

**DETERMINANTS OF CITIZENS' PARTICIPATION IN COMMUNITY  
DEVELOPMENT PROJECTS IN OSUN STATE, NIGERIA**

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## **CERTIFICATION**

I certify that this study was carried out by Mr Timothy Adewale AMUSAN (Matric. No.: 42770) in the Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan under my supervision.

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## **DEDICATION**

The research work is dedicated to God Almighty for His protection, mercy, provisions and kindness throughout the course of this study. It is also dedicated to my late parents, Pa Raimi Akande Adejumobi Amusan and Mrs Limota Anike Folorunso Amusan; My wife, Mrs O. A. Amusan, and my children.

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## ABSTRACT

Community development is a global adopted concept for improving the quality of life of residents in a locality. Several reports have identified education as the most important component of this approach as it ensures learning to become responsible citizen members and building strong society and emotional skills. However, reports have shown that citizens' mobilisation and engagement towards the development of their communities have been on the decline in Osun State, Nigeria. Previous studies concentrated more on governmental, non-governmental and international agencies' interventions which is more of top-down approach than on Citizens' Participation (CP) that is bottom-top approach. This study, therefore, was designed to examine the determinants of CP (leadership style, members' attitude to community projects, educational background, gender-related cultural issues, socio-economic status and projects' location) and Community Development Projects (CDPs) in Osun State, Nigeria.

This study was anchored to the Ladder of CP Theory, while the mixed methods design was adopted. Two Local Government Areas (LGAs) were randomly selected from each of the existing senatorial districts, while 10 registered Community Development Associations (CDAs) were purposively selected from each LGA. Two hundred CDA members were randomly selected from the selected LGAs, totalling 1, 200 members. The instruments used were CP ( $r=0.86$ ), Leadership Style ( $r=0.75$ ), Gender-related Cultural Issues ( $r=0.76$ ), Attitude to CDPs ( $r=0.75$ ), Project Location ( $r=0.77$ ) and CP Challenges ( $r=0.78$ ) questionnaires. Six sessions of focus group discussion were conducted with four CDA executive per LGA, while 12 Community Development Inspectors (CDIs) were interviewed. Quantitative data were analysed using descriptive statistics, Pearson's product moment correlation and multiple regression at 0.05 level of significance, while qualitative data were content-analysed.

The respondents' mean age was  $43.56 \pm 3.20$  years and 56.0% were male. The CDAs' meetings (69.4%), community meetings (66.7%), landlord associations (56.9%), town crier (56.9%) and religious organisations (55.6%) were major platforms for citizens' mobilisation. Leadership style ( $\bar{x}=3.75$ ), socio-economic status ( $\bar{x}=3.07$ ), educational background ( $\bar{x}=2.85$ ), Gender-related Cultural Issues ( $\bar{x}=3.11$ ), attitude to CDPs ( $\bar{x}=2.79$ ), projects location ( $\bar{x}=3.19$ ) and CP in community development ( $\bar{x}=3.29$ ) were high against the 2.50 threshold. Leadership style ( $r=0.19$ ), projects location ( $r=0.15$ ) and socio-economic status ( $r=0.10$ ) had the positive significant relationships with CDPs, while citizens' attitude ( $r=-0.01$ ) had a negative significant relationship. There was a joint contribution of the determinants of CP in CDPs ( $F_{(6, 920)}=8.63$ ; Adj  $R^2=0.05$ ), accounting for 5.0% of its variance. Leadership style ( $\beta=0.15$ ), project location ( $\beta=0.12$ ) and attitude to CDPs ( $\beta=0.11$ ) relatively contributed to CP. About 51.0% of the respondents complained about the time of meeting, and meeting days which often fall on market days, lack of trust on the part of the members of the executive and lack of resource for mobilisation hindered CP. The CDIs acceded to the fact that logistics, funds and projects' site hindered CP.

Leadership style, projects' location and attitude to community development projects determined citizens' participation in community development projects in Osun State, Nigeria. Government at various levels, policy makers and implementers, and community development agencies should support citizens' optimum participations in community development projects using the bottom-top approach.

**Keywords:** Community development project, Citizens' participation in self-help, Community development association

**Word count:** 494

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## LIST OF ACRONYMS

|      |   |   |
|------|---|---|
| CD   | - | Community Development                         |
| CP   | - | Citizens' Participation                       |
| CDPs | - | Community Development Projects                |
| CDP  | - | Community Development Participation           |
| LGAs | - | Local Government Areas                        |
| CDAs | - | Community Development Associations            |
| CBOs | - | Community Based Organisation                  |
| CDI  | - | Community Development Inventories             |
| SES  | - | Socio-economic Status                         |
| FGD  | - | Focus Group Discussion                        |
| KII  | - | Key Informant Interview                       |
| ICDP | - | Inventory of Community Development Programmes |

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Community development is an interaction where individuals are prepared and incorporated into contributing genuinely to the development and improvement of their networks on one hand and public advancement on the other. Community development is an ‘engine-room’ process where people are mobilised and integrated into contributing meaningfully to the growth and development of their communities. Every community in the world requires development; consequently, a variety of practical projects are required to achieve this development at all levels. According to Laah, Adefila & Yusuf (2014), the rate of development of any community is directly proportional to the people's willingness to address the needs they have identified. Many communities set out to do things that would change their environment for these reasons. According to Osuji (2008), Nigerian communities engaged in communal efforts to mobilise community resources for the development of their social, political, and economic lives.

The tools necessary to transform a stagnant community into a dynamic one are provided by community development, which serves as an agent of socioeconomic drive and transformation. Citizens' participation in the design and implementation of transformational programs is linked to community development (Akinyemi, 1990; Ojo & Ako, 2020). It includes arrangement of fundamental and social administrations, for example, development of access streets, local area lobbies, country zap and association of exercises like proficiency instruction, youth discussion, destitution decrease, security and schooling. This is done with the intention of achieving meaningful growth. For many years, developmental initiators, planners, academics, and other stakeholders have debated how to implement sustainable Community Development Projects (CDPs) in Nigeria and Africa (Thwala, 2010). Community development encompasses all aspects and necessitates citizen involvement at every stage. Community development carries a force to individual support and molded lives inside the local area. It should come as no surprise that members of a community should find

fulfillment in the process of mobilising and utilizing the necessary human and material resources within the community to meet immediate requirements and resolve significant environmental issues.

However, community development faces numerous obstacles, particularly citizen participation, which prevents community development from fully realizing its potential as a tool for development. Notwithstanding revived interests, endeavors and mediations from legislatures and global accomplices, community development projects, by and large, and in Osun State specifically, are dealing with the issue of non-cooperation attributable to various reasons. Hence, individuals' contribution in all phases of formative tasks has been upheld for over a significant stretch of time. However, low citizen participation has resulted in the failure of the majority of the state's developmental projects, which were intended to benefit the general public. For example, residents see Month to Month ecological disinfection practice as government venture and endeavor to sidestep it no matter what. The majority of the state's roads are no longer accessible as a result of poor citizens' participation in their management, and health education projects receive very little attention. The "I do not care attitude" of citizens has rendered the lives of many communities unbearable as a result of governments' and donors' ineffective interventions in the areas of electricity and water supply. Anecdotal record reveals that Osun State communities are also underrepresented in development projects, while the people are less consulted.

According to Bello (2012), low Socio-economic Status (SES), limited time and resources, inadequate information and knowledge about community issues, and a lack of confidence in one's own abilities are the primary reasons why individuals do not participate in the solution of community issues. As a result, members of the community are unable to take any action to change the environment. In addition, there is a very low level of CP\_CDPs in Osun State, particularly in the repair of collapsed school buildings, maintenance of roads, environmental sanitation, and other services that affect how wealth is distributed across socioeconomic groups. In many communities, observations have shown that poor developmental outcomes have negative consequences for many communities and their residents.

Therefore, development projects started by members of the community can only be successful if the group is committed, has vested interests, has common goals, and is more aware. Due to citizens' lack of involvement in project design, implementation, and oversight, numerous admirable developmental initiatives that

were intended to benefit the community as a whole have failed. As a result, these projects failed to achieve their goals. The failure of some developmental and change agents to identify the people's needs is another major obstacle to the successful implementation of development projects. Most of the time, these lapses cause projects to be abandoned and citizens to stop participating.

It is an overall conviction that community development is fixated on the cooperative endeavors of individuals through purposeful endeavors on issues or issues influencing them. Governments and citizens alike should be aware of the processes, complexities, and institutions involved in CDPs in order to achieve this. To ensure active participation in sustainable development projects, the community must effectively participate. When the community realizes that the projects belong to them, they ensure their sustainability by contributing both human and nonhuman resources. In addition, the government, non-governmental organisations, and partners in development may contribute funds and technical support to such initiatives. According to Olawuni (2010), the majority of development projects, such as the provision of potable water, electricity, bridges, and roads, necessitate the collaboration of communities and other development agencies in order to achieve sustainability. The majority of these projects, which are available in the state, have fallen into disuse as a result of citizens' lack of involvement in their conception, implementation, maintenance, and evaluation.

The World Bank (2018) states that 21st century is generally overwhelmed by endeavors toward advancing residents' cooperation in community development projects, which requires a principal shift in perspectives of individuals and in techniques, subsequently breaking the hierarchical non-participatory way to deal with formative drives. This is on the grounds that the hierarchical methodology urges individuals to focus endeavors with those of outer specialists. Their financial and socio-social circumstances locally, consequently collapsing their hands. This situation is not normal for shift to base top methodology which restores that community development is a positive way to deal with the treatment of individuals' undertakings without help from anyone else. This is done through deliberate cooperation towards tapping and saddling nearby and outer drives, scholarly properties and assets to accomplish expanded creation and elevated expectation of living.

Projects for community development could be viewed in terms of the expected improvements to the life of the target population. As a result, community development



planners and implementers must set their own goals for a good rural life based on indicators like water supply, electricity, a good road network, improved farming practices, schools, markets, police posts, and public viewing centers/town halls. A method for providing beneficiaries with basic services and amenities is community development practice (Anyanwu, 1999; Olaleye, 2004; Bello, 2012; World Bank, 2018). By suggestion, local area advancement undertakings' which have been assuming huge parts in the easing of destitution at the grassroots level, will keep on filling in as genuine stage through which social conveniences that the public authority can't give will be met.

In Osun State, increasing community involvement in infrastructure development has become increasingly crucial. This is because people can live more comfortably when they have access to infrastructure, a healthy environment, and CDPs. The provision of infrastructure that is both long-lasting and dependable is an important goal of community development because it increases people's production capacity and improves their well-being. Notwithstanding, people group support is declining, particularly in Osun State because of hierarchical and paternalistic methodology toward contribution, by which everybody considers undertakings to be that of government or donours. Moreover, community exclusion from development planning and implementation has devastating and sometimes irreversible repercussions. According to Oladiji (2019), the exclusion of communities from development projects and initiatives results in overlapping development priorities, resource duplication, inconsistent prioritization of needs, inconclusive decision-making, and short-lived development results that have a negative impact on people's lives.

Participation in the community and empowerment are essential components for securing community support for developmental projects. As a result, communities must participate in the design, implementation, and upkeep of social infrastructure. Participation in the community, as documented in the literature (Samah & Aref, 2011; Fakere & Ayoola, 2018), is the commitment of individuals in the improvement exercises inside their nearby climate. Community participation, according to Ayoola and Fakere (2018), is a component of community development that aims to increase residents' involvement in housing development, management, and community infrastructure.

According to Egenti (2001), it is evident that people's involvement in development has taken center stage as an expedient prerequisite for achieving accelerated and sustainable development. Olaleye (2004) says that many development practitioners and agencies have stressed the need to get citizens' active support, involvement, and participation in the development process, which backs up this view. In addition to reducing material poverty and social inequality, this will also encourage the development of human capabilities and potentials and reduce the abandonment and vandalism of projects. In terms of cultural, socioeconomic, and political advancement, citizen participation is essential to the development of rural and urban communities in any developing nation like Nigeria. In order for Nigeria to achieve her national objective of self-sufficiency and resource control, it is necessary to accelerate massive development in both urban and rural areas by working together. It's obviously true that the assets as of now exist, however the missing thing is the authority of the viable insight and obligation to prepare individuals for the general advantage of the local area (World Bank, 2018). Residents' support is the main player of any formative cycle in all works of life.

For compelling residents' cooperation in community advancement, there is the requirement for sufficient and successful assembly of the multitude of partners that will be associated with the existence pattern of the task beginning from arranging through execution to the observing and assessment of such activities, as opposed to looking onto government and donour constantly. For community development exercises to be successful, the activation of individuals should be founded on careful evaluation of accessible administrations, financial status, orientation blend and instructive status inside each local area. The location of the project and the attitudes of the people are additional factors. Many commendable projects in various communities have been abruptly terminated as a result of poor leadership. This leaves community needs unmet, wasteful, and lowers community trust and support for future projects.

Community development assumes critical part in spurring and activating the residents towards cooperation in manageable community development projects. To bring country and metropolitan networks right into it, people and gatherings must depend or rely upon great authority style. Without strong leadership, a community cannot grow in a meaningful way; because they are essential to development projects, if there are any, they cannot be sustained. The way to deal with provincial local area advancement is consistently through the impact of neighborhood pioneers who don't

just go about as trailblazers of ventures yet in addition help in affecting and persuading their kin to activities. Influential community leaders must be involved in any community development project for it to be successful; otherwise, the project's progress may be hindered.

Citizens' participation in CDPs is hampered by inferiority complex as a result of their low educational attainment. A large number of the non-literates locally don't partake in formative ventures since they saw themselves as substandard or unessential in the formative exercises. The low-level taught and non-instructed individuals from the local area property cooperation in undertakings to a singular's degree of schooling, particularly, when they recognize more taught individuals being involved than non-educated during the course of community development projects association. In CDPs, every individual has a unique role to play, regardless of educational background.

In various regions of Nigeria, community projects have significantly contributed to the socioeconomic development. They have been really outfit to offer social types of assistance in the rustic regions. According to Olaleye (2014), amenities that the government, with all of its resources, is unable to provide as quickly as the citizens require them will continue to be provided by community projects that have been playing a significant role in alleviating poverty at the grassroots level. To ensure that citizens continue to participate in CDPs, it is necessary to identify and encourage the various factors that increase their participation. This will help the improvement of different networks which will thus diminish the provincial metropolitan relocation rate to the barest least in Nigeria (Okafor, 2010).

Citizens' successful participation in sustaining CDPs is dependent on the people's SES. Community members with a high level of education who are well-liked, skilled, resourceful, and highly motivated help other people increase their capacity for human resources. They also give stakeholders a chance to network, learn, and help each other achieve developmental goals. This group of community members strive to foster growth and make positive changes (Hargreaves, 2007). The informed individuals are considered to have a superior information on the overall nearby circumstances, (for example, who is poor and should be helped, or the qualities of the neighborhood miniature climate) and a superior capacity to uphold rules, screen conduct and confirm activities connected with intercessions. Oladiji (2019) asserts that the CDPs and resources initiated by citizens themselves are not simply a means of providing assistance to those in need; rather, they are a process of empowerment

through which rural communities can acquire mastery over their own destiny in addition to playing a supervisory role. They can take steps to alleviate their poverty both individually and collectively by realizing this. People will be less likely to wait for the government, organizations, and nonprofits to solve their problems if community members implement developmental strategies.

Every developmental project has been observed to have gender-related issues or other issues. The assertion of the equal rights of all women and men is the foundation of a gender perspective on citizen participation. Men and women may have different needs, and women of different ages, classes, or ethnicities may also have different needs that need special attention when participating in a development project. As a result, there is a significant gap in citizen participation. Despite the fact that distinctions in sexual orientation are progressively reducing, more efforts should be geared to lessen disparities in ladies and men's prosperity with regards to residents' cooperation in community development projects. It is important to note that gender disparities, which may also be prevalent in CDPs, are some of the most significant barriers to achieving the Sustainable Development Goals (SDGs) related to poverty and services. According to Holmes and Jones (2010), women appear to participate in labor-related CDPs less actively than men do.

Anecdotal evidence suggests that people's values and attitudes toward participating in CDPs are deteriorating on a daily basis in communities. Based on their beliefs, opinions, and habits, the majority of people have a negative disposition toward participating in community development, while a small number of people have a positive disposition. The level of citizen participation is partially determined by the benefits of CDPs. The fact that many projects, like water supply, are out of reach for some communities, citizens have limited opportunities to participate in their provision. Another factor that hinders CP\_CDPs is the location of the project. The projects' accessibility and upkeep are made simpler the closer they are. Dissimilar to power supply and wellbeing offices that residents may not consider their area due to their vitality; when a project is located too far from where people live, participation is unlikely to be high.

Women's empowerment projects' influence on community-based development projects has been the primary focus of previous studies on community development implementations (Akinboade, 1994; Aromolaran, 2010); factors that influence citizens' involvement in CDPs (Akinyemi, 1990); Participation from the community in order to

enhance the provision of primary health care services (Oyebamiji, 2000); self-help initiatives and the welfare of individuals by citizens (Egenti, 2001); Participation of the community in the delivery of educational services (Oyelami, 2008); mobilization strategies and community partnership for long-term CDPs (Olawuni, 2010); decentralization factors and the long-term viability of CDPs (Bello, 2012); project communication strategies for citizen involvement in CDPs (Oyewumi, 2016); and citizen involvement in housing projects (Fakere & Ayoola, 2018). The level of citizens' participation was not investigated in any of these studies using a bottom-up participatory approach. They also did not look into the same variables that were used in this study to determine CP\_CDPs that were not used as a case study in Osun State. As a result, the citizens' involvement in CDPs in Osun State, Nigeria, was the subject of this study.

## **1.2 Statement of the Problem**

Many CDPs designed to benefit the generality of the people in various communities of Osun State suffer abandonment, under-utilisation or poor follow-up and maintenance as a result of citizens' poor participation in their initiation to the last stage of completion. This, in effect, distorts the aims and objectives for which the projects were initiated. Weeds have overgrown some deep-wells, boreholes, electricity cables, transformers and poles, while some have been carted away by thieves. Anecdotal evidence reveals that there are abandoned and under-utilised projects, like health clinics, city halls and roads which constitute wastages. Poor health facilities and their low patronages usually result into high maternal death rate, especially in rural areas.

Investigation revealed that Community Development Associations (CDAs) which form the organs of community development drive in every local government were at reducing rate based on low CP\_CDPs. The community development frameworks that reflect community perspectives and priorities are deficient due to poor/low CP\_CDPs. Most studies on determinants of CP\_CDPs have not given much attention to the following factors; leadership styles, SES, educational background, gender issues, attitude, and location of the projects as they may affect CP\_CDPs.

Previous studies, apart from revealing other associated factors different from those identified above which hindered CP\_CDPs, also examined causative factors

using top-down non-participatory approach. However, this study investigated these determinants (leadership styles, SES, educational background, gender issues, attitude and project locations) using the bottom-top participatory approach. This is with a view to unveiling the challenges militating against the CP\_CDPs in Osun State.

### **1.3 Objectives of the Study**

The general objective of the study was to examine determinants of citizens' participation in community development projects in Osun State, Nigeria, while the specific objectives among others include to:

- (i) identify the different projects in the sampled community that were actually community development;
- (ii) ascertain if the projects were initiated and executed using the community development principles;
- (iii) assess the actual roles played by the citizens in each of these projects given each stage of execution;
- (iv) examine if there were differential participation among the different stakeholders based on their demographic profiles;
- (v) examine the relationship between the determinant factors and citizens participation in the community development projects;
- (vi) ascertain the various platforms under which the citizens are mobilised for participation in the community development projects; and
- (vii) ascertain the challenges facing citizens' participation in community development projects.

### **1.4 Research Questions**

The following Research Questions (RQ) were raised and answered in the study

RQ<sub>1</sub>. To what extent do the determinant factors predict the citizen's participation in community development projects?

RQ<sub>2</sub>. Are the so-identified projects actually community development projects?

RQ<sub>3</sub>. Are these projects actually initiated and executed using the community development principles?

- RQ<sub>4</sub>. What are the actual roles played by the citizens in each of the projects given the project cycle?
- RQ<sub>5</sub>. Are there differentials in the level of participation of the citizens based on their demographic profiles?
- RQ<sub>6</sub>. What are the platforms through which the citizens are mobilised for participation?
- RQ<sub>7</sub>. What are the challenges facing citizen's participation in community development projects?

### **1.5 Hypotheses:**

The following null hypotheses ( $H_0$ ) guided the study at 0.05 level of significance

- H<sub>01</sub>: There is no significant relationship between leadership styles and citizens' participation in community development projects.
- H<sub>02</sub>: There is no significant relationship between socio-economic status and citizens' participation in community development projects.
- H<sub>03</sub>: There is no significant relationship between educational background and citizens' participation in community development projects.
- H<sub>04</sub>: There is no significant relationship between members'/citizens' attitudes and citizens' participation in community development projects.
- H<sub>05</sub>: There is no significant relationship between gender issues and citizens' participation in community development projects.
- H<sub>06</sub>: There is no significant relationship between projects' location and citizens' participation in community development projects.

1.6 Significance of the Study

This study would be significant since most studies conducted in community development used top-down non-participatory approach to unravel the determinants of CP\_CDPs, whereas this study used down-top approach to reveal the prediction of leadership styles, SES, educational background, gender issues, attitude of people and location of the projects as determinants of CP\_CDPs. The primary recipients of the study would be exposed to a better approach to unravel determinants of CD\_CDPs. Projects that actually emanated from the community activities are easily identified as a

result of this study. Individual roles in each of the project execution are easily assessed based on CD principles. The study unravels differential participation level among stakeholders based on demographic profiles. The study establishes the relationships between determinant factors and CP\_CDPs. Various platforms under which citizens were mobilised to CP\_CDPs are ascertained by this study. Another approach to solving problems confronting CP\_CDPs were addressed by the study. The findings of this study would be useful to governmental and non-governmental agencies that are connected to CDPs especially in planning and implementation of CD projects meant to improve qualities of life. The study revealed the level of CP\_CDPs in Osun State. The study detailed how related factors to CP\_CDPs at the expense of other factors were important to CP\_CDPs as a result of the approach. The results of the findings would serve as a guide for future studies to improve citizens' poor participation in CDPs.

### **1.7 Scope of the Study**

The study investigated the determinants of CP\_CDPs in Osun State, Nigeria. It was delimited to Osun State because there were abandoned and unfinished CDPs all over the State. There are also many self-helped, communal efforts and counterpart-funding CDPs vandalised or abandoned due to non-citizens participation in their maintenance.

The participants considered in this study were registered members of Community Development Associations, Community - Based Organisations, Government and Non-governmental agencies/employees in the selected LGAs, while factors considered were level of citizens' participation, leadership styles, SES, educational background, gender issues, attitudes of the members and locations of the projects. The study covered how these variables, among others, predicted CP\_CDPs. More importantly, the study used bottom-top approach in the selection of the selected independent variables.

### **1.8 Operational Definitions of Terms**

The following terms are defined as they were used in the study:

**Citizens' participation (CP):** It is a process where CDA members are involved under investigation to take part in fixing their community problems, plan towards resolving them, implementing their own plans and manage CDPs located in their communities. It



is also strategic method of mobilising and integrating people to bring physical innovations into various communities through developmental processes and activities.

**Socio-Economic Status (SES):** This is the classes of CDA members in terms of religious, affluence, low, middle and high calibers as they affect citizens' participation.

**Attitude to participation in Community Development Projects:** This is an expression of CDA members countenance in terms of negative or positive disposition towards participation in CDPs.

**Educational Background (EB):** The degree of people's educational attainment, experience and exposure, relative to CDPs in their domain.

**Leadership Styles (LS):** This is the ability and techniques adopted by the CDA executives towards teamwork for a common goal of community development needs.

**Project Location (PL):** This is the degree of a project distance to the community people for accessibility, usability and maintenance.

**Community Development Associations (CDAs):** These are recognised and registered associations of group of people in a local government. They are the basic agents of development in every local government. They oversee developmental activities in every local government.

**Community Development participation (CDP):** This is the degree of CDA members' towards participation in a communal or community projects.

**Community Development Projects (CDPs):** These are either on-going or already executed projects in various communities by groups of people.

**Project cycle:** These are the stages of each of the CDPs starting from identification of felt-needs, planning, resources mobilisation, execution, monitoring and evaluation.

**Citizens' Participation in Community Development CP\_CDPs:** This is when members of a community have the opportunity to influence public decisions towards the development of their community through participation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The literature search and review in this study is to unveil the gaps in knowledge on determinants of CP\_CDPs. It will also provide an appraisal of the existing literature with the objective of demonstrating the significance of the current literature to the existing body of knowledge.

#### **2.1.1 Community Development**

The possibility of participatory advancement approach comes from the acknowledgment of the way that administration endeavors towards meeting the formative necessities of individuals have not been totally compelling (Yeung & McGee, 1986). According to Adeogun and Taiwo (2011), many governments struggle to match demand with adequate provisions due to the public sector's inefficiency. Participatory approaches to enhancing citizens' quality of life were implemented as a result of this inefficiency. According to Muhammad (2016), the various strategies; self-help, cooperative, self-sustaining, and community-based/community development/rural development—are referred to as participatory because of the participation and organization of individuals. The community-based, community development, and rural development strategy is the most prevalent and formalized of these strategies. As a result, the terms "community-based," "community development," and "rural development" are frequently used interchangeably to describe the actions and procedures that are taken to transform and enhance the living conditions of rural people.

The United Nations (UN, 2012) offers a concise definition of community development as the collaborative effort between citizens and government authorities to enhance economic, social, and cultural conditions within communities. This process aims to integrate these communities into the national fabric, empowering them to make significant contributions to the nation's progress. The UN views community development as an integrated endeavor where the initiatives of citizens (representing

rural systems) align with the efforts of governmental bodies and voluntary organizations. This collaborative approach seeks to improve the social, economic, and cultural aspects of the community, reflecting a nation's development status. Osuji (2008) characterized the idea as a cycle pointed toward fostering the country poor, their economy and establishments from a condition of stagnation or low efficiency balance into dynamic interaction prompting more elevated levels of living and better personal satisfaction. The objective of rural development is to enhance the social and economic well-being of the rural poor. It entails extending the benefits of development to the poorest rural residents seeking a livelihood. The strategy that a lot of governments have used to reach out to the people who live in their villages and make better use of the energy and initiative of those people to boost production and standard of living is known as "community development." Local area improvement is a course of social activity where individuals of local area sort out themselves for arranging and activity, characterize their necessities and issues.

