't know
16-25	70	31	29
	53.8%	23.8%	22.3%
26-35	6	5	3
	42.9%	35.7%	21.4%
Total	76	37	32
	52.4%	25.5%	22.1%
Chi-Square Test = 3.932, $p=0.415$			

Marital Status	Have the youth in your community taken part in the development of your community		
	Yes	No	I don't know
Never Married	72	33	30
	53.3%	24.4%	22.2%

Separated	0	3	0
	0.0%	100.0%	0.0%
Widow	0	1	0
	0.0%	100.0%	0.0%
Married	4	0	2
	66.7%	0.0%	33.3%
Total	76	37	32
	52.4%	25.5%	22.1%
Chi-Square Test = 13.868, p=0.031			

Gender	Have the youth in your community taken part in the development of your community		
	Yes	No	I don't know
Male	38	14	11
	60.3%	22.2%	17.5%
Female	38	23	21
	46.3%	28.0%	25.6%
Total	76	37	32
	52.4%	25.5%	22.1%
Chi-Square=2.874, p=0.238			

What is your religion?	Have the youth in your community taken part in the development of your community		
	Yes	No	I don't know

Christianity	67	27	30
	54.0%	21.8%	24.2%
Islam	9	8	2
	47.4%	42.1%	10.5%
Traditional	0	2	0
	0.0%	100.0%	0.0%
Total	76	37	32
	52.4%	25.5%	22.1%
Chi-Square=10.122, p=0.038			

What are you doing currently	Have the youth in your community taken part in the development of your community		
	Yes	No	I don't know
Student	74	30	30
	55.2%	22.4%	22.4%
Unemployed	1	0	1
	50.0%	0.0%	50.0%
Public worker	1	7	0
	12.5%	87.5%	0.0%
Self-Employed	0	0	1
	0.0%	0.0%	100.0%
Total	76	37	32
	52.4%	25.5%	22.1%
Chi-Square=21.715, p=0.001			

Hypothesis 3: Whether marital status of youth can influence their participation in community development. The result in the table above disclosed that majority of youth (53.3%) who were never married were involved in community development while participation in community development also increases to 66.7% among the married youth, this showed a significant ($X^2=13.868$, $p=0.031$) which implies that marital status of youth can influence participation in community development in Oye-Ekiti.

Other factors like sex with ($X^2=2.874$, $p=0.238$) was not significantly association with youth participation in community development but religion affiliation with ($X^2=10.122$, $p=0.038$) show a significant relation between religion and youth participation in community development 54% from Christian said yes reduces to 47.4% among Islam and 100 in Traditional.

In Conclusion, It was also found that 50% unemployed youth participated in community development youth, also 55% of youth who were of public worker do not participate in community development. This ($X^2=21.715$, $p=0.001$) shows that occupation can influence youth participation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main aim of this study is to identify the participation of rural youths in community development and also their level of involvement in community projects. However, this project has been grouped into (5) chapters. The first chapter deals with the introduction of the research topic. The second chapter deals with theoretical and empirical framework. The literatures related to this research were reviewed particularly, empirical reviews and clean surplus sociological theories which underpin the study. The third chapter deals with the research methodology, data sources, and estimation procedure used to analyse the result of the research work.

The fourth chapter presented the results of the analysis of primary data gathered through questionnaire administration; the result and interpretation of the research hypothesis were also presented. Finally the fifth chapter presents the summary of the study, conclusion, and recommendation. Also this chapter deals with the discussion of research findings as they relate to the objectives of the study and providing answers to the research questions formulated in this study.

5.2 Discussion of the Findings

This study on participation of rural youth in development of Oye-Ekiti, the study adopted quantitative research design, and the data was collected from research instrument from youths within the reason of choice is that researcher believed that your that fall within this age range will be matured enough to give adequate answer to the research questions. Laogun (2002)

observes that investment in the youth is the only way to ensure the future growth and development of any country.

The government and people in the community were found to be the key players in community development as 69% of the sample respondents disclosed.

This section of this chapter provides the discussion of research findings as they relate to the objectives of the study and answers to the research questions. These results of the above are discussed below; **Table 4.2** disclosed the family bio-data of the respondents such as family size, mother occupation and father's occupations. Most of the sampled youth mothers were traders (47.5%), followed by civil servants (29.1%) 12.1% were teachers in private schools and 0.7% were retired. The father occupation of sampled youth showed that majority of the fathers were civil servants (40%), followed by 26.7% who were reported to be traders, 24.4% were artisan while 3.7% were retired.

5.3 Factors Affecting Effective Youth Participation

Table 4.4 disclosed different factors that helped in community development such as good organization, well-motivated people among other things. 64.1% of the sample youth were of the opinion that good organization/association is very necessary for community development, 19% said a well-motivated people is the pre-requisite while 5.5% said it takes a lot of money to bring community development into the place. Also, half of the sampled youth reported that all these factors (organization, motivation, finance) were available in their community while 27.6% said these factors were missing (NO) and 15% said they are not aware of such. These respondents therefore identified something people can do to motivate youth participation in community development, majority said they need words of encouragement (15.9%), (14.5%) said the youth need financial incentives, while (13.1%) said open commendation can motivate them and (9.7%) said to grant scholarship which really will help to motivate them.

5.4 Conclusion

The following conclusions are drawn from the findings of the study:

□□The youth organizations to a great extent participated in the planning of community development projects in Ekiti State. Youths participate in setting out goals and objectives, source information for improving their community development project, address the needs for guiding community development projects. They also participate in decision making, setting time frame of the projects, and other.