In 1980, the Federal Ministry of National Planning in Nigeria acknowledged that the central objective of community development is to promote physical growth nationwide, aiming to counter the prevalent trend of rural migration. According to Adedayo (1985), community development is a multifaceted task that may require intervention and participation from the government, community-driven initiatives, or both, acting as collaborative partners in enhancing a community's socioeconomic well-being. In other words, effective community development demands cooperation and synergy between all involved parties.

Community development can be thought of as a change in the relationships between ordinary people and people in authority positions so that everyone can participate in issues that affect them. This is based on the idea that there is a wealth of knowledge and experience within a community that, if carefully and systematically incorporated, can be used creatively to achieve community goals. To achieve the communities' desired objectives, it can also be channeled into collective action. In community development, stakeholders collaborate with community members to help establish relationships with key individuals and organizations in order to identify common issues. By acting together, the community members foster social inclusion and equality. This interaction also provides opportunities for the community members to acquire new skills.

Community development is often associated with local initiatives and planning efforts, involving various stakeholders such as institutions, states, or contracted entities like Non-Governmental Organizations (NGOs), universities, or government agencies. These collaborations aim to enhance the social well-being of local, regional, and sometimes national communities. Grassroots initiatives, known as community building or community organizing, focus on empowering individuals and groups by providing them with the necessary skills for effective community transformation. These skills often contribute to the development of political influence through the formation of large social groups working together toward common objectives. Professionals in community development should possess the ability to work with individuals and influence community dynamics within the broader social context. Conversely, public administrators need to comprehend community needs related to housing, socioeconomic status, cultural aspects, organizational structures, business developments, and both rural and urban environments.

The Thousand Years Improvement Objectives (MDG, 2012) articulates Local area advancement as a development intended to advance better living for the entire local area with the dynamic investment and on the drive of the local area. Local area improvement is supposed to be a fair undertaking for invigorating the nearby potential for development toward each path. It relies on building on the latent vitality of the beneficiaries themselves with the minimum amount of outside assistance rather than relying on external charity to achieve its premise of reciprocal advancement in wealth and welfare. Self-help that is locally organized and technically supported is community development. The process by which the efforts of the people themselves and those of the governmental authorities are combined to improve the economic, social, and cultural conditions of the communities, integrate these communities into the life of the nation, and enable them to fully contribute to the progress of the nation is known as community development, and it is now used worldwide.

The objectives of development, the new approach it takes to the problem of rural reconstruction, and the comprehensive nature of the project it is promoting have all been established by community development, which has now set the pattern for the development of rural people and rural areas. The project is approached in two ways: educationally and organizationally. The rural population must be educated in the art of better living in order to change their mindset, move away from tradition's filthy and primitive production methods, and adopt more modern practices based on science and

technology. Community development projects helps communities become better able to deal with problems, seize opportunities, find common ground, and strike a balance between competing interests. Capacity building is not something that just happens; it requires both conscious and conscientious effort to improve the community in one way or another.

The task of community development entails investigating the internal and external factors that contribute to rural poverty and underdevelopment; implementing crucial public policies and clearly articulated projects and expenditures to reduce poverty in rural communities by providing infrastructures like electricity, housing, and the construction of projects like roads, bridges, and rural water supply in rural communities rather than urban ones; interests in essential training and wellbeing administrations to change the existences of the country individuals and to shorten both newborn child and maternal mortality and sicknesses; fostering an atmosphere that fosters wealth and job creation; to stop the influx of people from rural to urban areas; putting together and executing strategies to reduce poverty that must be guided by the needs of the poor as they are identified by the poor themselves; ensuring that, given that poverty is a problem with the environment, it does not lead to environmental degradation and the subsequent effect of further poverty.

In this age of market and economic integration and globalization, community development entails macroeconomic policies from the federal, state, and local governments, as well as donor agencies, for the achievement of stabilization in the provision of incentives for employment-creation and wealth-generation production to encourage both domestic and export markets (Imhabekhai, 2009). In every one of these in any case, there ought to be a connection to work with the imperative organization for the change of the existences of the provincial local area tenants to happen as expected. Vital determinant factors execution, utilizing favorable to unfortunate public use designs and basic strategies that empower residents' interest and which don't share unfair disposition towards work, orientation, and task area, will go quite far. This means that a positive attitude toward positive community development participation is linked to certain factors.

### **2.1.2 Citizens' Participation in Community Development Projects (CP-CDPs)**

According to Reid (2000), participation is the lifeblood of the community. It alludes to the consideration of different areas of local area individuals in an on-going local area

improvement process (Schafft & Greenwood, 2003). Community members' desires to be involved in matters that affect them shape participation, which is a dynamic process. Beneficiaries influence the direction and execution of development projects as active participants rather than merely beneficiaries of project benefits through participation, which is also regarded as an evolutionary process (Bamberger, 1988). It entails having people with similar needs and objectives involved in decisions that affect their lives in some way. According to Samah and Aref (2009), community participation is seen as a means of enhancing development and service delivery, enhancing governance, and deepening democracy because it is a cyclical and cumulative process.

- According to Goyet (1999), citizens' participation is the participation of individuals in community projects to address their own issues. People should be given the chance to "participate" in projects that have an impact on their lives whenever possible; they cannot be forced to do so. It is believed that this is a fundamental democratic principle and a fundamental human right. Participation includes more than just building facilities; it also includes contributing ideas, making decisions, and taking on responsibilities. He states further that local area investment can occur during any of the accompanying exercises:
  - Need assessment – expressing opinions about desirable improvement, prioritising goals and negotiating with agencies
  - Planning – formulating objectives, setting goals, criticising plans
  - Mobilising – raising awareness in a community about needs, establishing or supporting organisational structures within the community
  - Training – participation in formal or informal training activities to enhance communication, construction, maintenance and financial management skills
  - Implementing – engaging in management activities; contributing directly to construction, operation and maintenance with labour and materials; contributing cash towards costs, paying of services or membership fees of community organisations
  - Monitoring and evaluation – participating in the evaluation of work done, recognising developments that can be made and rebuilding needs.

According to Barasa and Jelagat (2013), participation is a fundamental concept in development that can have diverse interpretations due to its wide-ranging applications.

Moreover, the term "community participation" is considered ambiguous, suggesting that there is no definitive or incorrect way to ensure community involvement in the developmental process (Alli, NI and Emery, n.d.). When viewed as a tool, participation often becomes a method for mobilizing individuals to accomplish tasks for their own advantage. Over the past four decades, participatory approaches to local community development have gained increasing popularity (Ostergaard et al., 2003). As stated by Schaft and Greenwood (2003), participatory development strategies hold a significant and prominent position in community development practice and discourse. According to Alli, N.I and Emery (n.d.), there is a growing demand for community participation in development projects, accompanied by its unique set of challenges, advantages, disadvantages, and benefits. Within the realm of development, researchers and practitioners widely vary in their perspectives on participation. However, it is universally recognized as an active process through which beneficiary groups shape the direction and implementation of a development project (Paul, 1987).

As per Barasa & Jelagat (2013), the concept of participation holds a key role in development, capable of shaping, questioning, transforming, and adapting the circumstances for the well-being of all community members. Participation in the community is a fundamental responsibility of funding and implementation agencies, including governments, and participatory approaches and closely linked to sustainable and decentralized development. There are resultant advantages of dynamic local area support in project cycles and talks, remembering increment for project adequacy, creation of more evenhanded conveyance of advantages, advancement of nearby asset assembly and undertaking maintainability (Bamberger, 1988). In the process of development, community participation is unquestionably essential (Stergaard *et al* 2003). According to Botes & Rensburg (2000), community participation in development is advocated for a variety of noble reasons, but it frequently is marred by empty rhetoric and has little impact. Recipient people group interest, aside from upgrading cost-viability for project execution and assets circulation to a more extensive inclusion of more vulnerable segments of society, is a pivotal procedure of guaranteeing that obligations and advantages stream to the recipients as well (Barasa & Jelaga, 2013).

Engagement in community activities isn't a random occurrence or a mere principle; it demands a deliberate strategy, thoughtful planning, resource allocation,

time management, and a steadfast dedication (Burns et al., 2004). According to Samah and Aredf (2009), individuals participating in community development aren't just focused on fulfilling shared needs and addressing common challenges; they actively initiate, decide, plan, implement, and manage the development processes and their associated activities. Communities that opt to engage in developmental dialogues and activities don't only find additional fulfillment from the inclusivity, but they also achieve more substantial outcomes swiftly, benefiting the community at large (Samah & Aredf, 2009). Communities actively participating in development projects, as highlighted by Reid (2000), often experience greater success compared to those merely adhering to this fundamental principle. As an integral component of empowering development, meaningful community involvement in development discussions and processes is pivotal for the community's overall well-being (Reid, 2000). According to Botes and Rensburg (2000), this active participation has the potential to significantly enhance project efficiency and effectiveness, concurrently improving the living conditions of low-income communities.

Individuals are typically able to partake in local area improvement project for the accompanying reasons;

- Community participation motivates people to work together – people feel a sense of community and recognise the benefits of their involvement.
- Social, religious or traditional obligations for mutual help.
- Genuine community participation – people see a genuine opportunity to better their own lives and for the community as a whole
- Remuneration in cash or kind - Development agencies donating projects, giving out money or food is not enough to attract citizens' participation.

There are often other genuine reasons why people wish to participate in projects. Meaningful dialogue and consultations are key to citizens' participation. Remuneration is an acceptable incentive but is usually not the only, or even the primary motivation factor. People may be reluctant to participate in community development project for the following reasons;

- An inequitable allocation of tasks or advantages among the individuals within the community.



- A society characterized by strong individualism, lacking a sense of community or shared belonging.
- The belief that it is the responsibility of the government or a specific agency to offer essential amenities.
- The way an agency treats community members can influence their engagement. If individuals are perceived as powerless, they may appear indifferent to the project.

People are generally ready and willing to participate in CDPs, but the agency's attitude and actions are probably the biggest barrier. Respecting others, listening to them, and learning from them will greatly contribute to the success of a project; it will likewise save time and assets over the long haul and contribute significantly to activities' supportability. Field workers who don't recognize and feel for the people in the affected community will only gratify their own egos and have little effect on the community as a whole if they expect them to be grateful for their presence.

Participation from the community can greatly enhance a project's efficiency and effectiveness; the essential figure its prosperity is the mentality of organization staff in the field. Participation can be severely harmed if staff members treat people with disrespect or appear to favor particular groups or individuals within a community. As a result, early identification of key representatives and groups within the affected population is critical.

There are numerous approaches to citizen involvement in community development. A resident partakes in local area improvement when he/she contributes genuinely towards the improvement of the local area and submits to the rules that everyone must follow. It is assumed that citizen involvement in community development activities is both desired and necessary. This means that every citizen, including men, women, and young people, regardless of age, citizenship type, SES, political affiliation, religion, or level of education, participates actively in planning and executing programs and projects that benefit the community. According to Imhabekhai (2009), citizens' participation in community development is the process of initiating and carrying out projects on their own or in conjunction with government and nongovernmental organizations with the assistance of an agency. In addition, he believes that citizen participation is the means by which projects and people can be connected in a meaningful way.

According to Paul (1987), citizens' participation is a means of empowerment, building market capacity, improving project efficiency, increasing project effectiveness, and cost sharing. According to Osuji (2007), citizens' participation in development entails community members participating in every stage of decision-making pertaining to development projects in their areas. This implies that people who are supposed to benefit from development efforts should not be forced to participate in projects or projects for development. It is not appropriate to make beneficiary populations passive recipients of services; rather, they ought to actively participate in any and all activities that are related to the growth or improvement of their various communities. Osuji (2007), citing Nyerere, asserts that the local populace must be carried along in articulating their own needs and managing their own affairs in order to unleash the enormous human energies required for widespread development. The above declaration by Nyerere requests that local area individuals understand what their concerns are and who will be who and how can be handled those issues. They are also aware of the local untapped human and material resources that they can use to break free from underdevelopment.

Residents' support fills in as an apparatus for persuading individuals that main they and others will receive the rewards of improvement project(s) in their networks. As a result, citizens are more willing to prioritize long-term objectives over immediate requirements. It demonstrates that citizens only become involved in community affairs when particular conditions or deficiencies are identified. The costs and benefits of citizen participation in community development are also taken into consideration. House (2004) states that public association in local area improvement brings about better choices and assuming it include residents it is bound to be satisfactory to the nearby individuals. Better community decisions ought to be in the best interest of the community's average residents.

Participation is defined as "a process through which stakeholders' influence and share control over development initiatives and the decisions and resources that affect them," according to the World Bank (2004). According to Blackman (2003), participation has evolved into an act of faith in development: something that we take for granted and rarely question. Even though participation is a crucial part of development, getting people to participate is hard (White, 1994). Participatory capacity must be developed, in contrast to road or dam construction; to that end it is challenging to force support as a way of behaving from a higher place (Uphoff, 1991).

According to Kumar (1994), it must evolve over time in both individuals and groups until it becomes ingrained in the community. People only become interested in the community's affairs when they acquire participatory competence. By this demonstration, individuals that are weak should be acquainted with the circumstances that compel them from dynamic contribution in their social, political and social conditions (Freire, 1972). In order to increase participation and commitment, this circumstance is made visible through dialogue, reflection, and communication. More importantly, according to Stokes (1995), participation ought to "become conscious" or "force participation to become conscious" and perceive the world around them.

Effective policy implementation also results from participation. Local planning and budgeting are improved, rational decision-making is enhanced, decision-implementation is made easier (Lindner, Aichholzer, & Hennen, 2016), equity-based decision-making and inclusive development are produced, and citizen participation contributes to better service delivery (Lindgren & Persson, 2011). According to UNESCO (2010), it also results in "outcomes that favor the poor and disadvantaged." Residents accept that when they are associated with choices that influence them straightforwardly, they will readily acknowledge the results, regardless of whether it influences them adversely in differences to the ones forced on them by untouchables, including the public authority (Stiglitz, 2002). Community development is based on citizen participation and related ideas like sustainability and empowerment, and it could be argued that citizen participation is as old as democracy itself (Blackman, 2003). According to Long (2001), the terms "participation," "participatory development," and "popular participation" are interchangeable. Well known cooperation implies a bigger number of individuals that can be persuaded to be engaged with public dynamic cycle (Nelson & Wright, 1995). Decisions made through participatory processes include those made by national governments as well as those made by state, local, and other private organizations (Stiglitz, 2002).

According to the World Bank (1996:4), participation is a process by which stakeholders influence and share responsibility for development initiatives, decisions, and resources that directly affect them. The shortcoming of this definition is that it gathers all partners, failing to remember the disparities that exist between the capacity of poor people and the marginalised gatherings. As a result, participation is reinterpreted as "a process through which primary stakeholders influence and share control over development initiatives, decisions, and resources that affect the

community" (Tandon & Cordeiro, 1998; Long, 2001:4). According to Brohman (1996), participation is an inherently political act that is multifaceted, complex, and never neutral. As a result, the true meaning of participation in every community can be seen in people's activities and practices.

The identification of stakeholders, the development of systems that enable public officials to engage with stakeholders, and a wide range of participatory mechanisms are all part of the community participation process. Stakeholders are people who are part of a number of distinct "communities," whose lives are impacted by particular projects and policies, or who have the fundamental right as citizens to voice their opinions on public issues and actions. Promoters of participatory approaches emphasize the importance of involving stakeholders in order to increase local ownership of public actions or development projects; every nearby setting mirrors the elements between different gatherings that assist with deciding how comprehensive and select, conflictive or agreeable, local area relations will more often than not be. The relationships between community interactions and political dynamics vary significantly in Nigeria.

Participation by citizens in CDPs could be viewed as a means of transferring political power, educating or increasing people's competence, influencing decisions that affect their issues, or both. According to Blair (2000), community participation in development projects is a means by which members of the community respond to public issues and take responsibility for alterations to their immediate environment. According to Deth and Maloney (2014), "collective efforts to increase and exercise control over resources and institutions on the part of groups and movements of those heretofore excluded from control" constitute citizens' participation. Citizens' participation in sustainable CDPs is emphasized by this definition. Residents' support in such ventures requires the contribution of various individuals in circumstances or activities that work on their lives or presence, like sufficient pay, security or confidence (Roberts, 2015).

Oakley and Marsclen (1999) see community development project investment as an interaction through which people, families or networks take-up responsibilities regarding their own government assistance and foster abilities to contribute their own shares for the improvement of the local area. Citizens' participation in sustainable development ought to be viewed as an active process in which beneficiaries, in addition to receiving a portion of the benefits of the project, engineer the direction and

execution of development projects (Sung, 2014). Applicable to this study are five practical residents' support in community development project goals proposed by Paul (1987). The following are the goals' contributions:

- Sharing undertaking costs; during the project's execution or operation, participants may contribute resources in the form of money, labor or skills, goods, or services.
- Improving the efficiency of projects, consulting with beneficiaries during project planning, or including them in project management.
- Expanding project adequacy, more noteworthy recipient contribution to assist with guaranteeing that the task accomplishes its targets and that advantages go to the planned gatherings.
- Building recipient limit, either through guaranteeing that members are effectively engaged with projects arranging and execution or through proper preparation and awareness raising exercises.
- Expanding strengthening characterized as looking to build the control of underprivileged areas of society over the assets and choices influencing their prosperity and their cooperation in the advantages created by the general public in which they live.

As a result, citizen involvement in development projects will have a significant impact on decision-making and actively contribute to the identification of issues and solutions. As a result, development projects should broaden their roles to include facilitation support, collaboration, communication, and community empowerment. Such an errand requires relinquishing a portion of the old power-tussle accepting that residents can proceed with really captivating in the exercises. This event is a collaboration that always involves a healthy community.

However, the center-down approach taken by the rural population to the project has hampered the implementation of rural development projects in Nigeria. Origination, arranging and observing which frequently lead to disappointment and surrender of numerous important tasks of late infrastructural way to deal with advancement remains are crucial instruments to reach and help unfortunate networks in the agricultural nations (World Bank, 2005). Because they are less likely to have access to essential services like housing, social services, education, and health care, residents of Osun State's rural and some urban areas are the most disadvantaged and

neglected. To be sure, infrastructural and institutional courses of action are inadequate at the nearby level where most residents who need them dwell. The achievement of the Millennium Development Goals and the preservation of fundamental human rights are influenced by access to high-quality services. Poor development outcomes continue to have negative effects on many developing nations (World Bank 2003, 2004).

According to FAO (2005), the old center-down approach to development interventions has tended to concentrate on the transfer of resources and knowledge to beneficiary communities. The adoption of the "bottom up" approach to development was made possible by realizing this strategy's shortcomings. Since the 1970s, the government has made deliberate efforts to get people to support rural development. The incorporated rustic turn of events, waterway bowl improvement specialists, local area advancement and institutional techniques comprise essential pieces of coordinated endeavors equipped towards financial change at the grass roots.

Beneficiaries of projects are still denied the opportunity to participate in the identification, planning, implementation, monitoring, and evaluation of projects intended to improve their well-being, despite the demand for a "bottom up" approach to community development (Blackman, 2003; Akpomunje, 2010). In any event, when a component of 'cooperation' is incorporated into projects, it is many times generally with regards to neighborhood venture of work and not really support in direction. Recipient people group are just educated after plans have been made, and that is finished through proper gatherings where the officials legitimize their arrangements, yet changes are not thought of (Apo, 2002; Thwala (2009)

### **2.1.3 Leadership Styles in CDPs**

Leadership is as old as civilisation itself. The hypothesis that the idea of leadership has been the driving force behind the waves of human settlement, the development of work, the formation of organizations, the measurement of team development, and the evaluation of organizational performance is supported by the evolution of society and social structure. Throughout the millennia, humans have mobilized themselves and evolved from various societal eras to form communities, cultivate work ideology by shifting paradigms, and manage change (Fajimi & Olaleye, 2021).

Effectiveness and performance are at the heart of both leadership and community organizations. Through visioning, planning, mobilization, and an action

plan for achieving goals, leadership is regarded as the channel through which action and reaction flow to community organizations. The most crucial aspect of the community development model of organization is this leadership. This indicates that the leader acts as a facilitator, manager, coordinator, and catalyst. The citizens or participants in the community organization are its constituents. Citizens or participants perform and become effective as a result of leadership's influence and involvement in community organization's visioning and goal-setting activities (Fajimi & Olaleye, 2021). Because of the dynamic nature of the operating environment in which organizations operate, the idea of leadership is more relevant to the organization of today and citizen participation.

It has been determined that leadership plays a crucial role in achieving an organization's or society's goals. Leadership, according to Krishna (2013), is "essential oil that keeps the wheel of government working without any difficulty" (p. 65). It entails directing participants or citizens who are essential assets to the nation or community. Kouzes (2007) and Kemp (2017) characterize initiative as an interaction by which a singular impacts a gathering of people to accomplish a shared objective. As a process, an act, an involvement in influence, a group context, an involvement in goal attainment, and a fundamental pathfinder in directing, these definitions embody six fundamental characteristics of leadership. Kouzes also says that leadership is a complicated thing that affects a lot of other important social, personal, and organizational processes. It relies upon a course of impact, by which individuals are roused towards bunch objectives, not through pressure but rather through private inspiration. In our own specific circumstance and interest, there are a different qualities of authority that should be added to incorporate insight, information, capacity, charm, comportment, capability, resilience, center and obliging. In the event that an individual depended with administration doesn't have the above attributes, it will be challenging for him to lead, provide guidance, and for himself as well as his adherents to accomplish put forth objectives.

At home, at work, in religious organizations, and most importantly anywhere there are groups of people working toward the same goals, leadership and leading roles are possible. Authority is extremely basic to giving successful local area improvement the executives; This is because it acts as the process of influencing projects to become part of the community, it helps activities for community development. According to Shobola and Nicholas-Omoregbe (2012), it organizes a

group in a structured way to set and achieve goals. According to Dickson (2011), a leader is someone who knows about the problems a society is facing. He aids the laying out of objectives and boundaries, to work with others in giving answers for obstructions along the line, keep up with local area spirit, while persuading and sustaining useful degree of public solidarity. Fundamentally, a pioneer should have the ability to impact or change important things into his local area. Few people are entrusted with the responsibility of encouraging the group's action toward its goals in every organization.

According to Udoakah (1998), leadership is the capacity to direct, coordinate, and inspire others to achieve organizational objectives. It decides the accomplishment of hierarchical outcomes. Any community's achievement of its objectives is fundamentally dependent on effective leadership. According to Kolade (2012), the leadership process should be viewed as a privilege rather than a means of acquiring wealth or power. To achieve the community's goals, the leadership should demonstrate this in every situation. Administration responsibility and great administration is crucial to the endurance and advancement of any local area in Nigeria, Osun state specifically (Nicholas-Omoregbe, (2016).

Kolade (2012) comes to the conclusion that committed participation in community-development activities by both leaders and followers is necessary for leadership or governance. He attests that to get the normal local area improvement projects yield in Nigeria, there is the need to give authority training that features administration conveyance, quality and responsibility. In outline, administration is both a demonstration and a cycle including what is happening in which a singular impacts a gathering of people through imperative abilities to accomplish put forth objectives. A leader is someone who can get others to do something outside of their official authority;

In order to achieve the group's goals and objectives, a leader is someone who possesses the authority to influence or command obedience from others. The above infers that a pioneer ought to have the accompanying characteristics:

### **Autocratic Leadership Style**

The autocratic leadership style thrives in environments characterized by strict hierarchies and well-defined structures, such as the military or bureaucratic organizations. Leaders following this approach wield immense power, demanding unwavering obedience and uniformity among their subordinates. They meticulously



establish and enforce disciplinary protocols, emphasizing penalties for any deviations from the established norms. Autocratic leaders unilaterally dictate policies, procedures, rules, and objectives, making decisions independently without room for debate or discussion. Their judgments are final and non-negotiable. In such rigid settings, there is limited room for interaction or open communication among team members. Outgoing information is tightly controlled, and incoming communication is meticulously filtered and often met with defensiveness (Ricketts, 2005). Autocratic leaders tend to possess inflexible beliefs, perceiving their followers as individuals requiring constant supervision and direction due to their perceived limited abilities. They firmly believe that stringent controls are essential to ensure compliance, particularly in community development programs. While these leaders may see their approach as highly efficient, it frequently results in a lack of innovation and stifles both personal and community progress. Despite the prevalence of autocratic leaders in contemporary settings, their leadership style significantly hampers individual and community growth (Yuri, 2017).

Autocratic leadership represents an extreme version of transactional leadership, where leaders wield complete control over their staff. In this style, staff members have limited opportunities to contribute ideas, even if these suggestions could benefit the team or organization. The advantage of autocratic leadership lies in its efficiency: decisions are made swiftly, and implementation can begin promptly. However, a significant drawback is that most employees dislike being managed in this way. Autocratic leadership is typically suitable for crisis situations, where quick, unanimous decisions are crucial. In this intensified form of transactional leadership, autocratic leaders exert significant control over their staff and seldom consider input from workers or share power. This authoritative approach is generally not well-received by employees and can result in high turnover rates and absenteeism. Moreover, there is often a lack of creativity as the strategic direction solely originates from one individual within the organization.

### **Democratic Leadership Style**

Democratic leadership, often termed enlightened leadership, revolves around acknowledging the inherent worth and dignity of every individual. Leaders embodying this style prioritize values such as trust, integrity, honesty, equality, openness, and mutual respect in their actions. They demonstrate empathy by actively listening and

understanding others, fostering an environment of open communication throughout the organization. Decision-making processes that impact employees, departments, or the organization are shared transparently and promptly (Osuji, 2008). This leadership approach creates a positive and motivation-driven atmosphere, addressing higher-level needs for self-esteem and self-actualization as outlined in Maslow's hierarchy of needs (1998). Enlightened leaders aim to empower their followers to their fullest potential while emphasizing the importance of teamwork. They act as facilitators, fostering natural synergy within the group. These leaders involve employees in significant decisions, influencing the outcomes to reach consensus. The primary objective is to achieve commitment and shared ownership of decisions in a democratic manner. These leaders set high performance and quality standards, understanding that a dedicated workforce is essential to attain these goals. Moreover, democratic leaders encourage active participation from followers in defining goals for community transformation, focusing on both communal welfare and individual personal growth, learning, and development. In cases where discipline or correction is necessary, it is administered fairly. The leader views mistakes as valuable learning opportunities in the execution of community development programs, ensuring that everyone benefits and preventing the recurrence of errors (Osuji, 2008).

### **Laissez-faire Leadership Style**

The terms "laissez-faire" and "leadership" represent stark opposites. Originally a French term linked to mercantilism, "laissez-faire" refers to an economic system where minimal government interference is considered ideal, promoting individual and communal well-being. In contrast, leadership is an interactive process involving a leader, followers, and a specific situation. Leaders guide and support their followers, aiming for both individual and organizational success (Osuji, 2008). Laissez-faire leaders empower subordinates to make decisions about their work, providing resources and occasional advice without direct involvement. This approach can be effective if the leader provides regular performance monitoring and feedback to team members (Kemps, 2017).

### **Charismatic Leadership Style**

Charismatic Leadership Theory outlines the behaviors expected from both leaders and followers. It represents a leadership style that is distinctive but often perceived with less concrete attributes compared to other styles (Bass, 1990). Often synonymous with transformational leadership, charismatic leaders instill enthusiasm

and energy in their teams, motivating employees to progress. This enthusiasm and commitment significantly enhance productivity and goal achievement. However, the drawback of charismatic leadership is the heavy reliance on the leader, rather than empowering employees. If the leader departs, there is a risk of projects or entire organizations collapsing. Moreover, charismatic leaders may become overly confident, ignoring warnings from others, which can detrimentally affect teams or organizations. There is an overlap between charismatic and transformational leadership, both relying on the leader's positive charm and personality. However, charismatic leadership is often viewed less favorably due to its strong dependence on the leader's presence. While transformational leaders instill enduring confidence in their teams, a charismatic leader's absence typically results in a power vacuum, making the style less sustainable in the long run.

### **Transformational leadership**

Frequently regarded as highly valued team members, individuals exhibiting transformational leadership skills tend to motivate their staff through efficient communication and by fostering an atmosphere of intellectual stimulation. However, these individuals often possess visionary ideas and might need leaders with a keen eye for detail to effectively implement their strategic innovations.

### **Transactional leadership**

Transactional leadership centers on organizing groups, setting up a well-defined chain of command, and employing a reward-and-punishment system in management strategies. It's labeled transactional because leaders engage in an exchange: they recognize and reward positive performances while penalizing undesirable behavior.

### **Servant leadership**

Individuals practicing servant leadership opt for models of authority that emphasize power-sharing, focusing on their team's needs and promoting collaborative decision-making. Nonetheless, critics argue that servant leaders may lack authority and face a conflict of interest when prioritizing employees over business objectives.

### **Bureaucratic leadership**

Bureaucratic leadership models are commonly applied in highly regulated or administrative settings, emphasizing strict adherence to rules and a clear hierarchical structure. These leaders ensure strict compliance with procedures and task execution as per established guidelines. While this approach is suitable for certain roles like

health and safety, it can hinder innovation and creativity in more agile and fast-paced organizations. Bureaucratic leaders meticulously enforce rules, ensuring that their staff adheres to procedures precisely. This leadership style is apt for tasks involving significant safety risks, such as working with machinery, toxic substances, or at great heights, or in situations where substantial amounts of money are involved. It finds utility in organizations where employees engage in routine tasks (Stogdill, 1974). However, its limitation lies in its inefficacy within teams and organizations relying on flexibility, creativity, or innovation (Sullivan, 2007).

### **Situational leadership**

Various elements, including employee experience, the specific organizational task at hand, and the intricacy of tasks involved, significantly influence the choice of leadership style in any given situation. For instance, leaders might opt for a democratic approach when discussing commercial strategies with senior executives, yet shift to a bureaucratic strategy when communicating new factory protocols to workers. However, individuals often possess inherent leadership styles, making it challenging to switch between roles seamlessly. Additionally, determining the most suitable style for specific circumstances can be complex, potentially causing delays in decision-making processes.

### **Method for Carrying out Leadership Principles**

The standards of authority are ordinarily considered. In accordance with Riley (2012); This study is very relevant to a few fundamental ways of putting the leadership principles into practice. They are as per the following:

- i. Compete in technical skills: A leader must be knowledgeable about his job and his employees' responsibilities;
- ii. Foster a feeling of obligation in his laborers: Contribute to the development of positive character traits that will assist them in fulfilling their professional obligations;
- iii. Make certain that responsibilities are understood, supervised, and carried out: Key is communication. A pioneer should have the option to successfully convey. The majority of a leader's day should be spent communicating with others. In fact, organizational leaders (managers) spend 70 to 90% of their day on communication and related activities, according to Riley.

- iv. Inform workers about: be able to communicate effectively with senior staff members as well as other important individuals;
- v. Get to know people and take care of them: Be knowledgeable in fundamental human instinct and perceive the significance of earnestly focusing on all specialists;
- vi. Know himself and look for personal growth: Understanding who you are, what you know, and what you can do (attributes) are necessary for self-knowledge. Looking for personal growth implies persistently reinforcing one's ascribes. Self-study, formal education, workshops, reflection, and interaction with others are all methods for achieving this;
- vii. Take sound decisions at the right time: Make use of useful tools for problem-solving, decision-making, and planning;
- viii. Seek and accept responsibility for every action: Look for ways of directing the association higher than ever. Don't put others at fault when things go wrong. Analyze the situation, make changes, and move on to the next obstacle;
- ix. Lead by example: Be a good example for all of your employees. In addition to being told what is expected of them, employees must see leaders exemplifying organizational values and ethics. Leaders need to embody what they want their employees to be;
- x. Work out as a team: Instead of focusing on just one department, section, or employee, think of the entire organization as a unit that needs to learn from each other and succeed; and
- xi. Make use of the entire organization's capabilities: By fostering a solidarity, one will actually want to utilize the capacities of the whole association towards hierarchical objectives.

Leadership, according to Fajimi and Olaleye (2021), is necessary for the application of the established principles of community development. Leadership is the focal point that mobilizes, influences, and coordinates these principles for the mutual collaboration, work performance, and effectiveness of community organization. These principles include self-help, citizens' participation, self-growth, self-reliance, and self-direction. Leaders work with organizations in the community to figure out what they should do to change their community and achieve the development they want. The guideline of felt needs makes individuals disappointed with their local area (Suresh, Santhoosh, Vilashini et al, 2014). They will organize themselves into a group, which

will produce leaders who will be in charge of helping to identify issues and the need to work toward changing their circumstances. This process is deemed self-help, and it is regarded as the "main end-product of community development" when the community organization mobilizes itself, participates actively, and works together under their leadership to change their community (Than & Anh, 2015).

Citizens' participation is anchored by leadership, indicating that community organization centers on the planning, implementation, use, and evaluation of social amenities or facilities designed to improve their welfare (Olaleye, 2013). The process of continuously and sustainably addressing issues and transforming the community is known as community development. This is something that good leadership ensures. Indeed, even with progression, whenever initiative has been laid out and it works with the local area, long haul obligation to critical thinking and local area change is guaranteed. The principle of self-reliance revolves around the goals of democratization and regeneration through mobilization, facilitation, and continuous learning, making leadership styles sacred. Community organizations achieve self-direction when this occurs. They are persuaded through purposive and compelling administration. The idea of communication makes it possible for all of these things to happen. Authority drives the inner cycles, bunch union and local area improvement in local area associations through compelling correspondence (Puni, Ofei & Okoe, 2013).

People must be understood by leaders. It is counterproductive to have knowledge of the theory of motivation but not the ability to apply it to people and their circumstances. This explains why most leaders fail. According to Abraham Maslow's classic hierarchy of needs (Surawicz, 2016), members of the community have varying levels of needs. The effective leaders will be able to adapt their understanding of motivation theory to meet and satisfy these needs, as well as be aware of these levels and intensities of needs. In order for people to build the kind of community they want, the leader can become the unifying force that motivates and inspires them to identify needs and solve problems. Individuals are propelled on the grounds that they see that their requirements can be met. Leadership can use inspiration to motivate the community to put all of their effort and capabilities into achieving the goal. Magnetic and groundbreaking pioneers have the charms and speak to rouse the local area to reliability, dedication and push towards gathering's objective achievement (Obiwuru, Okwu, Akpa & Nwanware, 2011).

It is possible to transform a community's hopelessness and helplessness into hope, self-help, self-reliance, self-direction, citizen participation, and self-growth through the involvement of leadership in community organization. Pioneers really should comprehend how to utilize their styles and in which environment on the local area to become successful. A catch-22 phenomenon is the dyadic relationship between leadership and community organization. Every leader's success is heavily influenced by the community's level of motivation, expectations, and perceptions of rewards, as well as the amount of work required, the task at hand, and other aspects of the performance environment. (1984, Koontz, Donnell, and Weihrich). On the opposite side of the pendulum, the viability of each and every local area association relies upon administration. When stakeholders are able to come up with a goal, leadership makes sense and works in community organizations. To make it possible for the leaders to integrate, these stakeholders would need to select the best strategy for community organization. This approach comprises what is happening that pioneers relate and work with to assemble individuals towards put forth objectives. Social, political, and neighborhood maintenance or community development are the three approaches to community organization.

The innovator locally with the political lobbyist approach has an obligation regarding making the local area a power-base that can draw in power on the grounds that the political dissident methodology thinks about the local area as a political substance. The leader will identify a problem in the community and reframe it as a lack of power in order to accomplish that. As a result, the leader might have to use an autocratic leadership style to get the community's members to work together to build a base of power so that the community can negotiate its survival. More often than not, community members than outsiders make for better leaders. The local upkeep or local area improvement approach sees the local area as a practical substance with business esteem. To meet the needs of the residents and make the neighborhood more appealing to investors and other stakeholders, leadership must transform the community space into a value-based space. The leader works within civic associations that rely on peer pressure and work with relevant government agencies, organizations, and development partners to maintain their properties and offer social services to the neighborhood.

Ricketts (2005) asserts that leadership should be "considered within a context, regarding a specific purpose," and that leadership has played a fundamental role in nearly every sphere of society-especially in rural communities. When conducting

research of this kind, dealing with non-profit organizations necessitates a crystal-clear comprehension of the connection and distinction between community leadership and organizational leadership. Ricketts (2005) discusses the context and purpose of leadership and emphasizes that leadership is essential to community development. However, it is essential to understand how this occurs in order to distinguish between community organizations' and for-profit organizations' effects on leadership.

Community and profit-oriented organizations both rely heavily on leadership. According to various scholars' hypotheses, this has never been disputed. The way they relate to their target—the organizations—is what sets one approach apart from the other. In order to achieve productivity in the former and effectiveness in the latter, leadership in community organizations and traditional organizations both source their power, exert influence, communicate, make decisions, and mobilize members. In support of this point of view, Martiskainen (2017) argues that community leadership is distinct from the conventional notion that leadership is about leaders asking, persuading, and influencing followers. He also emphasized the fact that community leadership is less hierarchical, is based on volunteer action, involves the creation of social capital, and serves as a symbol for change. All of these characteristics distinguish community leadership from traditional leadership.

The development of African community organization in Africa is hampered by a number of issues. This is mostly about how to arrange the relationships between individuals and groups in a community so that the community can achieve its goals. Pedraza (2014) propose that the different issues ought to be distinguished on individual and at shared levels through requesting of connection among people and gathering locally. The significance of leadership is demonstrated by a community group's capacity to unite its members around a common goal, particularly community development (Pedraza, 2014). Development and change are essential due to the nature, size, and composition of community organizations. As a consequence of this, social issues end up becoming a common thread that unites each and every member of the community organization toward self-help and the mobilization of individuals and resources for community transformation. Leadership is needed in this situation. The leaders' job is to get people to identify their problems and work together to find creative ways to solve them by working together and involving all stakeholders in community development. In order to address issues with community organization in



African society, Abiona (2015) recommends that a principal figure carry out the "ordering of relationship."

#### **2.1.4 Attitudes and Values System in Community Development Project**

Values are the core beliefs that support what individuals accept to be significant while pursuing choices in every aspect of private and public life. They decide what people will put first when making a decision and what they will strive for when looking for ways to improve (Haste, 2018). According to UNESCO IBE (2013), attitudes are based on values and beliefs and have an impact on behavior. They mirror a demeanor to respond to a person or thing emphatically or adversely and mentalities can fluctuate as per explicit settings and circumstances (Scramble, 2018).

A hypothetical construct, attitude is a person's degree of liking or disliking an item. According to Bagherian, Bahaman, Asnarulkhadi, and Shamsuddin (2009), attitudes are generally positive or negative views of a person, place, thing, or event. This is commonly referred to as the attitude object. Most of the time, people think of attitudes as a way of feeling about people, things, and things in the world. Most people think that changing one's attitude is necessary before making other changes to one's behavior (Mangla, 2014).

According to Luthans (2005), attitude is the persistent tendency to feel and act a certain way toward an object. Positive or negative statements about things are referred to as attitudes. According to Luthans (2005), attitude can be broken down into three categories: emotional, informational, and behavioral. The person's feelings about an object—whether positive, neutral, or negative—are part of the emotional component. The educational part comprises of convictions and data an individual has about the item. Whether or not this information is empirically true or accurate is irrelevant. Luthans goes on to say that behavior is the third part of attitude. This part is a person's tendency to behave in a certain way toward an object. Of the three parts of attitude, only the behavior part can be seen directly. It is generally accepted that all that is required to determine a person's beliefs, feelings, and behavioral tendencies toward an object is to measure their attitude. Therefore, the individual's attitude toward community participation was the focus of the third component of this study.

According to Egenti (2001), attitude is a mental and neutral state of readiness organized through experience that directs or changes an individual's response to all objects and situations to which it is related. The definition of this term has varied due

to its use by numerous psychologists and sociologists over time; The readiness to respond to a situation, on the other hand, is the common thread that runs through the majority of definitions. According to Egenti (2001), a person's attitude toward participating in community development can be influenced by having skills and knowledge in areas like basic and literacy education, vocational training, health and nutrition, family welfare, political and civic education, and economic education.

An individual's disposition implies that the individual is at this point not impartial towards the referents of a mentality. He is either "for" or "against" them in some way—not just temporarily but over time, as long as the attitude in question is in effect. He is either "for" or "against" them in some way.

A person's attitude toward things, issues, people, groups, or institutions is referred to as an attitude in this study. A person's attitudes may be influenced by their "way of life," social, economic, political, family, educational institutions, or the government. Since, there is more general agreement about the relationship between values and attitudes than there is about other related terms like beliefs, opinions, and habits, the twin concepts of "attitudes" and "value" are grouped together for the purpose of this study. In humanistic and instructive writing, these two terms (perspectives and values) are utilized without being unequivocally recognized from one another. As per Ituen (1972), values are by and large viewed as indistinguishable from mentalities. This does not necessarily imply that the two terms are not distinct.

As indicated by Lovejoy (1980), a worth, in contrast to a mentality, is a basic to activity, a conviction about the ideal, yet additionally an inclination for the ideal. Likewise, a worth, in contrast to a mentality, is a norm or measuring stick to direct activities, perspectives, correlations, assessments and defenses of self and others. A person's system of attitudes and beliefs is most fundamentally based on their values. They are not means but ends; They are the objectives a person sets for himself or herself, and many of his or her other attitudes and beliefs are influenced by them.

There are many roles that attitudes play. According to Triandis (1989) and Abiona (2003), the following factors influence people's attitudes:

- a. Attitudes assist them with understanding their general surroundings by putting together and improving on an extremely intricate contribution from their current circumstance.
- b. Attitudes help people maintain their sense of self-worth by allowing them to avoid unpleasant truths about themselves.

- c. They make it more likely for people to react in order to get the most out of the environment, which helps them adapt to a complex world. However change makes it simpler to coexist with individuals with comparative perspectives, and mentalities permit individuals to communicate their principal values.

When classifying and comprehending attitudes, these three kinds of needs or functions that attitudes can serve for a person are helpful.

Mentalities make it conceivable to foresee and control the way of behaving, which eventually is valuable to execute local area advancement projects effectively. In their research, Kosecik and Sagbas (2004) discovered that public attitude has an impact on public participation and is a necessary component for increasing participation in CDPs. Uplifting outlook toward local area can make nearby individuals more dynamic and anxious to partake in exercises that are connected with local area. As indicated by Hiskey and Seligson (2003), there is a connection between execution of local area and residents' demeanor; He demonstrates, as a first step, how citizens' attitudes toward CDPs are influenced by community performance. According to Hiskey and Seligson (2003), it is highly unlikely that citizens' attitudes are affected by community performance but do not affect their level of participation. According to Aspden and Birch (2005), the public's attitude toward participating in local affairs and decision-making is influenced by a variety of factors and issues.

According to Aspden and Birch (2005), demonstration consists of the citizens' interest in and comprehension of the community, contentment with involvement, trust in the community and its members, and previous experience with voluntary participation. If leaders want to address the very real issues of citizens' apathy that prevent public participation and maximize its impact and effectiveness, they must have a better understanding of citizens' attitudes (Lowndes, 2001). Public demeanor toward local area could vary as indicated by specific factors, for example, age, sex, training, occupation and pay (Kosecik & Sagbas, 2004). Citizens' attitudes toward CDPs and, as a result, their participation in such projects are significantly influenced by these variables.

### **2.1.5 Educational Background in Community Development Project**

United Nations Educational Scientific and Cultural Organisations (UNESCO) educational objectives—learning to know, learning to do, learning to be, and learning to live together—are inseparable from education. With these four pillars, it is

explained that education occurs in accordance with human needs in their lives, not within the framework of educational completion, which results in a certification, which frequently causes issues in the form of discrepancies between certifications and fields of work that are in accordance with the talents and requirements of the people themselves.

Formal schooling foundation alludes to all of the training an individual has gone through. It culminates in post-secondary education at a college or additional technical training, whichever comes first. The term "education" does not refer to the number of schools attended or educational levels achieved for the purposes of this study. Even though they did not attend school, some people are more aware of or knowledgeable about the development of their communities than so-called educated people. Education necessitates integrated experience because life cannot be divided into compartments. According to Fafunwa (2003), education entails both physical and intellectual training, character development, and manual labor. Okafor (2007) asserts that education encompasses all experiences by which a person acquires knowledge or ideas, cultivates his intellect, and strengthens his will. Oduaran (2001) characterizes instruction utilizing three fundamental rules:

- 1) The transmission of what is valuable to those who become committed to it is implied by education.
- 2) Knowledge, comprehension, and a non-inert cognitive perspective must be part of education.
- 3) Education essentially precludes some system of transmission in light of the fact that they need ability and willfulness with respect to the student.

Education should teach the rules of the game and contribute to social cohesion: those that control actions in interpersonal relationships and politics. They include the social and legal principles of good citizenship, the responsibilities of political leaders, the behavior that citizens are expected to exhibit, and the repercussions for violating these principles. Schools can likewise work with an understudy's appreciation for the intricacy of issues connected with verifiable and worldwide recent developments and, in this manner, may improve the probability that an understudy will see a perspective other than their own. Schools cultivate tolerance and lay the groundwork for citizens' voluntary, socially acceptable participation in CDPs by teaching the rules of the game in this manner. It takes longer than anticipated to educate individuals to participate in CDPs. As a result, participating in CDPs is an ongoing learning process.

Education is just one of the four types of social organizations that can contribute to social cohesion. It has not been determined to what extent education contributes more or less than political, social, or economic institutions. What is known is that social union itself is very significant for the future steadiness of countries, and the more examination accessible to evaluate the valuable components important to impact it, the more probable that residents can live in an amicable climate. Only those who live in this state are eligible to take part in community development initiatives. Through community education, CP\_CDPs can only be guaranteed when the public's interest is sufficiently piqued. The community's members are enthusiastic and enthusiastically involved in community education. Since community development is a people-centered process, its projects typically aim to meet felt needs and improve the well-being of the community as a whole. To guarantee progress locally advancement task, residents' or local area training is fundamental.

#### **2.1.6 Gender/Cultural Issues in CDPs**

Gender refers to societal distinctions between males and females, distinct from biological factors. These gender disparities are acquired and evolve over time, varying across cultures (EIGE, 2016; Pacha & Banda, 2013). Sancar (2004) argued that gender is a socially shaped concept, delineating the roles of women and men. Unlike biological sex, it encompasses societal tasks, functions, and roles assigned to individuals in both public and private spheres. As per the World Development Report (WDR) (2012), gender encompasses socially constructed norms and beliefs dictating the conduct of both men and women.

The concept of gender surfaced in the early 1970s through Ester Boserup's influential work, challenging the perception of women as passive recipients of development. Boserup advocated for Women in Development (WID), emphasizing the often unnoticed contributions of women's labor. Recognizing gender as a pivotal factor, especially in achieving fair employment opportunities for everyone, is crucial for driving social and institutional transformations that promote sustainable development, equity, and growth. The focus on gender equality has become central in development agendas worldwide, not just as a fundamental human right according to the European Institute of Gender Equality (EIGE, 2016), but also mandated by international legal frameworks, declarations, and most national constitutions (European Union, EU, 2010).

Governments, Civil Society Organizations (CSOs), donors, and the global community are increasingly prioritizing the evaluation of gender-related issues in various local, national, and international laws, policies, programs, and projects. Organizations dedicated to community development and empowerment must seriously consider the gender dimension. Many development activists engage with communities without comprehending the distinct experiences of men and women. Analyzing gender allows for a comprehensive assessment, aiding in the identification, comprehension, and rectification of gender-based disparities in developmental initiatives, thereby promoting inclusive and effective development.

### **2.1.7 Social Economic Status in Community Development Projects**

Socio-economic status (SES) stands out as a potent and consistent factor in explaining disparities among social groups (Bateman, 2014). It serves as an indicator of households' overall economic and social well-being. Generally perceived as an underlying construct, SES is gauged through a composite index comprising education, health, poverty, income, and consumption (Baker, 2014). It reflects a family's economic and social standing relative to others, influenced by diverse variables crucial for social and economic progress (Gaur, 2013). SES encompasses not only income but also educational achievements, financial stability, and subjective perceptions of social standing and class. It encapsulates aspects of life quality, along with the opportunities and privileges available within society. Poverty, in particular, results from various physical and psychosocial stressors rather than a singular factor. Additionally, SES consistently predicts a wide range of outcomes across one's lifetime, including physical and mental well-being. Consequently, SES is pertinent to all domains of behavioral and social sciences, including research, practical application, education, and advocacy (American Psychological Association, 2017).

Furthermore, SES significantly influences overall human functioning, impacting both physical and mental health. Low SES, along with its associated factors such as limited educational attainment, poverty, and health challenges, profoundly affects our surroundings. Global trends reveal escalating disparities in health and resource distribution, as well as disparities in the quality of life. Addressing the foundational aspects of socioeconomic inequalities and striving to narrow the substantial gaps in

socioeconomic status worldwide would greatly benefit society (American Psychological Association, 2017).

### **2.1.8 Projects Location in CDPs**

It is evident that the project's location has a significant impact on costs and completion times. The same kind of project can be built in different places, but the problems, costs, and time it takes to build it can all be very different. When deciding whether or not to carry out a project in a particular region, a number of factors, including temperatures, rainfall patterns, transportation infrastructure, power supply, soil types, and quarries, should be taken into account. According to Donovan (2003), the location of a community project is a decision that is becoming increasingly significant for both nonprofit and community organizations. It is one of the most significant factors in a project's success.

The success of a project can be significantly influenced by its location. When selecting the project location, a great deal of care and consideration must be given to numerous aspects. The project must be situated in a location with the lowest production and sustenance costs, but other considerations, such as space for future redevelopment and project and community safety, are also crucial. The project's location may also have a significant impact on its longevity. The decision of the last site ought to initially be founded on a total study of the benefits and hindrances of different geological boundaries and, eventually, on the benefits and impediments of the local area needs.

## **2.2 Empirical Review**

### **2.2.1 Leadership Styles and CP\_CDPs**

Initiative is considered as the vehicle that communicates activity and response stream to local area association through visioning, arranging, activation and activity plan for objective achievement. Therefore, the most significant aspect of the community development model of community organization is leadership. This indicates that the leader acts as a facilitator, manager, coordinator, and catalyst. The citizens or participants in the community organization are its constituents. Citizens or participants perform and become effective as a result of leadership's influence and involvement in community organization's visioning and goal-setting activities (Fajimi & Olaleye, 2021).

Administration factor is a significant issue in residents' cooperation in local area advancement projects. It is a public discussion because community leaders are in charge of the majority of CDPs (Israel & Beaulieu, 1990). Limit working of the local area doesn't happen without the activity of local area pioneers. According to Godman (1998), community leaders increase capacity by ensuring that sufficient members of the community participate actively. Fariborz (2009) highlights the fact that "a community without leadership may not be equipped to mobilize resources or influence tourism planning, which is also an aspect of community development" in his analysis of community leaders (p. 175). In addition, he argues that, in order to achieve successful development, local communities and other organizations must rely on active, dynamic, and initiative-willing community leaders. According to this assertion, the quality, originality, dedication, and credibility of the local community initiative's leadership in maintaining its daily activities are essential to its success.

According to Kilpatrick (2003), community leadership is an essential driver of the process that builds people's capacity and results in social and economic benefits for community development. Citizens' involvement in long-term CDPs is heavily influenced by community leadership factors. Without effective community leadership, it is virtually impossible for communities to solve problems (Israel and Beaulieu, 1990). Laah, Adefila and Yusuf (2014) states that residents' cooperation ought to include dynamic use of nearby authority and associations, which can productively aid the advancement exercises. Community leaders are required to coordinate the activities of local groups, businesses, and non-profit organizations to address challenges and promote local strengths in order to overcome the current socioeconomic and hostile environment (Wituk, 2003).

Despite numerous efforts and resources to encourage citizen participation in sustainable CDPs in Nigeria, it is sad to note that very little development has occurred. This probably won't be detached to absence of "the authority of the pragmatic insight (initiative) and abilities to prepare individuals for in general advantage" (Ozor & Nwankwo, 2008). In other words, citizens' participation in sustainable CDPs in Nigeria is hampered by a lack of credible, purposeful leadership to integrate and facilitate development. Anecdotal evidence demonstrates the appalling lack of citizen involvement in community development initiatives in Osun State.



### **2.2.2 Attitudes and Values Systems and Citizens' Participation in CDPs**

The investigation of citizens' attitudes toward community projects is essential for the success of future CDPs and reforms as community becomes increasingly important in citizens' everyday lives. Without ordinary and methodical examination of residents' demeanor, reasonable local area approaches might turn out to be more hard to plan and execute in store for such local area.

The goal of any community's development is to ensure that residents are involved in community affairs; along these lines, advancing individuals' support in local area is significant. Participation is a social behavior, according to Rishi (2003). He also mentions attitude as a key component of social behaviors and argues that attitude is essential for changing behaviors. People's social actions or personal projects are influenced by their attitudes, according to Rishi (2003). People are more likely to divert their behavior in more meaningful ways if they have a positive attitude toward an event or action (Rishi, 2003). In a similar vein, locals are more likely to support community causes and get more involved in them if they have a positive attitude toward the community. Consequently, understanding the resident disposition can assist with getting to the degree/level of residents' support in local area advancement issues. Key to development is the relationship between citizens' attitudes toward the community and their participation in CDPs.