□□The youth organizations to a great extent participated in the implementation of community development projects in OYE-Ekiti. Youth participate in vital verification of production, supervision of community development, allocating responsibilities for projects execution and others.

□□Poor leadership, inadequate fund raising, mismanagement of funds, the leaders, low level of education of youths, lack of commitment in project initiative by some youths, lack of empowerment by the community members and inadequate monitoring of projects for successful implementation are the factors that affect the participation of youth organizations in planning and implementation of community development projects in OYE-Ekiti.

□□The strategies that can be adopted to improve youth participation in planning and implementation of community development projects in OYE-Ekiti

State includes the following: youths should be allowed to participate in decision – taking process, planning and execution of any community development projects, monitoring the success of their community development activities. Youth should be involved in leadership training seminars, and empowerment for the community development.

□□There is no significant difference in the mean ratings of male and female members of youth organizations on the extent youth organizations' participate in the planning of community development projects in OYE-Ekiti.

□□ There is no significant difference between the mean ratings of male and female members of youth organizations on the extent youth organizations participate in the implementation of community development projects in OYE-Ekiti.

□□ There is no significant difference between the mean ratings of male and female members of youth organizations on the factors that affect youth organizations' participation in planning and implementation of community development projects in OYE-Ekiti.

□□ There is no significant difference between the mean ratings of male and female members of youth organizations on the strategies for improving the participation of youth organizations in the planning and implementation of community development projects in OYE-Ekiti

5.4 Recommendations

The following recommendations are made according to the findings of the study.

1. The state government should strengthen the role of youth organizations using appropriate legislative provisions so that organizations would be seen as partners in sustainable community development and the overall progress of the society.
2. Government should provide adequate vocational training centers to equip youths in particular for self-employment and facilitate maintenance of community level projects.
3. Stakeholders and administrators of community development programmes in particular should integrate youth organizations into the community leadership structures through their involvement in the planning and implementation of community development projects and programs.
4. There should be adequate funding of youth organizations through the state government, local government and philanthropic individuals in the communities.

5.5 Limitations of the Study

Research of this nature cannot be completed without limitations. The first limitation of this study was finance. The funds were inadequate. The cost of materials used for this research such as journals, textbooks, internet browsing and so on was not favorable at all.

The task of moving from one place to another to gather information from respondents was the second limitation to this study. Though all the respondents responded to the questionnaire but it was the researcher's personal effort to make sure that it was properly done.

Suggestions for Further Studies

Based on the findings of the study, the following suggestions were made for further research.

1. Further researches could be carried out on roles of rural youth in sustainable community development in Ekiti state
2. Researches can be undertaken to determine factors influencing participation of rural organizations in the planning and implementation of community development.
3. Replication of the same study can be done in another State.
4. Replication of the study could be undertaken over a long period of time.

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APPENDIX

FEDERAL UNIVERSITY OYE EKITI

DEPARTMENT OF SOCIOLOGY

QUESTIONNAIRE SURVEY

Dear respondents,

My name is **Mohammed Hamza Akanbi**, a 400 level student from the department of Sociology in Federal university Oye-Ekiti; wish to conduct a research on **The Participation of Rural Youths in the Development of Ekiti State**. The main aim of this questionnaire is to collect data based on the participation of rural youths in the development process of Ekiti State. This questionnaire is strictly for Academic purpose and the information collected will be used to draw conclusions on the research topic. The information will be treated with utmost confidentiality.

Thank you for compliance.

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS

Instruction:

Please, tick () that depicts your answer. Otherwise, answer the question where necessary.

PERSONAL BIO DATA

i. Sex (gender):

- a. Male () b. Female ()

2. Ages:

- a. 16-25 () b.26-35 () c.36-45 ()

3. Marital status:

(a) Single due to

- i. Never married () ii. Separated () iii. Divorced () iv. Widowed ()

(b)Married ()

4. What is your religion?

- (a) Christianity () (b) Islam () (c) Traditional () (d) Others (specify)

.....

5. What are you currently?

- (a)Student () (b) Unemployed () (c) Public worker () (d) Self employed ()

(e) Artisan ()

(f) Others specify.....

6. Level of education:

Primary ()

Secondary ()

Tertiary ()

Others (specify)

7. Family size:

- (a) No married yet ()
- (b) Self, wife and 1-2 children ()
- (c) Self, wife and 3-4 children ()
- (d) Self, wife and 5 and above children ()

8. Mother's occupation

9. Father's occupation

SECTION B

1. Can you please state your idea of what community development is?

.....

.....

.....

2. Who should carry out community development?

- (a) Government ()
- (b) Government and the people ()
- (c) The community only ()
- (d) Every group in the community ()

3. Do you think the youth has a part to play in community development?

- (a) Yes ()
- (b) No ()
- (c) Don't ()

4. Have the youth in your community taken part in the development of your community?

(a) Yes () (b) No () (c) I don't know ()

5. If "yes", in which areas?

(a).....

(b)

(c)

(d).....

6. If "No", what do you think is responsible for this?

(a) No vision for that ()

(b) Nobody to organise the youth ()

(c) There is no money ()

(d) Nobody is interested ()

7. What do you think are necessary for community development?

(a) Good organization and association ()

(b) A lot of money ()

(c) Well motivated people ()

(d) A strong motivator ()

8. Are any of these in your community here?

(a) Yes () (b) No () (c) Don't ()