According to Khan, Nwawaz, Khan and Khan (2016), community organization is a planned process for getting a community to use its own social structures and any resources it has to achieve community goals that are mostly decided by community representatives and generally in line with local attitudes and values. These perspectives about the advantages of support in local area are assessed by residents. Citizens' evaluations of the benefits and costs of community projects significantly influence participation. Activities that are thought to be more beneficial are more likely to be supported, while activities that are thought to be more expensive are more likely to be viewed negatively.

According to Lestari, Kotani and Kakinaka (2015), citizens are more likely to participate in a community when they believe that the community is benefiting locals, acting in their best interests, and allocating resources to support issues of importance to citizens. They add that citizens anticipate community interaction; they look for a harmony between friendly expenses of cooperation with their local area. They come to the conclusion that for relationships to be successful, they need to be viewed as

beneficial to both parties and based on a shared interest between an organization and its major publics. If the benefits and costs of community are not equal for everyone, it is impossible to expect people to have a positive attitude toward it, since it is generally acknowledged that community participation is one of the essential components of an empowered community, extensive literature searches have revealed the significance of attitudes toward community participation in development projects.

However, community involvement is more than just a requirement; it is a prerequisite for success. According to studies, communities that deeply involve their citizens and partners in community development raise more funds, achieve more results, and develop in a more holistic and ultimately beneficial manner raise more resources. Therefore, community success depends on people's positive attitudes toward community involvement (Norman, 2000). It is accepted that support guarantees a good outcome as individuals get involved when they have a feeling of pride of venture and feels that the undertaking addresses their issues. This makes them promptly direct development and afterward deal with the offices to guarantee their maintainability (Tacconic and Tisdell, 1992). Likewise, it is proposed that uplifting perspectives towards support can prompt more noteworthy local area strengthening as fortified nearby associations, a more noteworthy deep satisfaction and the endeavor of new exercises (Oakley, 1991).

It has become progressively fundamental to assess local area perspectives towards support in foundation arrangement in agricultural nations. This is due to the fact that a community's residents can live there thanks to its infrastructure and overall development. In addition to shifting government policies, the characteristics of neighborhoods and communities have an impact on people's attitudes; the element of progress can be unavoidable. Community development by actors like government agencies can also result in these changes. The Local Government Commission of Scotland (LGC, 2015) states that community change processes primarily affect residents; Consequently, they ought to be permitted to participate in determining such changes. This is one of the fundamental explanations for the thought of local area cooperation in local area improvement.

According to Cole (2007), community participation and empowerment are necessary components for obtaining community support for development projects. Thusly, uplifting outlook is important for local area to take part in the preparation, arrangement and upkeep of foundation. Samah and Aref (2011) define community

participation as the participation of individuals in community activities. In like manner, local area cooperation, as guaranteed by Leung (2005), is a part of local area improvement expected at expanding the contribution of occupants of the local area advancement, the executives and local area framework. According to Janine (2006), an authentic and empowering people-centered development would not be established if the community did not participate appropriately in infrastructure development.

Beneficiaries of the project have a right to know about project-related information; however, local people's participation in development initiatives is hindered by apathy or a negative attitude toward the project (Oakley, 2005). Information about development projects to beneficiaries is almost nonexistent at the grassroots level.

### **2.2.3 Educational Background and CP\_CDPs**

Training is straightforwardly connected with information and ought not be viewed as an honor yet as a typical and widespread ideal for all residents, so they might add to the improvement of their local area (Cury, 2002). It is the best assurance of the opportunity that is fundamental for the legitimate working of vote based frameworks since it successfully communicates the need to look for data and make a move in the manner that each resident ought to (Xavier & Gouveia, 2004; Tarapanoff, 2006; Borges & Neto. 2011). Isola and Adebisi (2006) and Afangideh, Obong, and Robert (2012) assert that education increases individuals' knowledge and, as a result, their capacity for participation in development projects.

Participation in CDPs is facilitated by education because educated individuals are involved in project conception and do not require any explanation of the project's benefits. Ochepe (2016) asserts that CP\_CDPs is influenced by their education. Compared to those without education, educated people are more likely to participate in CDPs. In contrast to the community's uneducated members, educated individuals participate in CDPs voluntarily and without being coerced, as stated by Abang and Obong (2021).

### **2.2.4 Gender/Cultural Issues and Citizens Participation in CDPs**

In contrast to sex, which is about biological differences, gender is about social differences between men and women. These distinctions are acquired over time; According to the European Institute for Gender Equality (EIGE), they can also alter

over time and differ from culture to culture (EIGE, 2016; Pacha & Banda, 2013). Gender equality and nondiscrimination on the basis of sex are fundamental human rights that are recognized by international legal instruments and declarations of various countries and are embedded in national constitutions (EIGE, 2016; Pacha & Banda, 2013). The justification for the inclusion of gender issues in CDPs is this: 2013, by the Caribbean Development Bank (CDB); 2011 Lentisco). Despite this recognition, many social structures do not treat boys and girls or men and women the same.

Gender roles are the roles that people are expected to play because they are male or female. Several factors, including socioeconomic, political, and cultural ones, shape and define gender roles (EIGE, 2016). Orientation jobs can change either extemporaneous or because of strategies and arranged intercessions. Because gender equality is a human right, efforts to ensure it have taken center stage in all areas of development agendas (European Institute of Gender Equality, 2016). The majority of national constitutions make it a requirement of international legal instruments and declarations (EU, 2010). Integrating a diverse group of people, regardless of gender, is an option that can help usher in a development that is more equitable.

True (2009) confirms that women, in comparison to men, frequently lack the skills necessary to participate in community projects, and some women have social relationships within households. Also, cultural beliefs prevent them from participating. According to Mehra (1993), because of social, cultural, and political structures, some women in developing nations lack the skills necessary to participate in any development initiative. Zimbabwe Weakness Evaluation Panel's (ZIMVAC, 2014) report shows that governmental issues, culture, and society assume a urgent part in impacting ladies' support in schooling, preparing and local area improvement. Women's participation in development projects is negatively impacted by household social relationships. In a similar vein, True (2009) asserts that, despite the fact that some women are willing to participate in CDPs, they are discouraged by their domestic social relationships. True adds that, orientation imbalance and ladies' concealment influence their investment through verbal, physical and mental hardships from taking part by men.

A concept like culture is a representation of the factors that drive social interactions and group activities in any given community. It is the mind's collective programming to behave in a particular way (Hofstede and Minkov, 2010). Others see it as more than just the glue that holds a community together; they also see it as the

compass that directs that community (Mangla, 2014). According to Tjarve and Zemte (2016), culture influences people's practices, habits, and attitudes in relation to their interrelationship and interdependency with their environment in a way that improves their existence and ensures their long-term health. As seen by Idang (2015), culture provides request and importance to various individuals, making them extraordinary in the advancement of their qualities through their social, political, financial and strict presence which recognizes them from others. As people interact socially and politically, collaborate with one another, and attempt to find solutions to their problems, this concept explains the ethos upon which behavior is based (Etuk, 2002; Idang, 2015).

Individuals' way of life has been found to animate support of residents in arrangements and improvement projects in their current circumstance. Darn (2018) uncovers that not at all like the progressive sort of culture that elevates hierarchical way to deal with issue, populist culture animates aggregate residents' contribution in navigation, strategy plan and improvement of their current circumstance. According to Tjarve and Zemite's (2016) research, people's participation in community development activities is also influenced by their cultural life and how satisfied they are with life. In a study on community development and citizen participation; According to Ojo and Ako (2021), based on their moderating role of culture in a few Nigerian states, CP\_CDPs is unaffected by culture.

#### **2.2.5 Socio-Economic Status and Citizens' Participation in CDPs**

According to Adedoyin (2014), important determinants of CP\_CDPs include SES in terms of, among other things, income, education, occupation, family affluence, physical assets, social position, social participation, caste, muscle power, and political influence. It is important to note that the majority of Nigerian communities are extremely diverse, which makes it difficult for cooperative and collective participation in CDPs.

Distinction in degrees of per capital pay among individuals and its dispersion influence residents' cooperation in local area improvement projects. Poor people can't afford to spend what little time, effort, or hard-earned money they have on CDPs (Adedoyin, 2014), especially if they do not see much or no benefit from participating in such projects. In the same way, if a community has a lot of income inequality, it will be hard to get the very poor, rich, and wealthy members of the community to participate because real participation can only happen among equals (Eneji, 2009).

According to studies, there are instances in rural communities where residents' poverty prevents them from participating in CDPs. Rural residents will not take part in any project that will make it harder for them to make a living or meet their most basic needs. In essence, people with lower SES may not participate in certain community projects at all or at all.

For instance, approximately 40% of people in Nigeria live on less than \$1.9 per day. Long-term citizens' non-participation in CDPs may be influenced by poverty and deprivation among low- and middle-income individuals. The pay level of certain families might be sensibly great, however if use (family responsibility) is excessively, they probably won't have the option to contribute their standard to support local area improvement projects. Situations of this kind are very common in Nigeria, which is obviously a cog in the mechanism that encourages citizens to participate in CDPs. In addition, participation in CDPs does not result in access to quality health care or social welfare packages. According to Adeyi, Smith and Robels (2007), citizens participate in situations where pockets of individuals possess financial resources and corresponding family commitment.

### **2.2.6 Location of Projects and CP\_CDPs**

For the manageability of local area improvement projects, the decision of the site is vital. Before beginning the project, consensus must be reached on its location because the host community must inevitably be its custodian. This present circumstance turns out to be more perilous assuming that the undertaking is to be taken care of by government offices or donour/outer bodies. To accomplish the ideal outcome, the establishments locally, like the bosses, adolescents, ladies and Local area Advancement Gathering (CDC) individuals, (improvement partners) or recipients should be counseled on the decision of the venture site (Hanachor, 2012).

The ease or difficulty with which people can access projects for their uses and upkeep affects citizen participation. Fundamentally, the farther the task is situated from the local area clients, the more troublesome it is for individuals to partake in its support. For instance, deep wells or boreholes that are closer to the communities than those that are further away are better managed and protected. One more significant element of area that influences individuals' support is whether the ventures have a fixed-area or its outlaw. A venture like wellbeing offices gave locally will be appropriately overseen dissimilar to a street whose real proprietorship is hard to

distinguish and whose genuine possession can't be looked for. Fixed and found projects don't present dubious issues in their utility, openness and upkeep. Even if a project is admirable, its efficiency and effectiveness are dependent on public support. However long they neglect to feel that its key elements have a place with them, it wouldn't be effectively used. Otherwise, they will make use of the project and safeguard it against decay and vandalism.

### **2.2.7 Studies in Community Development Projects and Citizens' Participation**

The discoveries of Egenti's (2001) examination of the effect that residents' support in self improvement projects has on the prosperity of individuals in Imo State, Nigeria, are as per the following:

- i. There was areas of strength for a between residents' degree of schooling and their powerful cooperation in self improvement drives for bettering the prosperity of Imo State occupants;
- ii. There was no colossal difference between attempts of the informed and uninformed occupants towards fruitful help in personal growth projects for additional created government help of people in Imo State;
- iii. Effective support in self improvement projects for working on the government assistance of individuals of Imo State was essentially associated with the progression of data to residents.

Egenti recommends, based on the previously mentioned discoveries:

- i. Residents' cooperation being developed undertakings is made more significant by proficiency schooling that can assist them with fostering the abilities important for participatory improvement in provincial regions;
- ii. The compelling activation of residents toward support in self improvement projects requires the scattering of data;
- iii. Additionally, commitment of the occupants in orchestrating, execution and evaluation of developmental exercises should be outstandingly engaged;
- iv. In end, to make it simpler for gatherings cooperating to plan and complete participatory advancement projects in Nigeria in a productive way, important to reinforce the relationship exists between individuals from the local area as well as government and non-government associations.

This investigation of Egenti is pertinent to this one since it centers around what residents' cooperation in self improvement projects means for local area individuals' parts in CDPs. The survey finds that neighborhood ought to be enacted for personal development exercises and this is extraordinarily pertinent to the ongoing audit. The opening, which Egenti's audit has deserted at any rate is that it has failed to perceive various components - monetary status, project region, mindsets of people, direction issues and with the end goal that can work on occupants' participation for neighborhood projects in various organizations. She additionally centers just around self improvement projects in her exploration and disregards different sorts. This is one of the voids that should be filled by this concentrate by finding extra determinant factors that can possibly help residents' support in naturally capable CDPs.

In Oyelami's (2008) review, local area support and scholarly execution in auxiliary schools in Oyo and Osun states are analyzed. This is finished determined to decide how educational system execution is impacted by local area support in the arrangement of school assets. Oyelami illustrates, in addition to other things, that local area contribution in school project arranging, checking, financing, and navigation essentially affects educational system execution. Oyelami recommends that networks and the public authority team up agreeably and gainfully founded on the discoveries; the objectives of schooling will be achieved along these lines. Consequently, Oyelami's examination proposes that local area association is significant to scholarly execution. The people group incorporates a subset of school. Against this foundation, this study is clearly pertinent to the current review since it shares the view that great individuals' instructive foundations can increment local area interest.

Oyelami's review, then again, found no different determinants that urge residents to partake in CDPs among local area designers to have reasonable CDPs in numerous networks. This is the hole that Oyelami's review has abandoned. Fakere and Ayoola (2018) take a gander at what the financial status of Akure occupants means for the need of resident support in framework improvement. This was with the view to choose the levels of occupants' help in structure plan.

This study illustrates:

- 1) While certain region in the area get help from the public authority as streets and seepage, most of the area doesn't. This recommends that most of individuals feel ignored by the public authority with regards to giving foundation.



- 2) It was found that there was no open water supply in the review region, so occupants needed to cooperate to get water for their own utilization.
- 3) The investigation likewise discovered that residents' support in the development of foundation was fundamentally impacted by their degree of schooling and financial status.

The examination of Fakere and Ayoola is relevant to this work since it bases on occupants' collaboration in the game plan of establishment which is a pathway to neighborhood projects. The concentrate by Fakere and Ayoola left a void since it zeroed in exclusively on support in the arrangement of lodging framework. It found no different determinants that could urge residents to take part in various other local area advancement exercises. Fajimi and Olaleye (2021) took a gander at what initiative styles mean for social area local area improvement associations' navigation, correspondence, support, and execution level of viability. The survey dissected power styles as determinant of neighborhood amplexness in Epe neighborhood government area of Lagos State. The review illustrated:

- 1) There was a positive, yet not measurably critical, connection between's the viability of local area improvement associations and vote based navigation.
- 2) Cooperation and the regulatory authority style were decidedly corresponded, yet not altogether, with the viability of local area improvement associations.
- 3) There was a positive, yet not genuinely huge, connection between the viability of local area improvement associations and the correspondence style utilized via imperious pioneers.
- 4) There was a positive, yet unimportant, connection between the presentation of local area improvement associations and the viability of free enterprise initiative styles.

The review arrived at the resolution that the viability of local area advancement associations was altogether impacted by all authority styles, except for free enterprise. Subsequently, the review recommended improving the institutional structure for administration in local area advancement associations through authority preparing, training, ladies' strengthening, and the strengthening of local area improvement affiliations. Furthermor, it focuses on citizens' participation in community development through the use of leadership styles, this study by Fajimi and Olaleye (2021) is pertinent to this work. The study by Fajimi and Olaleye (2021) fills a void because it only examined leadership styles in relation to the performance and

effectiveness of community development organizations. It neglected to analyze different elements that can work on the exhibition and support of residents in local area improvement association.

Various examinations uncover that authority factors on citizenship cooperation in supportable local area advancement undertakings can be affected by socio-political elements as the presence of champions, monetary assets, political-will and the limit of partners (Sibthorpe, Glasgow & Wells, 2005). The project setting and/or context, the project's broader external environment, and the project's layout distance and implementation all have the potential to influence projects (Shediac-Rizkallah and Bone, 1998). The organizing movement of the local area individuals in accomplishing this is very basic.

The following factors contribute to a project's sustainability, according to a study of community-based maternal nutrition projects: community ownership and responsibility, compatibility with community norms and values, building on the social units and roles that are already in place, motivation, training, and supervision of community actors, and a community "intervention" consisting of a "Practice" or "Practices" or "Project" or "Activity" or "Development" or "Plan" or "Action."

Resident contribution here is characterised as a limit building process through which local area people, gatherings or associations plan, do and assess exercises on a participatory and supported bases to work on their wellbeing and different requirements, either on their own drive or invigorated by others. As communities become empowered and capable of meeting their own needs as a result of citizen involvement, sustainability increases. Examinations have uncovered that proprietorship is vital to energize residents' cooperation in local area advancement (The Gained Task, 2006).

Communities should be guided through a process that is broken down step by step, such as: (1) a higher perspective evaluation of the local area's issues, necessities and assets; (2) issues related to community exploration and setting priorities; (3) Community planning for action; (4) execution of local area activity plans; and (5) community mobilization monitoring and evaluation. Getting citizens to participate in sustainable CDPs will be all-encompassing if these five steps are well-executed.

Ekong and Sokoya (1982), Akinyemi (1990), and Olawuni (2010) pointed to the following crucial factors that can improve CP\_CDPs: Determine the community's real needs. The issues of need are exceptionally crucial in deciding the focal point of

the local area improvement projects since it straightforwardly connects with the degree of responsibilities the local area individuals will feel having a place. However long reasonable local area improvement is a unique instrument for public reason, it ought to work with an inventive converging of privately communicated abilities needs for public objectives so the impact of neighborhood inclusion will build the chance for adjusted social and financial development.

The quality of the people who live in the communities should also be taken into consideration. The respectability of undertaking initiators and that of local area pioneers are similarly significant in drawing in to the local area sensible organization who are exceptionally dedicated to local area advancement exercises. A community improvement project might be easy to see and feel; It might not be easy for everyone to get to or only be available to some people. One thing about members of the community is; They typically lend their support to community development initiatives whose beneficiaries can readily be identified, claimed, and utilized. In a way, members of the community are more likely to participate in, support, and contribute to any community project that greatly benefits them.

Members of the community should ensure that development agencies and donors flow in fresh ideas and experiences to ensure effective participation. The community developers' spirit of cooperation will be bolstered by this. They perceive CDPs as their own, which gives room for appropriate use, supervision, and upkeep. Consequently, the local area pioneers, individuals and engineers should continuously be associated with the preparation of any ventures they need to set out after, starting from the task commencement to the last phase of its assessment. According to Olawuni (2010), effective participation in CDPs requires adequate community and mobilization strategies on the ground to strengthen partnerships between community members and development participation agencies.

### **2.3 Theoretical Framework**

The theoretical framework upon which this study is anchored is the “Ladder of Citizen Participation”, which was propounded by Sherry Arnstein in 1969. It has become one of the most widely referenced and influential models in the field of democratic public participation.

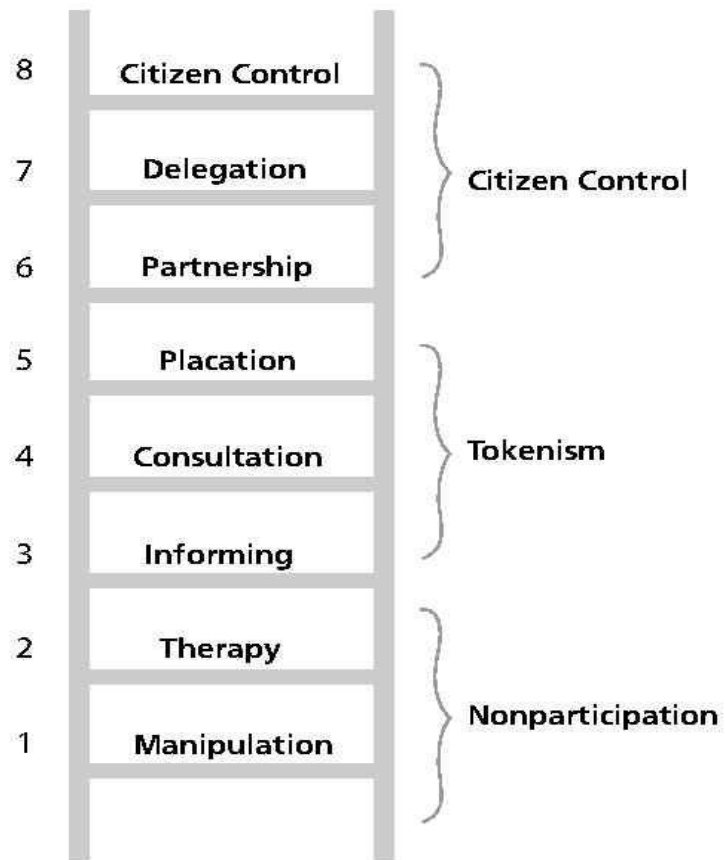
### **2.3.1. Ladder of Citizen Participation**

Arnstein (1969) uses the metaphor of a ladder, with each rung representing the extent of citizens' influence in formulating a public plan or program, to discuss the nature and efficacy of citizen participation. Arnstein, with her metaphorical ladder, (217) demonstrates that some procedures reduce citizen participation to a meaningless ritual that amounts to "non-participation" in effect. Arnstein argues that participants must redistribute power in order for participation to be considered in its true sense. She says, "Citizens' participation is citizens' power" to summarize this, in her article, Arnstein poses a concern regarding citizen participation in society: What is resident interest and what is its relationship to the social goals within recent memory?" She continues with this response:

My response to the crucial question is simply that citizen power is referred to as citizen participation. The redistribution of power makes it possible for the citizens who do not currently participate in the political and economic processes to be intentionally included in the future. It is the method by which the haves and have-nots collaborate to decide how benefits like contracts and patronage are distributed, goals and policies are established, tax resources are distributed, programs are run, and information is shared. To put it succinctly, the means by which they are able to elicit significant social change enable them to share in the advantages of an affluent society. (Arnstein, 1969).

Arnstein describes participation as an "empty ritual" and a frustrating process for those without power. It makes it possible for only a few to benefit, allowing the powerful to assert that the concerns of all are taken into consideration. As a result, citizens' participation is beneficial to society because it enables them to participate in the formulation of public policies that directly affect them and produces policy outcomes that are more in line with the broader public interest (Arnstein, 1969; Day, 1997).

Arnstein's typology of residents' cooperation is introduced as a figurative "stepping stool," with each rising bar addressing expanding levels of resident organization, control, and power. Arnstein includes a descriptive continuum of participatory power in addition to the eight "rungs" of participation. This continuum moves from degrees of non-participation (no power) to degrees of tokenism (counterfeit power) to degrees of citizens' participation (actual power).



Source: Arnstein, 1969, *Journal of the American Institute of Planners*

**Figure 2.1: Ladder of Citizen Participation**

At the point when significant choices are to be made or are at present being made, the stepping stool fills in as an aide for figuring out who holds authority. Individuals are continually stood up to with processes that will not consider anything over the base rungs, which is the reason it has stayed significant for such a long time. There are eight "rungs" on the stepping stool, every one of which depicts one of three general sorts of resident power in fair navigation: Nonparticipation (no power), Levels of Affectation (counterfeit power), and Levels of Occupant Power (certified power). As per Arnstein (1969), the Stepping stool of Residents' Cooperation has eight rungs:

1. Manipulation: When public establishments, authorities, or managers deceive residents into accepting they are being given power in a cycle that has been deliberately made to deny them power, this is known as a "deceptive" type of support or control. In the most regular sounding manner for Arnstein:

"for inhabitants' venture, people are placed on versatile stamp advance notice gatherings or cautioning sheets for the express justification for 'instructing' them or planning their assistance. The base crosspiece of the stepping stool addresses powerholders' bending of interest into an advertising instrument as opposed to veritable resident investment. (P. 216)".

2. Therapy: Collaboration as treatment happens when public specialists and supervisors "expect that weakness is indistinguishable from broken conduct," and they make pseudo-participatory tasks that undertaking to convince occupants that they are the issue when indeed spread out foundations and systems are making the issues for inhabitants. As per Arnstein, "what makes this type of 'support' so harmful is that residents are participated in broad action, however its focal point is on relieving them of their 'pathology,' as opposed to changing the bigotry and exploitation that make their 'pathologies'" (P. 217).

3. Informing: Despite the fact that Arnstein recognizes that "residents of their privileges, obligations, and choices can be the main initial move toward genuine resident support," she likewise takes note of that "too much of the time, the accentuation is put on a one-way progression of data — from authorities to residents — with no channel accommodated criticism and no power for negotiation...meetings can likewise be transformed into vehicles for one-way correspondence by the basic gadget of giving shallow data," In enlightening conditions, occupants are "terrified by uselessness, legalistic language, and eminence of the power" to recognize the

information gave as a reality or guarantee the suggestions put forth by individuals with huge impact.

4. Consultation: Along these lines, Arnstein mentions the objective fact that "enticing residents' viewpoints, such as illuminating them, can be a genuine move toward their full cooperation" (P. 217). In any case, this crosspiece of the stepping stool is as yet a farce since it offers no confirmation that resident worries and thoughts will be thought about when counsel processes "not joined with different methods of support." Disposition overviews, neighborhood gatherings, and formal conferences are the most well-known strategies used to counsel individuals. Support remains simply a window-dressing custom when power holders limit the contribution of residents' plans to this level as it were. Support is estimated by the quantity of individuals who go to gatherings, bring handouts back home, or answer a survey. Individuals are basically viewed as factual reflections. Residents have "took part in support" through the entirety of this movement. In addition, what powerholders achieve is the confirmation that they have gone through the normal developments of influencing 'those people.'

5. Placation: When residents are given a restricted measure of impact in a cycle, yet their support is to a great extent or completely tokenistic, this is designated "cooperation as mollification." The main explanation residents are involved is to show that they were involved. As per Arnstein, "an illustration of mollification system is to put a couple of hand-picked 'commendable' poor on sheets of Local area Activity Organizations or on open bodies like the leading body of training, police commission, or lodging authority." This is an illustration of a strategy that means to mollify the interest group. The less wealthy can undoubtedly be outvoted and outmaneuvered on the off chance that they are not responsible to a local area body electorate and if the conventional influence first class hold most of seats. (P. 218).

6. Partnership: Whenever residents are offered the chance to haggle more ideal arrangements, blackball choices, share subsidizing, or make demands that are unquestionably somewhat met, this is called investment as organization. In the most normal sounding manner for Arnstein:

"At this crosspiece on the stepping stool, residents and those in, influential places haggle to reallocate power. Through joint approach sheets, arranging boards of trustees, and instruments for settling stalemates, they consent to share liability regarding arranging and navigation. After the standard strategies have been spread out through a couple of sort of give and take, they are not open to uneven change" (P. 218).

Arnstein, then again, brings up that in numerous association circumstances, residents make power through moves like fights, missions, or local area coordinating as opposed to public foundations sharing it deliberately.

7. Designated Power: When public authorities, directors, or establishments give residents in any event some control, the board, dynamic power, or subsidizing, this is called cooperation as designated power. An outline of designated power would be a resident board or enterprise that is entrusted with dealing with a local area program as opposed to just taking part in a city-oversaw program. In the most regular sounding manner for Arnstein:

“At this level, the ladder has been scaled to where occupants hold the gigantic cards to ensure liability of the program to them. Rather than surrendering to strain from the rival side, powerholders should start the dealing system to determine conflicts”. (p. 218).

8. Control by Individuals: As per Arnstein, "members or occupants can oversee a program or a foundation, be in full charge of strategy and administrative viewpoints, and have the option to arrange the circumstances under which 'pariahs' may transform them" is an illustration of support as resident control. For example, in a circumstance including resident control, public assets would go directly to a local area association, and that association would have full oversight over how those assets were conveyed. In any case, since Arnstein's fundamental article, Connor (1988), huge commitments have been made to the writing on resident support. Connor directs out that Arnstein herself recognized a few constraints toward her plan, for example, the lopsided conveyance of resident power; basic street blocks to help are not addressed, and the extent of occupants' affiliation is obviously more stunning than the eight ladder rungs suggested. Notwithstanding, this stepping stool representation expects that public cooperation programs for complex strategy proposition require more than only "a news discharge and a public gathering," and that (1) public interest programs should be planned and figured out how to mirror what is going on; (2) progressive methodologies are combined and might be applied all the while; and (3) as opposed to requiring a system customized to the specific situation (Connor, 1988).

This speculation is appropriate to this concentrate considering the way that helpful neighborhood orchestrating deals with the expense of occupants the opportunity to participate in approach having that clearly impacts their lives and organizations. Thus, cooperative local area based arranging is profitable on the

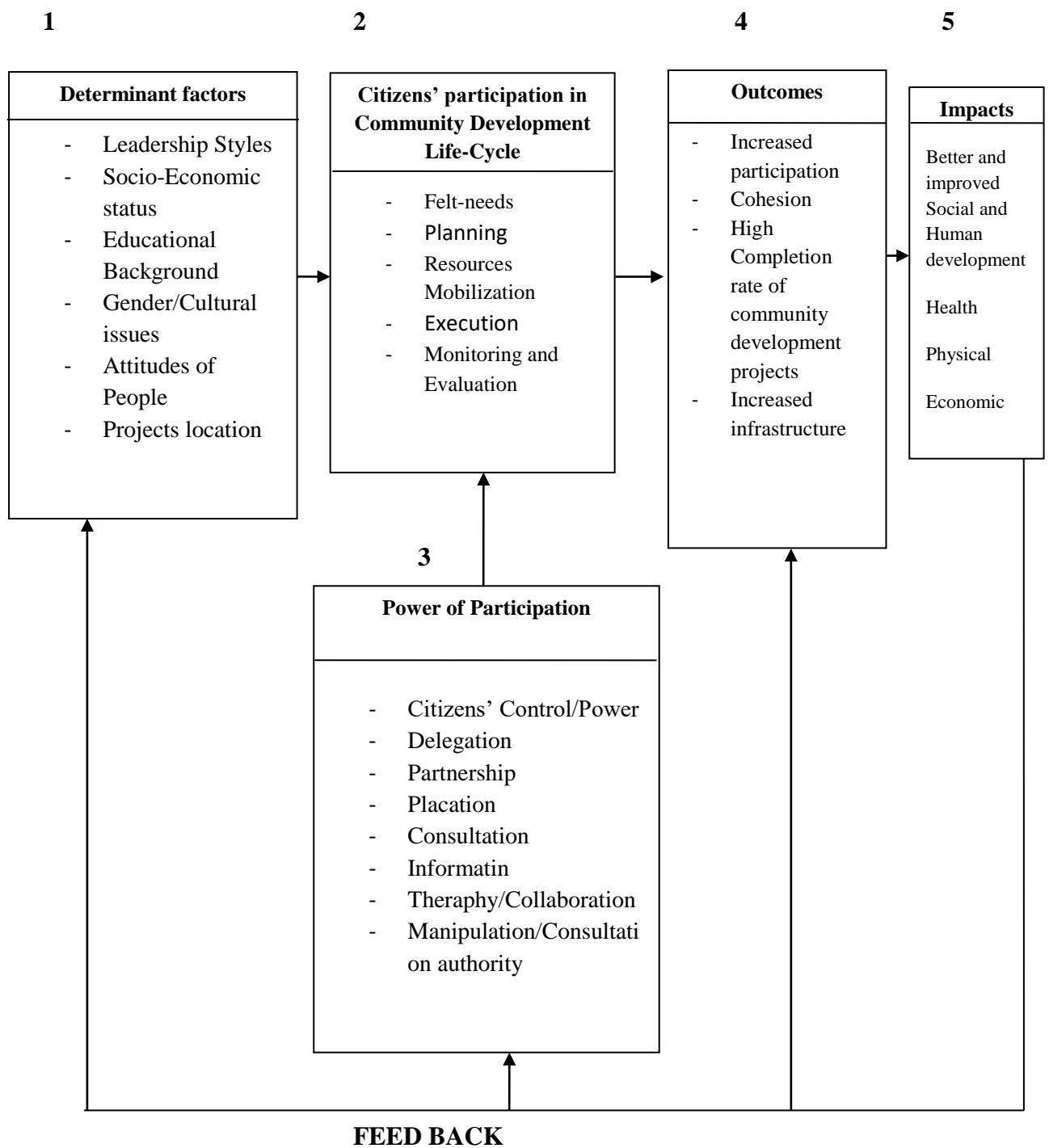


grounds that it brings about arrangement results that mirror residents' local area dreams. All the more significantly, the hypothesis shows how residents assess the advantages and expenses of their communications, collaboration, and mentalities with local area based projects. Occupants' participation happens when the cost of help is low and the benefit is high, and in this manner it further develops people's elevating viewpoint toward help in neighborhood programmes. In any case, residents will lose interest in taking part assuming that the expenses surpass the expected advantages.

The PC has changed the world into a worldwide town, cultivating collaboration and coalitions among individuals of different societies and empowering cooperation all through the improvement cycle. Cooperation in projects, then again, might be seen as a methodology for settling improvement issues. From an alternate point, cooperation is when at least two individuals get together to participate in a progression of exercises from which they desire to bring in cash under specific circumstances (Otite, 2003; Olawuni, 2010)

There are two crucial levels of joint effort drew in with participation. The first is about the neighborhood on the whole, with its part parts, like neighborhood, evaluation trailblazers, and market individuals, coordinating aggregately to push the neighborhood of occasions. The system's part parts, including NGOs, change-expert authorities, and neighborhood authorities, are at the resulting level. Thusly, collaboration, as portrayed by Otite (2003), includes a ton of utilitarian fortitude wherein individual part or segment contributes its particular commitments and wants to move the general interest and government help. Propelling the steady collaboration of both inward and outside factors partook in the typical task of cultivating a neighborhood fundamental in the endeavor of accelerating reasonable neighborhood support.

Support is a valuable resource for neighborhood. Without it, associations would hardly be accessible to different outer variable data sources expected for current area. The level of residents' support in CDPs can be summed up as cooperation in project commencement, project execution, human and material assets, project observing, project financing, and venture assessment.



**Figure 2.2: Conceptual Framework on Determinants of Citizens' Participation in CDPs**

*Source: Researcher's coinage, 2021*

## 2.4 Conceptual Frame-Work

The determinant factors such as leadership style, socio-economic status of people among others are contained in Box 1 while the life-cycles of citizens' participation process like the felt-needs, planning, resources mobilization, execution, monitoring and evaluation are enclosed in Box 2. The 3<sup>rd</sup> Box contains action-laden individual and group actions supporting citizens' participation in community development projects. These include bottom-up in terms of manipulation/authorities, therapy/collaboration, informing, consultation, placation/mollification, partnership, delegation and citizens control among themselves that boost voluntary participation.

The interactions of Boxes 1, 2 and 3 produces the outcomes in Box 4. These include an increase in citizens' participation without enforcement, cohesion is equally encouraged among members. Besides, there will be high rate of community development projects while the community also enjoys increased infrastructural facilities. The fifth box explains the impacts of these variables in the life of community members. These are better and improved social amenities as well as human developments among the people of Osun state in particular and the nation in general.

Substantial advancements have been made in the realm of citizen participation since Arnstein's influential article. Connor (1988) highlights Arnstein's recognition of limitations within her framework. She acknowledged that the distribution of citizen power is not straightforward, significant obstacles to participation are often unaccounted for, and citizens' involvement spans a broader spectrum than the eight ladder rungs proposed. Nevertheless, the ladder metaphor captures the intricacies of real-world debates, suggesting that (1) public participation initiatives should be tailored to the unique context, (2) various methods can be employed simultaneously, and (3) addressing complex policy issues demands more than just a "news release and a public meeting." Instead, it calls for a customized process adapted to the specific circumstances (Connor, 1988).

This study focuses on participation because engaging in collaborative community-based planning allows citizens to actively contribute to policymaking processes that directly influence their lives and localities. Collaborative community-based planning is valuable because it results in policy outcomes aligned with citizens' visions for their communities. Moreover, the theory sheds light on how citizens evaluate their involvement, cooperation, and attitudes concerning community-based projects, considering the benefits and costs involved. Citizens are more likely to

participate when the costs are low and the benefits are high, fostering a positive attitude toward community development programs. Conversely, if the expected benefits do not outweigh the costs, citizens tend to lose interest in participating, leading to a negative outlook on involvement.

Computer has made the world a global village, encouraging teamwork in the progress and process of development, thus promoting cooperation and alliances of people from different cultures of the world. However, participation in projects may be seen as an approach to resolve the problems of development. Participation from another perspective is a situation where more than one person come together to engage in a series of activities that are beneficial economically on the basis of some conditions (Otite, 2003; Olawuni, 2010).

Participation serves as a crucial tool in fostering community development. Without it, communities would struggle to access the external resources necessary for modern community development. Participation helps to overcome cultural resistance to change, making it easier for communities to embrace new ideas, technologies, and social changes. A well-coordinated, comprehensive, and integrated approach to community development becomes feasible when external features generated by both the people of a community and the government collaborate with the internal elements within the community, functioning as a unified team (Olawuni, 2010). In simpler terms, participation enables community members, in their various roles and situations, to engage at different stages in activities related to their community's development. Individuals work hand in hand with officials and external development entities to fulfill their needs, including the establishment of schools, healthcare facilities, infrastructure like roads, electricity, and clean water. The progress of developmental activities accelerates when both internal and external factors harmoniously collaborate, showing mutual respect and understanding toward a shared goal. According to Oakley (1994) and Olawuni (2010), participation signifies the collective dedication of resources (internal and external) for the purpose of local community development. Consequently, any examination of development in the community, both as a current state and as an ongoing process, must consider the interplay between internal and external resources in the developmental journey.

## **2.5 Appraisal of Literature Review**

Concerted efforts have been put into increasing CP\_CDPs. However, review of related literature has shown that there is a divide between citizens' aspirations/commitments and participation in CDPs. Available evidence indicates that this divide is due to the type of approach employed by the government and/or donor agencies during conception and implementation of these projects. The approach is called the top-down approach in which the thoughts and opinions of the community members are not put into consideration in the conception and implementation of CDPs. These agencies rarely employed the bottom-top approach which place the inputs of the citizens at the centre of the project.

Literature is thus replete with the fact that most CDPs are devoid of citizens' participation which does not confer projects' ownership on the citizens as they show apathy towards the projects. Some factors have been identified as contributing to the citizens' actions, such as leadership styles, attitudes, and values system, SES, educational background, gender/cultural issues and projects' location, among other factors. Most donor or implementing agencies rarely consider these factors in the conception and implementation of CDPs, hence, citizens' apathy and laissez-faire attitudes towards these projects.

Available evidence shows little or no empirical research is done on using the bottom-top approach in the implementation of CDPs in Osun state, Nigeria. Thus, research on CP\_CDPs scarcely study the application of bottom-top approach to CDPs in Nigeria. This study, therefore, examined the determinants of CP\_CDPs using the bottom-top approach to CDPs' implementation. In-depth literature review indicates that limited previous empirical researches have not adequately addressed the existing gap between the determinant's factors' role in citizens' participation and CDPs. Using registered CDAs therefore, effort of this study was directed towards solving CD projects issues with a study of determinants of CP\_CDPs for beneficial communities in Osun State, Nigeria.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Design**

The research design adopted for this study is the survey design of the *ex post-facto* type. The survey design is not only for describing existing phenomena but also to examine those conditions with pre-determined criteria for investigating determinants of citizens' participation in CDPs.

The survey design was employed because none of the variables were manipulated in the study. The independent variables (determinant factors) were measured for its possible influence on dependent variable (CP\_CDPs).

#### **3.2 Population of the Study**

The population in this study comprised members of the community; and the leaders of the registered Community Development Associations (CDAs) and Community Based Organisations (CBOs); change agents' officers, NGOs' and their leaders and community development officers in the selected local government areas of the State.

#### **3.3 Sample and Sampling Techniques**

A multi-stage procedure was adopted to select 2,100 participants sample size for the study. These included purposive, random, stratified mixed method/Qua-quah and equal sampling techniques.

**Stage 1** - Osun State is stratified along the three existing Senatorial district.

**Stage 2** - There was a random selection of two Local Governments Areas from each of the existing senatorial districts, making six LGAs (Olorunda, Ila, Iwo, Ola-Oluwa, Ilesa-East and Ife-North Local Government), The two LGAs selected were based on rural and urban communities having series of ongoing and executed CDPs through communal efforts.

**Stage 3** - From each LGA, 10 registered CDAs/CBOS were purposively selected. These include Ila Local Government: Edemosi, Isokan, Dindin-Obaloja, Ajaba, Oyeban, Araromi, Idi-Odan.

Olorunda Local Government: Ifelagba, Okefia, Idiseke, Olorunda, Olopo-mewa, Ayetoro, Oba-oke, Oba-ile, Olorunsogo, Dagbolu.

Ilesa-East Local Government: Araromi, Irojo, Imelu, Reinhard-Bonnke, Omolupe, Ido-ijesa, Power-line, Cappa, Aralopon, Boluwaduro.

Ife-East Local Government: Oyere, Ifesowapo, Edunabon, Moro, Obaloluwa, Asipa, Yakooyo, Bolutife, Isokan, Oredegbe.

Iwo Local Government: Araromi, Feesu, Iwajowa, Agberire, Obajoko, Idi-araba, Isale-Oba, Aipate, Asipa-oniyangi, Agoro.

Ola-Oluwa Local Government: Egbejoda, Ilemowu, Ogbagbaa, Ikire-ile, Telemu, Asamu, Ilero, Idi-igba, Ameree, Ikonifin

**Stage 4-**Two hundred CDA members, one fifty CDA executives and local government CDA employees were randomly selected from each of the six selected LGAs.

**Table 3.1: Citizens Participation in Community Development Projects:  
Questionnaire Distribution for CDAs Members Only**

| <b>S/N</b> | <b>SENATORIAL<br/>DISTRICT</b> | <b>LGA</b> | <b>NO OF<br/>QUESTIONNAIRE</b> | <b>NO<br/>RETURNED</b> |
|------------|--------------------------------|------------|--------------------------------|------------------------|
| 1          | OSUN CENTRAL                   | OLORUNDA   | 200                            | 187                    |
|            |                                | ILA        | 200                            | 151                    |
| 2          | OSUN EAST                      | ILESA EAST | 200                            | 173                    |
|            |                                | IFE NORTH  | 200                            | 181                    |
| 3          | OSUN WEST                      | IWO        | 200                            | 156                    |
|            |                                | OLA-OLUWA  | 200                            | 188                    |
|            | TOTAL                          |            | 1,200                          | 1,038                  |



**Table 3.2: Distribution of Questionnaire to Community Development Association /Community Based Organisations, Executives and Local Government Employees**

| S/N   | SENATORIAL DISTRICT | LGA         | NUMBER OF QUESTIONNAIRE |       | NUMBER RETURNED |
|-------|---------------------|-------------|-------------------------|-------|-----------------|
|       |                     |             | Executive               | Staff |                 |
| 1     | OSUN CENTRAL        | OLORUNDA    | 130                     | 20    | 148             |
|       |                     | ILA         | 140                     | 10    | 147             |
| 2     | OSUN EAST           | ILESIA EAST | 135                     | 15    | 141             |
|       |                     | IFE NORTH   | 135                     | 15    | 143             |
| 3     | OSUN WEST           | IWO         | 130                     | 20    | 150             |
|       |                     | OLA-OLUWA   | 135                     | 15    | 148             |
| TOTAL |                     |             | 850                     | 95    | 877             |

### 3.4 Instruments

There were three types of structured questionnaire for the study. The first was tagged “Citizens Participation in CDPs Questionnaire (CPCDPQ). The first set of the questionnaire were administered to CDA members of the community who are fully involved and participating in CDPs within the selected local government areas of the study.

Each set of the questionnaire was divided into two major Sections - ‘A’ and ‘B’. Section ‘A’ contained the demographic status of the respondents which include their sex, age, marital status, occupation, religion, qualifications and name of local government while section ‘B’ focused on citizens participation in community development programmes.

The second set of the questionnaire was titled “Determinant Factors of Citizens’ Participation in CDPs Questionnaire” (DFCPCDPQ). This was divided into two sections A and B. Section A dealt with demographic information, while section B which was further divided into six sub-sections of each of the determinants factor identified in literature solicited for information on determinant factors of CP\_CDPs. The scales were drawn on a modified five-point Likert rating scale of Frequently, if not always = (5), Fairly often = (4), Sometimes = (3), Once a while = (2) and Not at all = (1) for leadership styles while Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1; were used to rate Socio-economic, Educational background, Gender/cultural issues, Attitude and Project location factors. This is a self-developed scale. Examples on each item of the questionnaires include: Leadership styles; “I make others feel good to be around me to participate in CDPs”. SES; “Economic status affects peoples’ participation in CDPs”. Educational background; “the community development programme make provisions for those with non-formal education”; Gender/Cultural issues; “There is always not much domestically focused gender role and characteristics of female initiated CDPs”. Attitude to CDPs; “community development is for smart people” while for Project location; “Project location is a function of CP\_CDPs”. The third instrument was community development inventory which was designed to identify projects available in local government area of the study.

The three instruments were translated into Yoruba Language because of the members of the community that can neither read nor write. The researcher and his assistants helped to interpret the instruments and guide the respondents towards

picking their options. Also interpreted into Yoruba language, was the instruments on qualitative and challenges facing members toward participating in CDPs. Another instrument employed was the “community development programme inventory” this gave the records of every available resources/projects in all the local government/community covered by the study. That is, the psychometric properties of the projects available.

### **Seven Sub-rating Scales**

The seven sub-rating scales were developed by the researcher to collect information pertaining to “determinant of citizens’ participation in community development programmes”; having captured the demographic profiles of the respondents such as: Citizens’ participation rating scale, leadership styles rating scale, SES rating scale, educational background rating scale, gender/cultural issues rating scale, citizens’ attitude to community development rating scale, project location rating scale and challenges facing citizens participation rating scale.

#### **3.4.1 Citizens’ Participation rating scale**

This instrument was developed by the researcher with the assistance of the supervisor (internal and internal-external) to collect information on citizens’ participation in CDPs (CPCDP). It was made up of fourteen items that were drawn on close-ended questions which followed the Likert-four point rating scale. The ratings were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted as 4,3,2,1 respectively. The face and content validity of the instrument was ascertained by the supervisor and four experts in research methodology, Adult Educator, Science and Technology Educator. The reliability of the items in CPCDPQ were determined by trial-testing the instruments on 40 respondents different from the selected local governments of the main study in Osun State, using Cronbach Alpha and reliability coefficient,  $r = 0.86$  was obtained. This revealed that the internal consistency of the instrument was reliable.

#### **3.4.2 Leadership Styles rating scale**

This instrument was developed by the researcher with the assistance of supervisors and experts in research Methodology to elicit information from citizens on “leadership styles in CDPs’ participation”. It was made up of twenty-one items that

were drawn on close-ended questions which followed a five-point rating scales similar to that of Likert. The rating scales were: frequently, if not always, fairly often, sometimes, once a while, and Not at all weighted as 5, 4, 3, 2, 1 respectively. The face and content validity of the instrument was ascertained by my supervisors and experts in the field of Adult Education, Science and Technology Education. The reliability of the items used were determined by trial-testing the instrument on 40 respondents different from communities and local governments selected for the main study. Cronbach Alpha and reliability coefficient was used; the result obtained was ( $r=0.75$ ). This revealed that the internal consistency of the instrument was valid and reliable.

### **3.4.3 Socio-Economic Status rating scale**

The instrument was designed by the researcher with the assistance of the supervisor, experts in Adult Education, Science and Technology Education to collect information on SES of citizens' participation role in CDPs. It was made up of eighteen items that were drawn on close-ended questions which followed the Likert-four point rating scale. The ratings were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted as 4,3,2,1 respectively. The face and content validity of the instrument were ascertained by the supervisor, three experts in Research Methodology, Adult Educators, Science and Technology Educator. Items in socio-economic role rating scales were determined by trial-testing the instruments on 40 respondents different from the selected communities and local governments selected for the study. Using Cronbach Alpha and reliability coefficient,  $r=0.75$  was obtained, this revealed that the internal consistency of the instrument was valid and reliable.

### **3.4.4 Educational background role rating scale**

This instrument was equally designed by the researcher, his supervisor, experts in Adult Education, Science and Technology Education, to solicit information on Educational background of the citizens' participation role in community development projects. The items were made up of ten that were drawn on close-ended questions which followed a four-point rating scale similar to Likert type. The ratings were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted as 4,3,2,1 respectively. The face and content validity of the instrument were verified by the supervisor, three experts in research methodology, Adult Education, Science and Technology Education. The items in Educational background of citizens'

participation in community development project rating scale were determined by trial-testing the instruments on 40 respondents different from the communities and local governments selected for the main study in Osun state, With the use of Cronbach Alpha and reliability coefficient,  $r=0.78$  was obtained. This result revealed that the internal consistency of the instrument was valid and reliable.

#### **3.4.5 Gender/Cultural issues rating scale**

This sub-scale incorporate ten items measuring the opinion of CDA members and executives towards gender issues on citizens' participation in community development projects. These are drawn on closed ended questions which followed the Likert-four-point rating scale. The ratings were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and weighted as 4,3,2,1 respectively. The face and content validity of the instrument was ascertained by four experts (academic staff) selected from Adult Education and Science and Technology Education in the faculty of Education to express their opinions on suitability of the identified items to measure gender/cultural issues. At the end, five questions not relevant were removed to produce the final draft copy. The reliability of the instrument was determined through a pilot study by administering 40 copies of questionnaire to CDA and executive members outside the study population. The data gathered from the pilot study were analysed using Cronbach Alpha, the reliability coefficient of  $r=0.76$  was obtained which revealed that the internal consistency of the instrument was reliable.

#### **3.4.6 Citizens' attitude to Community Development Projects' rating scale**

This sub-scale incorporates twenty items measuring the attitude of CDA executives and members toward participation in CDPs. These were also drawn on closed ended questions which followed the Likert-four-point rating scale, The ratings were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and weighted as 4, 3, 2, 1 respectively. The face and content validity of the instrument was ascertained by the researcher's supervisor and two experts (academic staff) selected from Adult Education, Science and Technology Education in the faculty of Education to express their opinion on suitability of the identified items to measure attitude. At the end, three questions not necessary were removed to produce the final draft copy. There liability of the instrument was determined through a pilot study by administering 40 copies of the questionnaire to CDA members and their executives outside the study

communities and local governments. The data gathered were analysed for internal consistency of reliability of the instrument, using Cronbach Alpha which gave the coefficient value of  $r = 0.75$ . This revealed that the instrument is internally consistent and reliable.

### **3.4.7 Project Location rating scale**

This sub-scale incorporates thirteen items measuring the location of projects to citizens (CDA executive and members) toward participation in community development projects. Questions were drawn on closed-ended in line with Likert-four-point rating scale. The ratings were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and weighted as 4, 3, 2, 1 respectively. The face and content validity of the instrument was ascertained by the researcher's supervisor and three experts (academic staff) selected from Adult Education, Science and Technology Education in the faculty of Education. They expressed their opinions on suitability of the identified items to measure projects location to citizens' participation rating scale. Based on this, the final draft was obtained. The reliability of the instrument was determined through a pilot study by administering 40 copies of the questionnaire to communities other than the population study areas. The reliability of the data gathered were analysed for internal consistency using Cronbach Alpha and reliability coefficient obtained for  $r = 0.77$ . The result revealed that the instrument is internally consistent and reliable.

## **3.5 Qualitative Instruments**

In order to further validate the results/findings from the quantitative instrument, the Key Informant Interview (KII) and Focus Group Discussion (FGD) were also used.

The KII was used to evoke additional data from the CDAs and CBOs pioneers, local area advancement officials in the neighborhood government, and recipient of CDPs. The key witness interview was important to shed more light into the discoveries and offer more chance to have individual contact to the source of the information. Six meetings were coordinated among the named members. This was finished to have direct data about their association in local area improvement exercises. The KII guides were given (see informative supplement 4).

Additionally, FGD was utilized to accumulate additional data from the local area individuals, who are straight forwardly associated with arranging and execution

of CDPs. The Center Gathering Conversations was a meeting with every one of the chosen neighborhood government regions, The FGDs was essential for this concentrate to approach other top to bottom data about the difficulties confronting individuals' cooperation in CDPs that survey can't give. The arrangement of second survey was managed to the heads of enrolled Local area Improvement Affiliations (CDAs) and Local area Based Associations (CBOs), NGOs Authorities, people group advancement representative of the neighborhood government and change specialist officials of the LGAs being scrutinized.

**Table 3.3: Schedule of FGD and Interview sessions that were conducted for the study**

| <b>Name of the Local Government</b> | <b>Town</b> | <b>No of Sessions</b> | <b>No of Participants</b> | <b>Date Conducted</b>  |
|-------------------------------------|-------------|-----------------------|---------------------------|--|
| Ola-Oluwa                           | Bode-Osi    | 2                     | 12                        | Tuesday, 13 <sup>th</sup> and 20 <sup>th</sup> April, 2021     |
| Iwo                                 | Iwo         | 2                     | 12                        | Tuesday, 27 <sup>th</sup> April; 6 <sup>th</sup> May, 2021     |
| Ife-North                           | Ipetumodu   | 2                     | 12                        | Tuesday, 13 <sup>th</sup> and 20 <sup>th</sup> May, 2021       |
| Olorunda                            | Osogbo      | 2                     | 12                        | Thursday, 27 <sup>th</sup> May; 4 <sup>th</sup> June, 2021     |
| Ilesa-East                          | Ilesa       | 2                     | 12                        | Tuesday, 11 <sup>th</sup> and 18 <sup>th</sup> June, 2021      |
| Ila                                 | Ila         | 2                     | 12                        | Thursday, 25 <sup>th</sup> June and 2 <sup>nd</sup> July, 2021 |
| Total                               | 6           | 12                    | 72                        |  |



### **3.6 Validity of the Instruments**

In constructing the questionnaire, the investigator ensured that the items are related to the objectives of the study. Copies of the questionnaire were given to the project supervisor and experts in Community development, Adult Educators, Science and Technology Educators, for correction and inputs in terms of clarity of the items and objectivity of the instruments. Their criticisms and suggestions brought out the construction of valid questionnaire for the study.

### **3.7 Reliability of the Instruments**

The reliability of the items in CPCDPQ was determined by trial-testing the instruments on 40 respondents different from the selected communities of the main study in another local governments of Osun State, using Cronbach Alpha, the reliability coefficient of 0.86 was obtained.

Also for the reliability of the items of seven sub-scales of DFPCDPQ, the instrument was trial-tested on 40 respondents which were not part of the members of the selected communities for the main study. Each of the sub-section of the instruments were determined using Cronbach Alfa, and their reliabilities coefficients were as follows: Leadership styles ( $r=0.75$ ); SES ( $r=0.75$ ); Educational background roles ( $r=0.78$ ); Gender/Cultural issues ( $r=0.76$ ); Attitude to community development projects ( $r=0.75$ ); and Project Location ( $r=0.77$ ); challenges facing citizens participation ( $r=0.78$ ) respectively.

### **3.8 Administration of the Instruments**

The instruments were administered to the respondents by the researcher. Trained research assistants were employed from the selected Local Government Areas of Osun State to assist in the administration of the research instruments. Staff of the local government agencies and parastatals were also of assistance. 200 copies of questionnaire were given to the CDA members in each of the six LGAs while 150 copies of questionnaire were given to the CDA executives in each LGAs. The local government employees were of great assistance in the distribution of the questionnaire because of non-attendance at meetings of some respondents. FGD and KII session were also organized on the respondents at two occasions per local government of the study.

### **3.9 Methods of Data Analyses**

The demographic variables gathered in this study were analysed using simple frequency counts, percentages and charts. Inferential statistics used in analysing the quantitative data includes Pearsons product moment correlation, means, standard deviation, and multiple regression analysi. These inferential statistics were conducted at 0.05 level of significance, while content analysis was carried out for the qualitative data

### **3.10 Ethical Consideration**

In order that the research is in compliance with the university's research ethics, the researcher applied for ethical clearance which was granted through the University ofIbadan Research Ethics Committee (UIREC). From the University Registrar's office, the researcher also asked for permission to collect data from respondents, which was granted. This was done so that no one's rights were violated during the data collection process and to make sure that the research is not harmful to all parties involved. All ethical considerations were followed throughout the data collection process.

A consent letter explaining the purpose of the research was given to the respondents. It stated that participation was voluntary and outlined the procedures to be used during the research. The rights of respondents to decline to participate and to withdraw their participation at any time they wanted to do so, was also emphasised. It also stipulated that there were no consequences should one chooses to withdraw from participating. The respondents were also made aware of the academic benefits of the research, and the confidentiality of the data collected.

Anonymity was emphasised and any personal information that could be used to identify participants was not included in the questionnaire. Lastly, data collected from respondents were treated with confidentiality and that it would only be used for the current study.

To ensure credibility of results, the researcher made sure that data were collected from willing participants. Two research assistants were trained to assist in this regard. The participants were also encouraged to be honest in their responses to items/indicators on the questionnaire. The researcher also reported the research

findings honestly, without suppressing or falsifying data in a bid to meet the needs of the research.

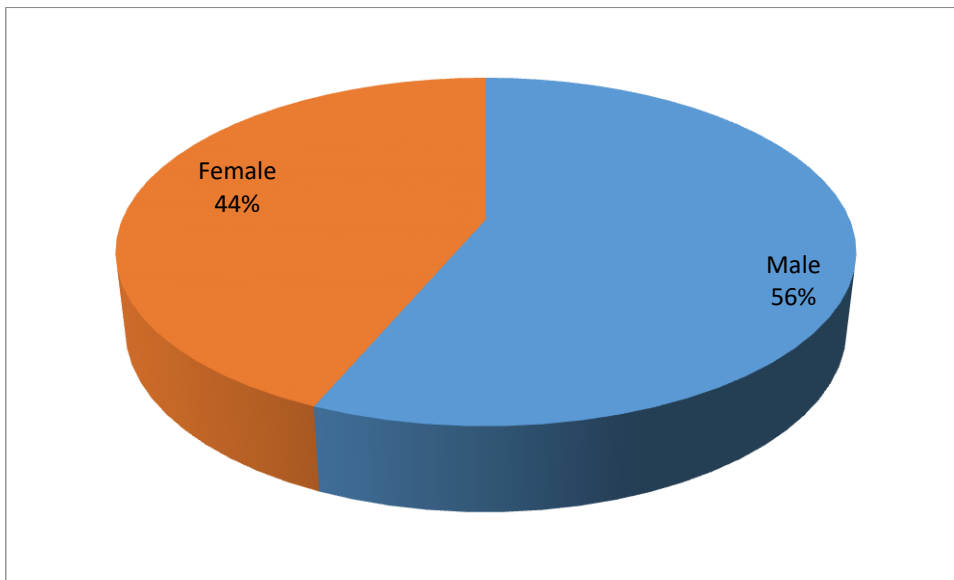
To ensure dependability, the researcher reported the processes within the study in detail. This was done to ensure that the study can be replicated by future researchers, if there is need to do so. To ensure trustworthiness, the researcher maintained the databases so that the research can be audited by interested parties. This was done to enhance the readers' to independent judgements concerning the qualities of the analysis. Auditability provides for replication and promotes rigour in both data collection and data analysis. To enable auditability, the documentation was kept confidential and safe following data collection, thus promoting reliability and validity.

## **CHAPTER FOUR**

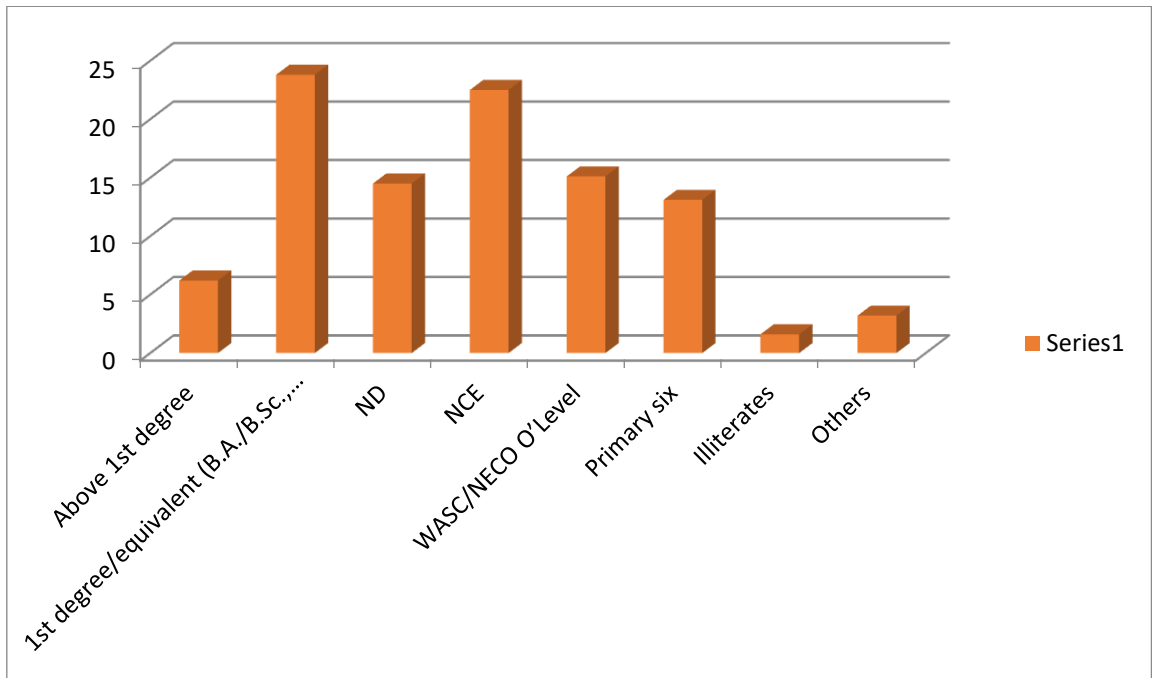
### **RESULTS AND DISCUSSION OF FINDINGS**

The results and discussion of findings in this study are presented in this chapter. The results are presented in charts and tables followed by their interpretations and detailed discussion of the findings. This chapter is divided into two sections, namely, section A which deals with the presentation of demographic profiles of the respondents, while section B focused on the presentation of the results of the research questions raised and the hypotheses tested as well as their explanation and discussions.

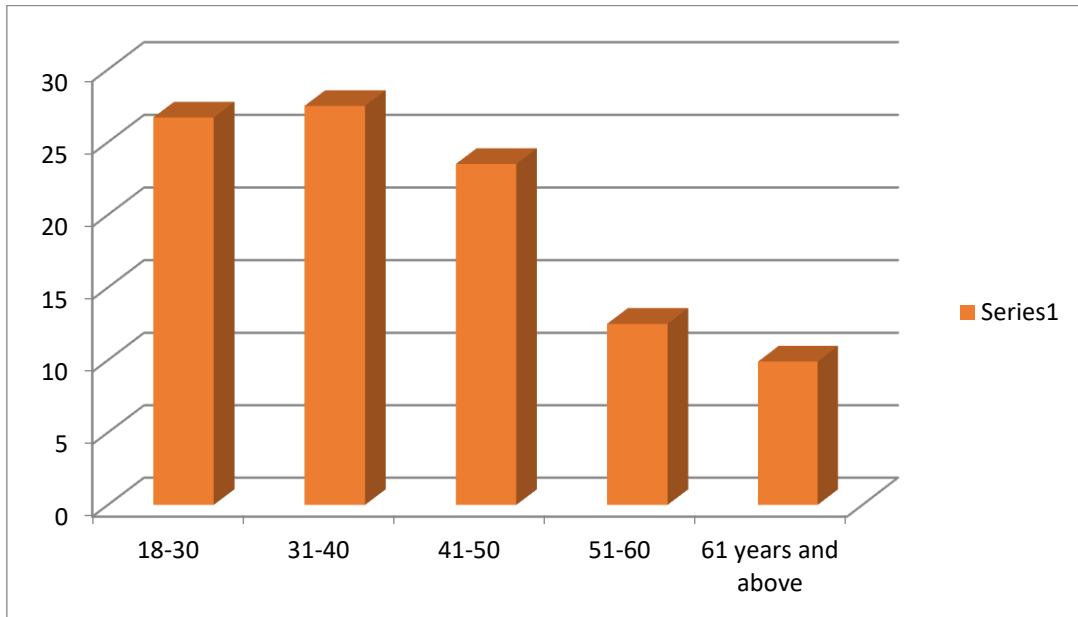
## Demographic Characteristics of the Respondents



**Figure 4.1: Gender composition of the Respondents**  
*Field Survey, 2021*

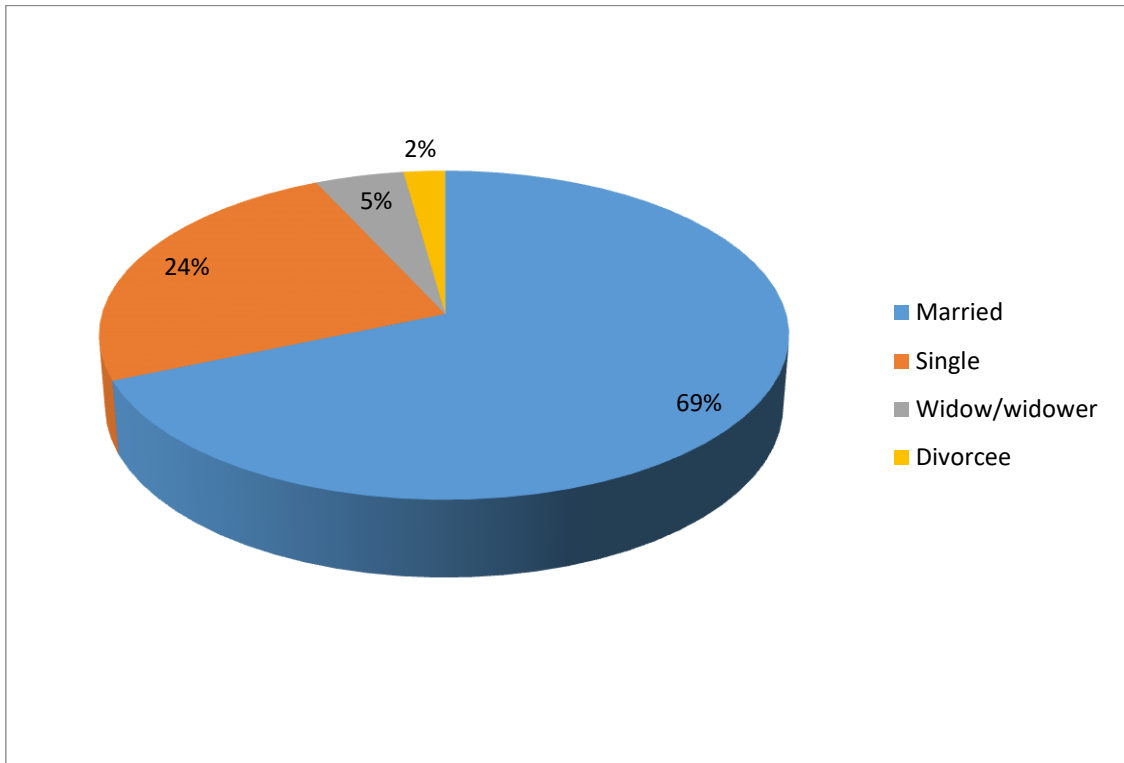


**Figure 4.2: Distribution of respondents by Academic Qualifications**  
*Field Survey, 2021*



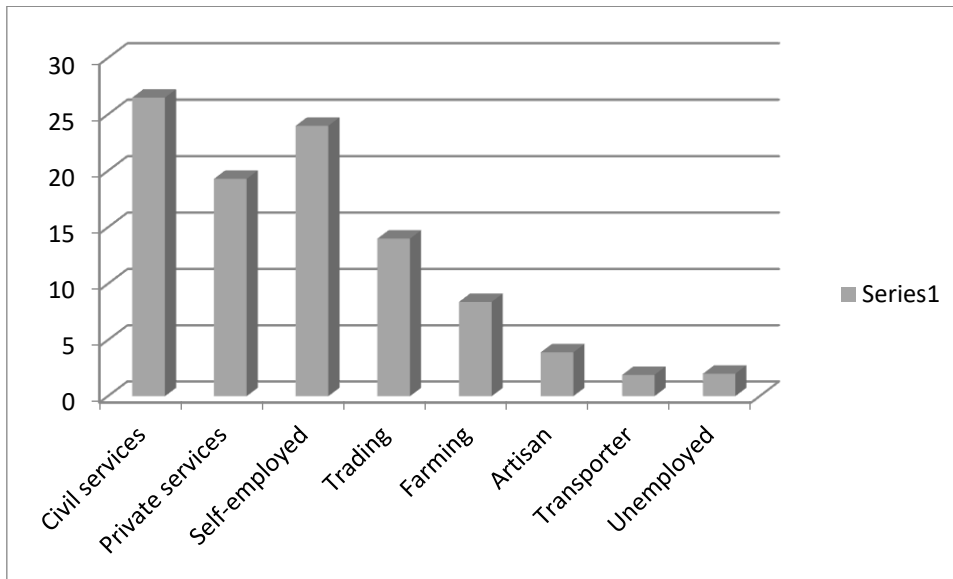
**Figure 4.3: Distribution of respondents by age status**

*Field Survey, 2021*



**Figure 4.4: Distribution of respondents by marital status**  
*Field Survey, 2021*





**Figure 4.5: Distribution of respondents by employment status**  
*Field Survey, 2021*

Figure 4.1 gives the segment information of the orientation on the respondents utilized for review. It shows that there were more males 56.0% than 44.0% females. This finding shows that larger part of the respondents were guys. By implication, there were more male CDA individuals than female. This might be because of a few homegrown obligations of ladies at home which probably won't permit them to take part really, in contrast to their male partners.

Figure 4.2 shows that 6.2% of the respondents had above first degree certificate; 23.8% had first degree or its equivalent certificates; 14.5% had ND certificate; 22.5% had NCE certificate; 15.1% had WAEC/NECO O'level certificate; 13.1% had primary School leaving certificate; 1.6% were non-literate, while 3.2% had other certificates like Arabic/modern school. This implies that majority of the respondents (CDAS executives and members) used for this study were WAEC/NECO, NCE, ND, and first degree or its equivalent certificate holders. The implication of this finding is that majority of the CDA members and executives were literate people, with good knowledge of the need for CP\_CDPs. This finding also shows that both literates and non-literates have interest in the participation of community development, but the literates outnumbered others.

Figure 4.3 reveals respondents' distribution by age status. It shows that 26.7% were between the ages of 18 and 30 years; 27.5% were between 31 and 40 years of age; 23.5% were between 41 and 50 years old; 12.5% were 51-60 years old, while 9.9% were above 60 years old. This indicates that majority of the respondents used for this study were youths whose ages ranged between 18 and above with a mean age of  $33 \pm 8$  years. The implication of the findings is that people of different ages have interest to participate in community development projects. However, youths were more involved than the aged people. This may be due to the fact that the aged people had more commitment at home than the youths. Whereas, majority of the youths just graduated from schools without white-collar jobs based on the findings by the researcher.

Figure 4.4 shows that 68.6% of the respondents were hitch; 24.5% were single; 4.7% were widows/single men, while 2.2% accounted for Divorceesperson orisolated. This suggests that are greater part of the resopondents were dependable hitched people, trailed by the single. The outcome shows that greater part of the respondents are developed and dependable. The ramifications of this is that in spite of the homegrown obligations and social responsibility of the respondents who were hitched, they were as yet keen on the cooperation for the improvement of their networks, all the more so everyone loves to reside in an optimal local area. The discoveries likewise show that all hitched situations with, the widows, single men, single and separation, were not avoided with regards to CP\_CDPs.

Figure 4.5 shows that 26.5% were civil-servants; 19.3% were engaged in private services; 24.0% were self Employed; 14.0% were traders; 8.4% engaged in farming activities; 3.9% were Artisans; 1.9% were transporters, while 2.0% were unemployed. This result shows that majority of the respondents had one job or the other doing outside Community Development Associations. The findings of this survey also reflect that CDA members cut across nearlyall statuses of employment situations.

## SECTION B: Analysis of Research Questions and Hypotheses

### 4.2 Answering of Research Questions

Research question 1: To what extent do the determinant factors predict the citizens' participation in community development projects?

**Table 4.1<sup>a</sup>: Summary of Multiple regression analysis on Composite prediction of determinant factors on citizens' participation in community development projects**

| Sources of Variance | Sum of Squares | Df  | Mean Square | F     | Significant |
|---------------------|----------------|-----|-------------|-------|-------------|
| Regression          | 1199.332       | 6   | 199.889     | 8.630 | 0.000*      |
| Residual            | 21309.401      | 920 | 23.162      |       |             |
| Total               | 22508.734      | 926 |             |       |             |

R = 0.231

R Square = 0.053

Adjusted R Square = 0.047

Std. Error of the Estimate = 4.81273

**Table 4.1<sup>b</sup>: Summary of Multiple Regression showing relative contributions of determinant factors on citizens' participation in community development projects**

| <b>Model</b>          | <b>Un-<br/>standardised<br/>Coefficients<br/>B</b> | <b>Standardised<br/>Coefficient<br/>Std. Error</b> | <b>Beta (<math>\beta</math>)</b> | <b>Rank</b> | <b>T</b> | <b>Sig.</b> |
|-----------------------|--|--|----------------------------------|-------------|----------|-------------|
| (Constant)            | 44.386   | 1.242  |                                  |             | 35.74    | .000        |
| Leadership styles     | .036   | .014   | .146                             | 1st         | 9        | .008*       |
| Socio-economic status | -.014  | .034   | -.025                            |             | 2.655    | .683        |
| Educationalbackground | -.008  | .051   | -.009                            |             | -.408    | .867        |
| Gender                |  |  |                                  |             |          |             |
| Attitudinalfactors    | -.014  | .036   | -.018                            | 3rd         | -.167    | .691        |
| Projectlocation       | -.051  | .020   | -.109                            | 2nd         | -.398    | .012*       |
|                       | .079   | .030   | .116                             |             | -2.524   | .009*       |
|                       |  |  |                                  |             | 2.613    |             |



Table 4.1<sup>a</sup> reveals that the composite prediction of determinant factors (leadership style, socio-economic status, education background, gender/cultural issues roles, attitudinal factors and project location roles) on citizens' participation in community development projects was significant ( $F_{(6, 920)} = 8.63$ ;  $\text{Adj } R^2 = 0.05$ ;  $p < 0.05$ ). This means that when determinant factors (leadership style, socio-economic status, educational background, gender/cultural issues roles, attitudinal factors and project location roles) were taken together, they jointly predicted citizens' participation in community development projects.

Table 4.1<sup>a</sup> further shows a multiple regression coefficient ( $R = 0.23$ ), which indicated that leadership style, socio-economic status, education background, gender/cultural issues roles, attitudinal factors and project location roles when taken together had positive, low significant relationship with citizens' participation in community development projects. Also, a multiple regression adjusted R square ( $\text{Adj } R^2 = 0.05$ ) was revealed, meaning that 5.0% of the variation in citizens' participation in community development projects was accounted for by the joint prediction of the determinant factors while the remaining 95.0% might be due to other factors and residuals not in this model.

Table 4.1<sup>b</sup> reveals the extent to which the determinant factors predict the citizens' participation in community development projects. Table 4.2 reveals that the relative prediction of leadership styles ( $\beta = 0.15$ ;  $t = 2.66$ ;  $p < 0.05$ ), attitudinal factors ( $\beta = -0.11$ ;  $t = -2.52$ ;  $p < 0.05$ ) and project location ( $\beta = 0.12$ ;  $t = 2.61$ ;  $p > 0.05$ ) on citizens' participation in community development projects were significant. This implies that leadership styles, attitudinal factors and project location independently predicted citizens' participation in community development projects. While the relative prediction of socio-economic status ( $\beta = -0.03$ ;  $t = -0.41$ ;  $p > 0.05$ ), educational background ( $\beta = -0.01$ ;  $t = -0.17$ ;  $p > 0.05$ ), and gender ( $\beta = -0.02$ ;  $t = -0.40$ ;  $p > 0.05$ ) on citizens' participation in community development projects were not significant. This implies that socio-economic status, educational background and gender independently did not predict citizens' participation in community development projects.

The findings of this study were supported by different authorities where it was viewed that determinant factors (leadership style, socio-economic status educational background, gender/cultural issues, attitudinal factors and project location) had moderating effects on the relationship between citizens' participation and community development projects in various communities, Osun State in particular.

Oakley and Marsclean (1999), Paul (1987) and Sung (2014) submitted that citizens' participation in developmental projects is a process through which human factors, individuals and communities take up responsibilities of their own welfare and develop capacities to contribute their own quotas to the development of the community.

Different authorities corroborated the findings of this study. Ricketts (2019), Silver and Bucek (2017) corroborated the role of leadership style in the development of rural areas. Based on the research conducted in North-Florida, it was concluded that the role of leadership in building trust, vision and paths of development in rural communities was quite enormous. They submitted that good leadership mobilises existing resources and attracts new ones.

The study conducted by Mazur and his co-authors (2018) corroborated this study where they identified the specificity, temporal and special variability of the circumstances of the functions of community leaders. In line with this study, research conducted by Rami, Abdullah, and Simin (2018) showed that the effective bridging of social and economic gap between rural and urban areas was possible through commitment and adoption of the correct leadership styles.

In line with this study, Dickson (2011), Udoakah (1998), Kolade (2012) and Nicholas-Omoregbe (2016) submitted that leadership means having knowledge about the challenges confronting a community. He/she assists in the setting of goals and priorities, to work with others in providing solution to obstacles along the line, maintains community morale while motivating and nurturing workable level of citizens' participation. This is in line with Akamani and Hall (2015) when they submitted that the task of citizens' participation requires the intervention and involvement of government, the self-help projects by the community, or by the two other factors in transforming socio-economic life of the community. In other words, there is need to be a synergy between leadership style, socio-economic status, educational background, gender issues, attitudinal factors and project location to

encourage citizens' participation in developmental projects. They went further to say that developmental project is a process of social action in which the people use various actions, organise themselves for planning and action, and define their needs and problems. In order to examine the extent to which each determinant factors of leadership style, socio-economic status, education background, gender/cultural issues roles, attitudinal factors and project location roles predict the citizens' participation in community development projects, the relative prediction result is presented in Table 4.1<sup>a</sup>.

Table 4.1<sup>b</sup> further shows the extent of predictions of leadership styles, attitudinal factors and project location on citizens' participation in community development projects at different levels and ranks as expressed by their  $\beta$  -values. The prediction power showed that leadership styles ( $\beta = 0.15$ ) > project location ( $\beta = 0.12$ ) > attitudinal factors ( $\beta = -0.11$ ) were significant. This indicates that leadership style was the strongest determinant factor that predicted citizens' participation in community development projects, followed by project location, while attitudinal factor was the least determinant factor that predicted citizens' participation in community development projects.

Findings of this study show that leadership styles, attitudinal factors and project locations independently predicted citizens' participation in community development projects, while socio-economic status, educational background and gender/cultural issue independently did not predict citizens' participation in community development projects. As shown in the results of the findings, leadership style was the strongest and in positive direction ( $\beta=0.15$ ;  $t= 2.66$ ;  $p<0.5$ ). This was followed by projects' location ( $\beta =0.12$ ;  $t=2.61$ ;  $p>0.05$ ), also significant in a positive direction while attitudinal factor ( $\beta =-0.11$ ;  $t= -2.52$ ;  $p<0.05$ ) was significant in a negative direction. In whatever direction, the three of them independently predicted citizens' participation in community development projects in Osun State. The results of this study show that leadership factor is key to citizens participation in community development projects in Osun State communities (rural and urban). Leadership style is the prime mover of citizens' participation in community development projects, its existence and sustainability. Leadership style was shown to be the leading factor in the determination of citizens' participation in community development projects in the state. It is strong,

significant and tends towards positive direction in its pursuit to citizens' participation in projects' developments and utilisation. Further more, the study shows that project distance/location to the people is a good determinant factor to encourage citizens' participation in community development projects. The nearer the projects to the citizens, the more, the better, and the ease of participation by the people. This show the reality of citizens' participation in community development projects.

The findings of the study also revealed that people's attitude matters a lot as a determinant factor of citizens' participation in community projects. The study shows that citizens' attitude towards participation in developmental projects in their domain is negative but strong as a factor of participation. The findings of the study showed that citizens' participate in developmental projects at will subject to their attitude towards the projects in their environment. Attitude of citizens to projects' participation in some quarters other than this study may be positive, strong and efficient. On the contrary, the findings of this study indicate that socio-economic status ( $\beta=-0.03$ ;  $t= -0.41$ ;  $p>0.05$ ), educational background ( $\beta =-0.01$ ;  $t=-0.17$ ;  $p>0.05$ ) and gender issues ( $\beta =-0.02$ ;  $t= -0.40$ ;  $p>0.05$ ) on citizens' participation in community development projects was not significant.

In the six local government areas selected for the study, socio-economic status, educational background and gender issue were not significantly noticed to have influenced citizens' participation in community development projects. Literates and non-literates and the gender mix did not make any difference in their mode of operations. People of various categories were all participating with enthusiasm to develop their communities.

The findings of this study were corroborated by Lestari, Kotani and Kakiraka (2015) when they submitted that citizens tend to participate in community development projects when they perceive that community is providing benefits for local people, acting in the best interest of local citizens and indicating resources to support matters of importance of citizens in the exchange relationship between people and community. Socio-economic status, educational background and gender mix did not matter in this circumstance.

Akere and Ayoola (2018) corroborated the findings of this study when they submitted that level of education and socio-economic status were not significant predictors of

citizens' participation in provision of infrastructural facilities, a pathway to community development programmes in Akure metropolis. On the contrary, lack of sufficient education can hinder dissemination of ideas and information, thus reducing citizens' participation in projects. Eneji (2009) and Adedoyin (2014) also submitted that where there is a high degree of inequality in the distribution of income in a community, participation of the very poor along with the rich and wealthy members would be difficult to enlist real participation. These studies also reveal that there were examples, in rural areas, of how poverty of the local people was an obstacle to citizens' participation in developmental projects. It therefore implies that people will not participate in projects that will undermine their livelihood or basic needs. Thus, people belonging to lower socio-economic status may not be active, if at all, they participate in some projects in their localities (Central Bank of Nigeria, 2011).

The finding of this study on the effect of culture on citizens' participation in community development projects was in line with the study conducted by Dang (2018), Tjarve and Zemite (2016), and Ojo and Ako (2020) where they submitted that culture had no moderating effect on the relationship between citizens' participation in community development projects. They concluded that the strengthening and motivating power needed by people to participate actively in developmental projects was not predicted on gender/cultural issues of the community.

One of the FGD participants responded thus:

*We have good leaders in our CDAs. They are very tolerant, discipline and not too harsh on us. That is why we respect them and do come to meetings they call. If not because of their good characters we would have all run away.*

**(Female FGD participant in Ila local government, 45 years, 2 July, 2021)**

Majority of the FGD participants supported this view, that if not because of their good disposition to issues, they would have absconded from the CDA activities.

On the issues of projects' location, one FGD participant had this to say:

*When projects are far away from us, we did not make use of it, talk-less of maintaining it, even, if it is vandalized, we are not concerned and the security of the project(s) is not our business.*

**(Male FGD participant in Osogbo, Olorunda local government, 71 years; 4 June, 2021)**

The implication of this statement is that projects not located close to citizens did not meet their needs, and they jettisoned it. The nearer the project(s) to the community residents, the more the people's participation, usability and better maintenance.

**Research Question 2:** Are the so-identified projects actually community development projects?

**The Inventory of Community Development Projects (ICDP):** A reasonable record of every available resource/project in all the Local Governments/Communities covered by the study areas were compiled by the researcher. The available projects in each of the six local governments were analysed in Tables 4.2 to 4.7; twelve members were engaged for FGD and interview in each local government.

**Table 4.2: Inventory for Osun Central (Olorunda Local Government Area)**

| S/N | Project(s)                           | Available (Tick) | NotAvailable (X) | Total Number Available |
|-----|--------------------------------------|------------------|------------------|------------------------|
| 1.  | Road Construction                    |                  | X                | -                      |
| 2.  | Community Hall                       | √                |                  | 143                    |
| 3.  | Schools/Learning Centres             |                  | X                | -                      |
| 4.  | Clinic/Health Care centre            | √                |                  | 04                     |
| 5.  | Electricity Poles                    | √                |                  | 73                     |
| 6.  | Electrical Wire/ Cable               | √                |                  | 63                     |
| 7.  | King's Palace                        |                  | X                | -                      |
| 8.  | Pipe-borne Water                     | √                |                  | 11                     |
| 9.  | Borehole(s)                          | √                |                  | 13                     |
| 10. | Deep-well(s)                         | √                |                  | 06                     |
| 11. | Bridge(s)                            | √                |                  | 07                     |
| 12. | Police Posts                         |                  | X                | -                      |
| 13. | Associations/Societies               | √                |                  | 02                     |
| 14. | Evidence of Environmental Sanitation | √                |                  | -                      |
|     | Gross Total=                         | 10               | 4                |                        |

**Table 4.3: Inventory for Osun Central (Ila Local Government Area)**

| S/N | Project(s)                           | Available (Tick) | Not Available(X) | Total Number Available |
|-----|--------------------------------------|------------------|------------------|------------------------|
| 1.  | Road Construction                    | √                |                  | 07                     |
| 2.  | Community Hall                       | √                |                  | 06                     |
| 3.  | Schools/Learning Centres             | √                |                  | 11                     |
| 4.  | Clinic/Health Care centre            | √                |                  | 05                     |
| 5.  | Electricity Poles                    | √                |                  | 04                     |
| 6.  | Electrical Wire/ Cable               | √                |                  | 04                     |
| 7.  | King's Palace                        | √                |                  | 02                     |
| 8.  | Pipe-borne Water                     |                  | X                | -                      |
| 9.  | Borehole(s)                          | √                |                  | 10                     |
| 10. | Deep-well(s)                         | √                |                  | 15                     |
| 11. | Bridge(s)                            | √                |                  | 03                     |
| 12. | Police Posts                         | √                |                  | 02                     |
| 13. | Associations/Societies               | √                |                  | 05                     |
| 14. | Evidence of Environmental Sanitation | √                |                  | -                      |
|     | Gross Total =                        | 13               | 1                |                        |



**Table 4.4: Inventory for Osun East (Ilesa East Local Government)**

| <b>S/N</b> | <b>Project(s)</b>                       | <b>Available<br/>(Tick)</b> | <b>Not Available(X)</b> | <b>Total Number<br/>Available</b> |
|------------|---|-----------------------------|-------------------------|-----------------------------------|
| 1.         | Road Construction                       | √                           |                         | 17                                |
| 2.         | Community Hall                          | √                           |                         | 07                                |
| 3.         | Schools/Learning Centres                | √                           |                         | 08                                |
| 4.         | Clinic/Health Care centre               | √                           |                         | 05                                |
| 5.         | Electricity Poles                       | √                           |                         | 18                                |
| 6.         | Electrical Wire/ Cable                  | √                           |                         | 18                                |
| 7.         | King's Palace                           |                             | X                       | -                                 |
| 8.         | Pipe-borne Water                        |                             | X                       | -                                 |
| 9.         | Borehole(s)                             | √                           |                         | 21                                |
| 10.        | Deep-well(s)                            | √                           |                         | 32                                |
| 11.        | Bridge(s)                               | √                           |                         | 12                                |
| 12.        | Police Posts                            | √                           |                         | 03                                |
| 13.        | Associations/Societies                  |                             | X                       | -                                 |
| 14.        | Evidence of Environmental<br>Sanitation | √                           |                         | -                                 |
|            | Gross Total =                           | 11                          | 3                       |                                   |

**Table 4.5: Inventory for Osun East (Ife North Local Government)**

| <b>S/N</b> | <b>Project(s)</b>                       | <b>Available<br/>(Tick)</b> | <b>Not Available(X)</b> | <b>Total Number<br/>Available</b> |
|------------|---|-----------------------------|-------------------------|-----------------------------------|
| 1.         | Road Construction                       | √                           |                         | 08                                |
| 2.         | Community Halls                         | √                           |                         | 06                                |
| 3.         | Schools/Learning Centres                | √                           |                         | 04                                |
| 4.         | Clinic/Health Care centres              | √                           |                         | 06                                |
| 5.         | Electricity Poles                       | √                           |                         | 09                                |
| 6.         | Electrical Wire/ Cable                  | √                           |                         | 09                                |
| 7.         | King's Palace                           | √                           |                         | 04                                |
| 8.         | Pipe-borne Water                        |                             | X                       | -                                 |
| 9.         | Borehole(s)                             | √                           |                         | 15                                |
| 10.        | Deep-well(s)                            | √                           |                         | 25                                |
| 11.        | Bridge(s)                               | √                           |                         | 04                                |
| 12.        | Police Posts                            | √                           |                         | 03                                |
| 13.        | Associations/Societies                  | √                           |                         | 07                                |
| 14.        | Evidence of Environmental<br>Sanitation | -                           |                         | -                                 |
| 15.        | Government Dumping areas                | √                           |                         | 12                                |
| 16.        | Fire Station                            | √                           |                         | 02                                |
|            | Gross Total =                           | 15                          | 1                       |                                   |

**Table 4.6: Inventory for Osun West (Iwo Local Government)**

| <b>S/N</b> | <b>Project(s)</b>                       | <b>Available<br/>(Tick)</b> | <b>Not Available(X)</b> | <b>Total Number<br/>Available</b> |
|------------|---|-----------------------------|-------------------------|-----------------------------------|
| 1.         | Road Construction                       | √                           |                         | 04                                |
| 2.         | Community Halls                         | √                           |                         | 09                                |
| 3.         | Schools/Learning Centres                |                             | X                       | -                                 |
| 4.         | Clinic/Health-Care centres              | √                           |                         | 08                                |
| 5.         | Electricity Poles                       | √                           |                         | 12                                |
| 6.         | Electrical Wire/ Cable                  | √                           |                         | 12                                |
| 7.         | King's Palace                           |                             | X                       | -                                 |
| 8.         | Pipe-borne Water                        |                             | X                       | -                                 |
| 9.         | Borehole(s)                             | √                           |                         | 18                                |
| 10.        | Deep-well(s)                            | √                           |                         | 36                                |
| 11.        | Bridge(s)                               |                             | X                       | -                                 |
| 12.        | Police Posts                            | √                           |                         | 06                                |
| 13.        | Associations/Societies                  | √                           |                         | 07                                |
| 14.        | Evidence of Environmental<br>Sanitation |                             |                         | -                                 |
| 15.        | Fencing of Police Posts                 | √                           |                         | 03                                |
| 16.        | Vacant Land                             | √                           |                         | 80 Acres                          |
|            | Gross Total=                            | 12                          | 4                       |                                   |

**Table 4.7: Inventory for Osun West (Ola-Oluwa Local Government)**

| S/N | Project(s)                           | Available (Tick) | Not Available(X) | Total Number Available |
|-----|--------------------------------------|------------------|------------------|------------------------|
| 1.  | Road Construction                    |                  | X                |                        |
| 2.  | Community Hall                       |                  | X                |                        |
| 3.  | Schools/Learning Centres             | √                |                  | 05                     |
| 4.  | Clinic/Health Care centres           | √                |                  | 08                     |
| 5.  | Electricity Poles                    | √                |                  | 08                     |
| 6.  | Electrical Wire/ Cable               | √                |                  | 08                     |
| 7.  | King's Palace                        | √                |                  | 03                     |
| 8.  | Pipe-borne Water                     | √                |                  | 08                     |
| 9.  | Borehole(s)                          | √                |                  | 20                     |
| 10. | Deep-well(s)                         | √                |                  | 16                     |
| 11. | Bridge(s)                            | √                |                  | 04                     |
| 12. | Police Post                          | √                |                  | 01                     |
| 13. | Associations/Societies               |                  | X                | -                      |
| 14. | Evidence of Environmental Sanitation |                  |                  | -                      |
| 15. | Government Dumping areas             | √                |                  | 06                     |
| 16. | Fire Station                         | √                |                  | 01                     |
| 17. | Fencing of Police Post               | √                |                  | 01                     |
| 18. | Vacant Land                          | √                |                  | 14 acres               |
|     | Gross Total=                         | 15               | 3                |                        |

### **4.3 Discussion of the Findings**

Based on Table 4.2 above, the CDA members claimed that they did not engage themselves in any form of road constructions. They maintained that they had built 143 community halls both in the city, as well as in the rural areas. These halls were in existence before Osogbo local government was created in 1996. To mention a few, these halls are located in Station Road, Oluode, Oke-baale, Oke-osun, Agric-area, Obaale, Obaoke, among others. They further stated that their activities did not cover building of schools; that all schools in the local government council were built by the government. The CDA members identified four community Health centres constructed and maintained by them. These were located at Olopo-mewa, Ode-aganna, Oke-baale and Oba-oke.

At various locations, the CDA members claimed to have erected 73 electric poles, while they had wired 63 of them. Also, 11 zones were identified to have been connected with pipe-borne water, while 13 borehole and six deep wells had been sunk in various localities. Seven communities were also connected with bridges, and they always engaged in monthly environmental sanitation exercise. Finally, the CDA members claimed not to have been involved in construction of kings' palaces and police posts in the local government.

By implication, these findings show that majority of the projects identified in Olorunda local government were community-owned projects, while just four of them were government-oriented projects. The community members were therefore more concerned and developed interest for the projects development and their sustainability through participation.

Table 4.3 above shows that the CDA members in the local government constructed seven untarred roads linking various rural communities. These include Oke-ola, Araromi, Idi-odan, Oyin-ayegun, Oke-ogbun, Iperin and Ogbagbara. There were six community halls built as part of their contributions to the development of the local communities. These halls are located in some of the communities mentioned earlier. Adult learning centres and primary schools available were up to eleven. Such learning centres could be found in Oyi-Obasinkin, Asoye, Arandun road, Ajebandele, among others.

The CDAs in Ila were also able to identify five community health centres built by themselves. However, some of these clinics were being taken over by the local government authorities, especially in the supplying of drugs and personnel services. Mentioned among these were Idi-agbon, Oyi-Adunni, Adekunle, Communal/stadium and Ajaba. Electrical poles and wiring were also engineered by the CDA into four different communities in Ila township and Ajaba. In addition, the CDA members claimed to have built Kings' palaces for the Edigbon of Edemosi and Oyi-Ayegun. Ten boreholes and fifteen deep-wells were also sunk in different locations of the local government areas.

Also, identified as available projects by the CDA members were three bridges constructed on rivers Ogbun, Oyi and Asoye. They identified two police-posts built by them in Oyi-Ayegun and Edemosi. They also established five different associations under their watch. They were also involved in monthly environmental sanitation exercise. However, they claimed not to have been involved in the supply of pipe-borne water to the community.

The implication of these findings is that majority of the projects available were owned by the CDAs, and the community members kept watching over the projects' sustainability and development.

Table 4.4 shows that the major concerns of the CDA projects in Ilesha-East were water supply, electricity supply and road constructions. To these effects, there were twenty-one bore-holes and thirty-two deep-wells sunk by the CDAs in various communities of the local government. They claimed to have invested much on these because Ijesa communities did not have any river dam supplying them with pipe-borne water. The only one supplying water into the Oba's palace was from Efon-Alaaye in Ekiti State, hence, the prioritisation of the project. Due to its rural nature, electricity supply formed another basis of developmental concern. To this effect, there were eighteen electric poles and wiring done in different communities in both rural and urban centres. Seventeen untarred roads were also engineered and constructed to some rural and urban areas in the local government.

The CDAs identified seven community halls, eight community primary schools and five health centres constructed and police posts under their watch. They had twelve bridges constructed on different rivers, both in rural and urban communities. They had three police posts built by the CDAs, and they always took part in the monthly environmental sanitation exercise. However, the CDAs claimed not to have been involved in the construction of any king's palace, provision of pipe-borne water and formation of any association under their umbrella. Most of these projects were located in Ido-Ijesa, Adeti, Omiru, Wesley, Bolonduro, Igangan, Ibodi, Araromi, Ilaje, Agurodo, and the like.

By implication, the findings of this study showed that majority of the available projects in Ilesha-East local government were community-owned, while just two of them belonged to the government. Ownership of community projects here serves as a source of inspiration to citizens' participation in community development projects in this local government area.

Table 4.5 shows that water supply, electricity supply and road constructions were the major concern of developmental projects in Ife-North local government areas. Going by the available evidence, fifteen bore-holes and twenty-five deep-wells were sunk in various communities of the local government. Nine electric poles and wiring were also done and located in rural and urban communities. At least, eight untarred roads were also constructed. As part of their submissions, most of these projects could be found in Ipetumodu, Moro, Edun-abon, Yakooyo, Asipa, oyere, Ajebandele and Akinlatu.

Other projects identified were six community halls, three primary schools and Origbo Community Grammar School established in their name. They had six clinic/health centres, and four bridges on different locations for dumping refuse, two fire-stations formed seven different associations/societies, and they participated they also regularly in the on monthly environmental sanitation exercise. However, the CDAs claimed not to have been involved in installation of pipe-borne water in any community.

The implication of these findings is that nearly all the projects available in Ife-North local government were community-based. This is very key in encouraging citizens' participation in developmental projects in the area.



Table 4.6 shows that water supply formed the basis of community development projects embarked upon by the CDAs in Iwo local government. Though there were pipe-borne water supplied to major parts of the community from the water-works, the CDAs were able to sink eighteen bore-holes and thirty-six deep wells. Constructed four untarred roads, nine community halls and eight community clinics/health centres, twelve electric poles and wiring were located in various communities. The CDAs also claimed to have constructed seven police posts and fencing of three out of the six. They were also endowed with eight acres of vacant land, while they always participated in the monthly environmental sanitation exercise.

However, there were no schools/learning centres built by the CDAs. Also, their activities did not involve building of Kings' palaces, bridges and pipe-borne water projects. Out of the sixteen projects, they were involved in twelve, while only four projects were not involved their activities.

The analyses of these findings shows that 75.0% of the projects embarked upon by the CDAs in Iwo local government were community-owned, while only 25.0% were not included as part of their business activities. This indicated that majority of the available projects were owned by the communities. This is a means of encouraging citizens' participation in developmental projects. Most of these projects were located in Isale-Oba, Post-office, Oke-odo, Ejigbo Junction, Agberire, Odo-Ori, Asipa-oniyangi, Feesu, Yemoja, Idi-Araba, Oloogun-ebi, Ajinikirun, Aipate-nla and the like.

Table 4.7 shows that community development projects by the CDAs in Ola-Oluwa did not involve construction of untarred roads, building of community halls and formation of associations/societies. They concentrated their activities on other projects. For instance, among the projects available included five community halls, eight community primary schools, eight health centres, eight electric poles with all having wires on them, three kings' palaces built, with a fence constructed on Akire palace. Available in the local government included twenty pipe-borne water facilities, eight bore-holes and sixteen deep-wells.

The CDAs also made available four bridges constructed by them, one police post with fence, one fire station, six refuse dumping areas and fourteen acres of vacant land. They were equally always involved in the monthly environmental sanitation exercise. All these projects are available and located in Bode-Osi, Ogbaagba, Ikire-ile, Telemu, Asamu, Ilemowu, Isero, Iwo-oke, Ameree, Idi-Igba, Ikonifin and the like.

From the findings above, 83.3% of the available programmes involved CDA activities, while only 16.7% were not part of their involvement. By implication, most of the projects available in Ola-Oluwa local government were community-based. This situation is a good means of motivating citizens' participation in developmental projects.

In summary, Tables 4.2 to 4.7 show that the inventory of projects available in each of the six (6) local governments selected for this study were community-based ones. The number of projects available varied in number, between 14 and 18, in each of the local government areas. At the end of each compilation in the local government of the study areas, six sections of FGD were organised based on the identified projects, observations and comments by CDA members.

Twelve members each were engaged in Focus Group Discussion and Interview to investigate further on whether the so-identified projects were actually community ones. The outcomes are the results presented on local government bases from the findings of the study.

**Research Question 2: Are the so-identified projects actually community development projects?**

**Table 4.8: Respondents' knowledge on whether the actual projects identified are actually community-owned or not**

| S/N | Knowledge about the projects so-identified                                   | YES         | NO          |
|-----|--|-------------|-------------|
| 1   | The projects were actually identified by community members as their own      | 64<br>88.9% | 8<br>11.1%  |
| 2   | The projects so-identified belong to the government/donour agents            | 06<br>8.3%  | 66<br>91.7% |
| 3   | Is/Are the project(s) out to solve developmental needs?                      | 59<br>81.9% | 13<br>18.1% |
| 4   | Does the community own the projects?   | 67<br>93.1% | 5<br>6.9%   |
| 5   | Do the projects belong to rich, individuals or philanthropists?              | 30<br>41.7% | 42<br>58.3% |
| 6   | Do the community control the projects?                                       | 48<br>66.7% | 24<br>33.3% |
| 7   | Do the outsiders/donours or the government control the projects?             | 25<br>34.7% | 47<br>65.3% |
| 8   | Do you derive any benefit from the projects?                                 | 58<br>80.6% | 14<br>19.4% |
| 9   | Do you always have unlimited access to the projects?                         | 70<br>97.2% | 02<br>2.8%  |
| 10  | Are you involved in the management of the projects?                          | 61<br>84.7% | 11<br>15.3% |
| 11  | Is it the government and donour agencies that maintain the projects for you? | 34<br>47.2% | 38<br>52.8% |
| 12  | Can the projects last a long time to use?                                    | 36<br>50%   | 36<br>50%   |

Table 4.8 shows that 88.9% out of the 72 members agreed that the projects so-identified were actually owned by the community; 11.1% disagreed; 8.3% agreed that the projects belonged to government/donour agencies; 91.7% disagreed; 81.9% agreed that the projects were out to solve developmental needs; 18.1% disagreed; 93.1% agreed that it was the community that owned the projects in their areas, while 6.9% disagreed; 41.7% agreed that the projects belonged to rich individuals, while 58.3% disagreed; 66.7% agreed that it was the community that controlled the projects in their areas, whereas 33.3% disagreed; 34.7% agreed that it was the outsiders/donours and government that controlled the projects in their environment; 65.3% disagreed; 80.6% agreed that they derived benefits from the projects within their areas, while 19.4% disagreed; 97.2% agreed that they had unlimited access to the projects in their areas; 2.8% disagreed; 84.7% agreed that they were real ways involved in the management of the projects around them, while 15.3% disagreed; 47.2% agreed that it was the government and donour agencies that maintained the projects for the community; 52.8% disagreed. On the idea of longevity of the projects so-identified, 50.0% of the respondents agreed that it would last them for a long period while 50.0% disagreed.

The above result indicates that majority of the identified projects were actually community-development ones. Key Information Interview was also employed for further investigation.

Findings from this study show that the identified projects were actually owned by the communities; 88.9% agreed, as against 11.1%. It was also established that projects so-identified did not belong to any government/donour agencies; 91.7% disagreed, while 8.3% agreed. Projects located in their environments serve developmental needs; 81.9% agreed as against 18.1% who disagreed. The ownership of the projects by the communities was confirmed by the respondents, where 93.1% agreed as against 6.9% that disagreed. The findings also show that the projects did not belong to either any rich individual or philanthropists. Also, 41.7% respondents agreed, as against 58.3%, that disagreed. The respondents equally confirmed the control of the projects in their areas with 66.7% agreeing whereas only 33.3% disagreed. The result also gave confirmation of the immense benefits being derived from the projects in their areas; 80.6% agreed to the statement were against 19.4% that disagreed. The projects around the respondents area are quite accessible with 97.2% people that agreed, whereas only 2.8% disagreed. The findings showed that the respondents were involved in the management of the projects located in their areas; 84.7% agreed, while only 15.3%

disagreed. The maintenance of these projects calls for a serious assistance from the government through interventions; only 47.2% agreed that they contributed to maintaining the projects, whereas 52.8% disagreed. The idea of projects durability in each community was 50 - 50 as indicated in the respondents' results. The findings of this study show that almost all the so-identified projects in the communities covered were actually community-development projects owned by the people, beneficial, accessible and co-managed by the community development associations.

*Nobody import/imports any projects for us, we were actually involved in the project initiation, monitoring, execution and evaluation I am one of the CDA leaders and we used to meet monthly with the community development officials in the local government and at the state levels. We do it together, and before we embark on any project we always agreed and see the way to go about it. The establishment and sustenance of such projects were taking care of by all community development association members*

**(Male FGD participants in Ipetumodu (IFE-NORTH) 71 years 6th May, 2021);**

Another participant in Iwo local government also said:

*We normally identified projects, its location and benefit to the community. Initially when we started such project, we use our resources and communal efforts to start it. However, when we cannot continue: because of lack of funds, it is then we source for government intervention to complete the project successfully.*

**(Female FGD participant in Iwo local government 55 years 27th April, 2021);**

In all the six local government CDA members and executive committee members interacted with agreed on this idea, that they were all involved in the initiation, management and evaluation of the projects in their areas. However, some were done with government's interventions, but it was owned by the communities. They released it to the communities after completion.

The implication of this was that projects found in the communities covered by the study were actually initiated, executed, managed, evaluated and owned by the community members. Community members were usually involved in the funding of the projects for their sustainability. This was in agreement with the submission of Oakley and Marsclen (1999); Otite (2003) and Olawuni (2010). ,

**Research Question 3:** Are these projects actually initiated and executed using the community development principles?

**Table 4.9: Respondents' knowledge on projects initiation and execution using community development principles:**

| S/N | Knowledge about the projects' initiation and execution  | YES         | NO          |
|-----|---|-------------|-------------|
| 1   | Are the projects sited in your community based on felt-needs of citizens?                         | 62<br>86.1% | 10<br>13.9% |
| 2   | Are citizens involved at all stages (life-cycle) of the projects' implementation?                 | 57<br>79.2% | 15<br>20.8% |
| 3   | Does the community form the centre-action of the projects' implementation?                        | 59<br>81.9% | 13<br>18.1% |
| 4   | Are these projects designed to empower members?   | 12<br>16.7% | 60<br>83.3% |
| 5   | Do you have the right to assess or complain about these projects?                                 | 65<br>90.3% | 7<br>9.7%   |
| 6   | Do the projects give room for inclusion of CDA members to participate?                            | 56<br>77.8% | 18<br>22.2% |
| 7   | Were the projects in your areas initiated based on self-determination?                            | 51<br>70.8% | 21<br>29.2% |
| 8   | Are there evidence of social justices in the allocation of the projects to the community?         | 60<br>83.3% | 12<br>16.7% |
| 9   | Can you confirm that the project(s) actually belongs' to you, that is, ownership of the projects? | 61<br>84.7% | 11<br>15.3% |

Table 4.9 shows that 86.1% agreed that the projects were actually initiated and executed based on the felt needs of the citizens, while 13.9% disagreed; 79.2% agreed that citizens were involved at all stages (life-cycle) of the projects implementation; 20.8% disagreed to that principle; 81.9% agreed that the community members formed the centre-action of the projects' implementation, whereas only 18.1% disagreed, 16.7% agreed that the projects were designed to empower community members, while 83.3% disagreed on this ideology; 90.3% agreed that they had access to and/or complaint about the projects in their areas; only just 9.7% disagreed to this view, 77.8% agreed that the projects in their environment gave room for the inclusion of CDA members to participate, while 22.2% disagreed on this issue; 70.8% agreed that projects in their areas were initiated based on self-determination, while 29.2% disagreed to this principle, 83.3% agreed that there were pieces of evidence of social-justice in the allocation of projects to their areas, whereas only 16.7% disagreed to this principle; 84.7% agreed that they were the owners of the projects in their localities, while 15.3% disagreed to this ideology. KII was employed for further investigations on these issues.

Findings from this study show that the projects initiated and executed in majority of the communities in Osun state were sited based on feltneeds of the people for instance, 86.1% agreed to this principle, while 13.9% disagreed. This study also discovered that citizens were adequately involved at all stages (life-cycle) of the projects' implementations. Also, 79.2% of the respondents agreed to this principle, while 20.8% disagreed. The study also established that the community members formed the centre action of the projects' implementations; 81.9% respondents supported this principle, while just 18.1% disagreed. The findings also show that majority of the projects invarious localities were not designed to empower community members; they were just participating in the projects with little or no benefits; 16.7% respondents agreed to thisidea, while 83.3% disagreed. This study also established citizens' right of accessibilities and/or complaints about the projects' situation in their environment; 90.3% supported this principle, while 9.7% disagreed. The study shows that the CDAS members were given rooms for inclusion in projects' participation endeavours; 77.8% respondents agreed on this development, while 22.2% disagreed. The investigation by this work revealed that most of the projects in the study areas were initiated based on self-determinations; 70.8% respondents agreed to this principle, while 29.2%

disagreed. This work also supports the evidence of social justice in the allocation of projects to various communities under study, that there are even distribution of projects allocation to the communities. The projects were not concentrated in one area at the expense of others; 83.3% respondents agreed to this principled, while 16.7% disagreed. Also, this study shows that majority of the projects in the areas were actually owned by the communities; 84.7% respondents agreed to this principle, while 15.3% disagreed.

The above claims were corroborated by KII participant (male):

*If project(s) sited are not based on felt-needs of the community, we will not go near it and it will just be allowed to decay away*

**(KII Participant/Ola-oluwa/20<sup>th</sup> April, 2021).**

Also corroborating projects' initiation and execution based on community development principles, KII participant had this to say:

*When we are not involved in the stages life-cycle) of the projects' implementation, denied accessibility, lack of self-determination and not evenly distributed it will be assumed the project(s) is not theirs' and nobody will go there, talk less of participating in it.*

**(Male KII Participant/Ilesa-East/11<sup>th</sup> June, 2021).**

From the findings, it was observed that projects established in Ola-Oluwa local government were actually initiated and executed based on community development principles. This is in line with Olawuni's (2010) perspective, development should not be imposed upon a community; instead, it should stem from their genuine interest and active engagement. Hence, for the indigenous people's community projects to succeed and endure, their complete and meaningful participation in every stage of the development process is essential. This was demonstrated in all the six local government areas studied with provision of communal participation in projects' initiation and execution; decision and performance engendering communal ownership is assured for its sustainability.



**Research Question 4:** What are the actual roles played by the citizens in each of the projects, given the project-cycle?

**Table 4.10: The actual roles played by the local people at different stages of the project-cycle**

| S/N                               | Knowledge of roles played by local citizens at different stages of projects-cycle                              | YES         | NO          |
|-----------------------------------|--|-------------|-------------|
| A. Felt-need stage                |  |             |             |
| 1                                 | The projects identified were done through the CDA members and executives                                       | 64<br>88.9% | 08<br>11.1% |
| 2                                 | The projects' locations were determined by the CDA members and executives                                      | 52<br>72.2% | 20<br>27.8% |
| 3                                 | The locations of the projects were appropriate to the needs of the members.                                    | 53<br>73.6% | 19<br>26.4% |
| 4                                 | The community members make use of the projects very often.   | 45<br>62.5% | 27<br>37.5% |
| 5                                 | The projects because they are not relevant to them   | 28<br>38.9% | 44<br>61.1% |
| 6                                 | Members of the CDA were involved in the maintenance of the projects in their environments                      | 46<br>63.9% | 26<br>36.1% |
| B. Planning Stage                 |  |             |             |
| 7                                 | We were not involved in the planning stage of the project(s) in the communities                                | 30<br>41.7% | 42<br>58.3% |
| 8                                 | I am bold enough to say that I used to be involved in the planning of project(s) in my area.                   | 50<br>69.4% | 22<br>30.6% |
| 9                                 | I always work with the projects planning committee of CDAs in my local government.                             | 40<br>55.6% | 32<br>44.4% |
| C. Mobilisation of resources      |  |             |             |
| 10                                | Human and material resources for the projects are mobilised through CDA executives and members.                | 60<br>83.3% | 12<br>16.7% |
| 11                                | The CDA executives are the organisers and mobilisers of resources for the projects.                            | 54<br>75%   | 18<br>25%   |
| 12                                | We normally make equal contributions of resources towards development projects.                                | 32<br>44.4% | 40<br>55.6% |
| 13                                | The CDA committees utilise all schedules, procedures and templates prepared to execute the projects            | 47<br>65.3% | 25<br>34.7% |
| D. Execution/implementation stage |  |             |             |
| 14                                | Execution of the project(s) is achieved through struggles and self-efforts by CDAs committees.                 | 46<br>63.9% | 26<br>36.1% |
| 15                                | The CDA executive committee and members execute projects with the assistance of government intervention funds. | 44<br>61.1% | 28<br>38.9% |
| E. Monitoring stage               |  |             |             |
| 16                                | There is a committee in charge of project(s)' monitoring   | 51<br>70.8% | 21<br>29.2% |
| 17                                | The project effectiveness and performance are measured through feedback from the community members.            | 49<br>68.1% | 23<br>31.9% |

Table 4.10 shows that 88.9% respondents agreed that the project in their communities were identified by CDA members and executives who happened to be bonafied members of the community, while 11.1% disagreed; 72.2% respondents agreed that the projects location were determined by the CDA members and executive, while 27.8% disagreed; 73.6% respondents agreed that the project locations were appropriate to the needs of the community members, whereas 26.4% disagreed, 62.5% respondents agreed that community members made use of the projects very often, while 37.5% disagreed; 38.9% respondents agreed that the projects were relevant to community members, while 61.1% disagreed with this statement; 63.9% of the respondents agreed that CDA members were involved in the maintenance of the projects in their environment, while 36.1% disagreed, on the issue of citizens' involvement at the planning stage, 41.7% of the respondents agreed that they were not usually involved while 58.3% disagreed to this statement; 69.4% of the respondent agreed that they are usually involved in the planning of projects in their local governments, while 30.6% disagreed; 55.6% respondents agreed to be working with projects planning committee of the CDAs, while 44.4% disagreed,

Concerning citizens' role in mobilisation of resources, 83.3% of the respondents agreed that human and material resources for projects are mobilised through the CDA executive committee and members, while 16.7% disagreed; 75% of the respondents agreed that the CDA executives were the organisers and mobilisers of resources for projects, while 25% disagreed; 44.4% respondents agreed that they made equal contributions of resources toward developmental projects in the local government, while 55.6% disagreed; 65.3% respondents agreed that the CDA committee utilised all schedules, procedures and templates prepared to execute projects in their area, while 34.7% disagreed; on their roles in the execution and implementation stage, 63.9% of the respondents agreed that projects' execution was achieved through struggles and self-efforts by the CDA committees, while 36.1% disagreed; 61.1% of the respondents agreed that CDA executives and members executed projects with the assistance of government's interventions, while 38.9% disagreed on the role of the citizens at the monitoring stage; 70.8% of the respondents agreed that the CDAs had a committee in charge of projects' monitoring, while 29.2% disagreed; 68.1% of the respondents agreed that the projects' effectiveness and performance were measured through feedback from the community members.

Findings from this study show that the citizens actually played significant roles at different stages of the projects' life-cycle. At the felt-need stage, 88.9% of the respondents agreed that the identification of the projects to be sited in a community was mostly done by CDA executives and members, while 11.1% respondents disagreed; 72.2% respondents agreed that the projects' locations were determined by the local citizens through CDA executives and members, while 27.8% of the members disagreed; 73.6% respondents agreed that the locations of the projects were appropriate to the needs of the people, while 26.4% members disagreed; 62.5% respondents agreed that community members made use of the projects often, while 37.5% members disagreed; 38.9% of the respondents agreed that community members rarely used the projects around them, while 61.1% disagreed.

The findings also reveal that the local people play significant role during the planning stage of all projects; 41.7% of the respondents agreed that they were not usually involved at the planning stage, while 58.3% disagreed to this statement; 69.4% respondents agreed that they were adequately involved in the planning of projects in their communities, while 30.6% disagreed; 55.6% respondents agreed that they worked with the planning committee of the CDAs on projects' planning, while 44.4% disagreed. By implication, the role of the local people during the planning stage cannot be overlooked or underated.

The findings equally show that member of the community played important role in the mobilisation of resources for projects sustainability; 83.3% of the respondents agreed that human and material resources for the projects were mobilised through CDA executives and members, while only 16.7% disagreed to the statement; 75% of the respondents agreed that CDA executives were the organisers and mobilisers of resources for the projects in their areas, while 25% members disagreed; 44.4% of the respondents agreed that members made equal contributions of resources toward projects' siting in the communities while 55.6% members disagreed, 65.3% of the respondents agreed that CDA committees on resources mobilisation utilised all schedules, procedures and templates prepared to execute projects, while 34.7% disagreed to the statement.

The findings show that local citizens played significant role in the execution and implementation stage of projects in the communities; 63.9% of the respondents agreed

that execution and implementation of the projects in their areas were achieved through struggles and self-efforts of the CDA committee respondents agreed that CDA executives and members executed projects with the assistance of government intervention funds, while 38.9% disagreed to the statement, at the projects monitoring stage, the findings of this study show that 70.8% of the respondents agreed that CDAs had in place projects monitoring committee, while 29.2% disagreed; 68.1% of the respondents agreed that the projects' effectiveness and performance is measured through feedback from community members, whereas 31.9% disagreed to the statement.

The implication of these findings is that local citizens play vital roles during the felt-need stage of all projects in communities through projects' identification, location, its appropriateness to people's needs, usefulness, relevance to community members and involvement in projects' maintenance. Without the presence of these indices, majority of the projects became abandoned. Indigenous people's role during the planning stage was also revealed. Results obtained show that local community people were adequately involved in the planning stage to the extent that 69.4% and 55.6% of the respondents claimed to have been involved and belonged to the planning committee of the CDAs in their local government respectively.

At the mobilisation of resources stage, the finding shows that community people were highly involved in the mobilisation of human and material resources using CDA members and executives as organisers, contributions of resources towards projects development, utilised all schedules, procedure and templates prepared on projects' execution. Specifically 83.3%, 75.0%, 55.6% and 65.3% of the respondents were in support of their involvement on all of the above claims in the local government areas of the study. During execution/implementation stage, findings also show that indigenous people took part. At this stage, 63.9% respondents claimed that the executions of projects in their localities were achieved through struggles and self-efforts of the CDA committees; 61.1% of the respondents agreed that the projects were executed through CDA executives and members with the assistance of government intervention funds. This means that local people were the implementers of community development projects. At the monitoring stage, 70.8% of the respondents agreed that there were project monitoring committees for all the projects available in the local governments councils selected for the study; 68.1% of the respondents confirmed

projects' effectiveness and performance through the feedback obtained from community members.

These submissions prove that the local people played actual vital roles at different stages of the projects-cycle in the communities. By these findings, the roles played by the local citizens at the different stages of the project-cycle are quite enormous and cannot be underestimated.

The above submissions were corroborated by KII participant (Female)

*Projects identification, location, its needs or usefulness to the community and maintenance used to be determined by use. Even if it is politically initiated, everything always come through CDAs, otherwise it becomes jettisoned and abandoned because we were the one that know the needs of our people.*

**(Female KII participant/Olorunda 4<sup>th</sup> June, 2021)**

Also corroborating the actual role played by the local citizens at the different stages of project cycle, another participant in Ila local government said

*Apart from involving us in the planning stage of any project(s) to be located in our communities, we mobilised and uses our hand earn resources and time to establish as well as promoting the projects in our local government. It may mean manpower resources when there is no money. Such projects cannot but monitored to prevent damaged during usage.*

**Male FGD participant in Ila local government, 63 years (20<sup>th</sup> May, 2021)**

**Research Question 5:** Are there differentials in the level of the participation of the citizens in community development projects based on their demographic profiles?

**Table 4.11: Difference in the level of participation of the citizens in community development projects based on gender**

| <b>Gender</b> | <b>N</b> | <b>Mean</b> | <b>S.D.</b> | <b>Df</b> | <b>T</b> | <b>P-value</b> | <b>Remark</b> |
|---------------|----------|-------------|-------------|-----------|----------|----------------|---------------|
| Male          | 517      | 45.75       | 5.02        | 914       | -2.768   | 0.006*         | Sig.          |
| Female        | 399      | 46.66       | 4.81        |           |          |                |               |

Table 4.11 reveals that there was a significant difference in the level of participations of the citizens in community development projects based on their gender ( $t = -2.77$ ;  $p < 0.05$ ). It was observed that male citizens had better level of participation mean score than their female counterparts, and this difference is statistically significant. This implies that gender (male and female) has influence on the level of participations of the citizens in community development projects.

The findings of this study are corroborated by Vanda, Joao and Lia (2016) who submitted that gender 52.0% women and 48.0% men-nearly equated the balance of gender in community development projects' participation. The achievement of nearly gender balance influenced greatly the degree of citizens' participation in community development projects. Contrary to this study, there were more male participants, but notwithstanding, a gender balance was closely achieved. More male participants in this study implies that males are more enthusiastic and having more time to participate in community development projects. It shows that females were more domestically engaged on various activities at home.

The findings of this study show statistically that male and female were actually involved in the development of their communities through project participation. However, the study reveals that male had better levels of authority and chance of participation than their female counterparts.

In line with the finding of this study was the research conducted by Fakere and Ayoola (2018) where gender was found to be a significant predictor of the level of citizens' participation in infrastructural provision. The study found out that 66.4% of the respondents were males, while 33.6% were female. They concluded that men and women alike, youths and older people in the community were members of CDA, and they were involved in the development of the communities

One FGD participant corroborated this by saying that:

Awon oko wa ni kii je ki a ri aaye, ki a too woju won, dana fun awon ati omo wa. Aaye ko to nkan mo leyin eleyi. That is domestic work at home limit our participations in community development projects. These include food preparation, love demonstration and caring for our children at home.

**Female FGD participant in Bode-osi, Ola-Oluwa local government, 56 years (13<sup>th</sup> April, 2021).**

Majority of the females corroborated the above statement.

**Table 4.12: Difference in the level of participation of the citizens in community development projects based on their educational background**

| Model   | Sum of Squares | Df  | Mean Square | F     | Significant |
|---|----------------|-----|-------------|-------|-------------|
| Between Groups  | 888.828        | 7   | 126.975     | 5.453 | 0.000*      |
| Within Groups   | 21074.937      | 905 | 23.287      |       |             |
| Total   | 21963.766      | 912 |             |       |             |
| Illiterates = 45.60<br>Primary six = 46.05<br>WASC/NECO O' Level = 45.91<br>NCE = 45.78<br>ND = 45.47<br>Ist Degree = 47.33<br>Above 1st degree = 47.09<br>Others = 46.13 |                |     |             |       |             |



Table 4.12 shows that there was a significant difference in the level of participation of the citizens in community development projects based on their educational background ( $F_{(7,905)} = 5.45$ ;  $p < 0.05$ ). Also, Table 5 reveals that citizens with first degree educational background had the highest level of participation mean score (47.33), followed by those with second degree (47.09); others (modern 3 and Arabic education), primary six (46.05), WASC/NECO O' Level (45.91), NCE (45.78), illiterates (45.60), and ND (45.47). This difference is statistically significant, hence citizens' educational background had influence on the level of participation of the citizens in community development projects.

The implication of this is that majority of the participants in the CDAs activities were literate, who had good knowledge that their communities needed to be developed through participation in developmental project activities in their environment. This is in line with Siala (2015), Vanda, Joao and Lia (2016), who asserted that community development is the process in the life of a community by which the people plan and act together for the satisfaction of their felt-needs. Regardless of their educational background, individuals demonstrate self-help and civic awareness, initiating a self-driven, self-sustaining, and enduring development process. This empowers local communities to establish and sustain cooperative connections and implement self-determined changes within their community life. (Freedenberg, 2003; Siala, 2015). The implication of this finding is that both literate and non-literates had knowledge of ideal communities and worked towards achieving them irrespective of individual level of education.

One FGD participant corroborated this view by saying that: *We did not use education as criteria for membership in CDAs. Majority of our leaders cannot even read or write, only what we need in them is honesty, consistency and righteousness*

**Male FGD participant in Ilesa-East local government/ 60 years (18<sup>th</sup> June, 2021)**

The respondents displayed a good example of good education level in general. As such, the findings of this study are very important because the education level possessed by most of the sample, individuals, ensured that they were competent to answer the questionnaire in a credible way. The finding of this study was Corroborated by Siala (2015) and Vanda, Joao and Lia (2016) when they submitted that education level influences citizens' participation in developmental projects, depending on how

they perceive and involve themselves in the projects, that education is not limited to the knowledge acquired in classrooms at different levels.

**Table 4.13: Difference in the level of participation of the citizens in community development projects based on their age**

| Model  | Sum of Squares | Df  | Mean Square | F      | Significant |
|--|----------------|-----|-------------|--------|-------------|
| Between Groups   | 1390.336       | 4   | 347.584     | 15.279 | 0.000*      |
| Within Groups  | 20838.767      | 916 | 22.750      |        |             |
| Total  | 22229.103      | 920 |             |        |             |
| 18-30 = 44.12<br>31-40 = 47.04<br>41-50 = 46.93<br>51-60 = 46.46<br>61 years and above = 46.13 |                |     |             |        |             |

Table 4.13 indicates that difference in the level of participation of the citizens in community development projects based on citizens' age was significant ( $F_{(4: 916)} = 15.28$ ;  $p < 0.05$ ). Table 4.13 further reveals that citizens within the age of bracket 31-40 years had the highest level of participation in community development projects mean score (47.04), followed by those in 41-50 age bracket (46.93); 51-60 years (46.46); 61 years and above (46.13), and 18-30 years (44.12). This difference is statistically significant, hence citizens' age had influence on the level of participation of the citizens' in community development projects.

The implication of this finding is that majority of the respondents were youths who had interest in developing their communities. This study confirms that majority of the youths that were not employed and had interest stood up to develop their communities through participation in community development programmes.

Corroborating the findings of this study was Akinsorotan and Olujide (2007); Andy and Norman (2013); and Dang (2018) when they remarked that interests and activities of the youths in a community were the major promoters of development projects in a community. According to Elekwa and Eme (2013); Mangala (2014); Onyenemezu (2014) and Che (2018), citizens at their youthful age are more energetic and strong to take up so many jobs at a time. They were the prime movers of all developments in a society. Ojo and Ako (2020) also supported this view when they concluded that the youths had the strengthening and motivating power that citizens needed in order to participate actively in developmental issues in a community.

Contrary to the finding of this study was the research conducted by Fakere and Ayoola (2018) when they submitted that age was not a predictor of citizens' participation. The age of respondents was found to be  $p = 0.871$  which was found not to be significant. This finding was different from You (2011) who had earlier agreed that age was a factor that influences citizens' participation.

**Table 4.14: Difference in the level of participation of the citizens in community development projects based on their marital status**

| Model  | Sum of Squares | Df  | Mean Square | F      | Significant |
|--|----------------|-----|-------------|--------|-------------|
| Between Groups   | 1492.592       | 4   | 373.148     | 16.646 | 0.000*      |
| Within Groups  | 19748.691      | 881 | 22.416      |        |             |
| Total  | 21241.283      | 885 |             |        |             |
| Married = 46.86<br>Single = 43.87<br>Widows/widowers = 46.05<br>Divorcee = 45.22 |                |     |             |        |             |

Table 4.14 reveals that the difference in the participation of the citizens in community development projects based on citizens' marital status was significant ( $F_{(4; 881)} = 16.65$ ;  $p < 0.05$ ). Table 4.14 shows that married citizens had the highest level of participation in community development projects' mean score (46.86), followed by widow/widower (46.05), divorcee (45.22), and single (43.87). This observed difference is statistically significant; thus, marital status had influence on the level of participation of the citizens in community development projects.

This study's implication is that despite their domestic and social obligations, married respondents managed to contribute to community development by actively engaging in project activities. Similarly, widows, widowers, and divorced individuals exhibited the same dedication, and the youth also demonstrated strong commitment to citizen participation in developmental projects. This aligns with the views of Anyanwu (1992), Olawuni (2010), Bello (2012), Oyewumi (2016), and Osu (2018), who emphasized the importance of citizen involvement in activities aimed at improving living conditions. Citizens strive to uplift themselves from challenging circumstances, such as poor physical, social, and spiritual environments, health issues, inadequate infrastructure, inflation, and low living standards, even though marital status sometimes limited their involvement to some extent.

The findings of this study are in line with Amos, Ajike, Akinlabi and Kabuoh (2014) when they submitted that the degree of women's participation in public activities was subjected to the dictate of their husband. This implies that women are not free to participate in community activities at will, except they seek the permission of their husbands. Another study conducted by Adah and Abasilim (2015) revealed that men were free and had no restrictions to participate in community activities; once the project is in conformity with his ideology, he participates freely and actively as well. Obasi and Lekorwe (2014) had earlier submitted that citizens' participations in public activities in Africa were functions of freedom, interest, strength and ability to do so. Such conclusion is in support of the finding of this study.

The findings of this study were corroborated by the research conducted by Fakere and Ayoola (2018) in Akure Metropolis, Nigeria. They submitted that marital status was a significant predictor of citizens' participation. That 82.6% of the respondents in that research were married this influenced the level of participation in infrastructure provision in the communities. They concluded that people that had families were more responsible and worked for the projects that could better the lives of their families.

**Table 4.15: Difference in the level of participation of the citizens in community development projects based on their occupations**

| Model   | Sum of Squares | Df  | Mean Square | F     | Significant |
|---|----------------|-----|-------------|-------|-------------|
| Between Groups  | 1492.592       | 7   | 210.593     | 9.210 | 0.000*      |
| Within Groups   | 19748.691      | 908 | 22.866      |       |             |
| Total   | 21241.283      | 915 |             |       |             |
| Civil services = 47.97<br>Private services = 45.45<br>Self-employed = 45.53<br>Trading = 46.02<br>Farming = 45.99<br>Artisan = 42.86<br>Transporter = 43.88<br>Unemployed = 45.17 |                |     |             |       |             |

Table 4.15 shows that the difference in the participation of the citizens in community development projects based on citizens' occupation was significant ( $F_{(7; 908)} = 9.21$ ;  $p < 0.05$ ). It further shows that citizens who were civil servants had the highest level of participation in community development projects' mean score (47.97), followed by trading (46.02), farming (45.99), self-employed (45.53), private services (45.45), unemployed (45.17), transporters (43.88) and artisans (42.86). This observed difference is statistically significant; thus, citizens' occupation had influence on the level of participation of the citizens in community development projects.

The findings of this study shows that citizens' participation in community development projects cut across all sectors of occupations. In the study area, the civil servants, traders, farmers, self-employed, private services, unemployed, transporters and artisans show-cased their commitments towards participating in community development projects. This suggests that the community operates as an inclusive system, welcoming people from all backgrounds to participate in community and developmental activities. In alignment with the findings of this study, the General Assembly of United Nations submitted that irrespective of positions and occupations, the 2030 agenda for sustainable development is a must participation for all in global developments. According to Silva and Bucek (2017), participation in local government and urban administration takes cognisance of all human aspects, occupation inclusive. In alignment with the outcomes of this research, the Nigerian federal government (1976) advocated for all types of employees to participate in agricultural pursuits to enhance their lives and contribute to community development. Additionally, these workers actively participated in various developmental initiatives to improve their own circumstances.



**Research Question 6:** What are the platforms through which the citizens are mobilised for participation?

**Table 4.16: Respondents' knowledge on the platforms for mobilisation strategies.**

| S/N | Platform for Mobilisation Strategies                                       | Often       | Seldomly    | Rarely      |
|-----|--|-------------|-------------|-------------|
| 1   | Through Media – Radio, Jingle, Tv, Social Media, Newsletter, Bulletin, etc | 14<br>19.4% | 36<br>50%   | 22<br>30.6% |
| 2   | Household heads  | 16<br>22.2% | 38<br>52.8% | 18<br>25%   |
| 3   | Community Meetings   | 48<br>66.7% | 18<br>25%   | 06<br>8.3%  |
| 4   | Religious Organisations  | 40<br>55.6% | 19<br>26.4% | 13<br>18%   |
| 5   | CDAs/CBOs  | 50<br>69.4% | 13<br>18.1% | 09<br>12.5% |
| 6   | Landlord Associations  | 42<br>58.3% | 10<br>13.9% | 20<br>27.8% |
| 7   | Town-crier   | 41<br>56.9% | 20<br>27.8% | 11<br>15.3% |

Table 4.16 shows the platforms for mobilisation strategies and frequencies of their use. The results show that the media (radio, jingle, Tv, social media, newsletter, bulletins, etc) with 19.4% often; 50.0% seldomly and 30.6% rarely agreed with; Household heads had 22.2% often; 52.8% seldomly, and 25% rarely agreed for being engaged; community meetings had 66.7% often; 25% and 8.3% rarely used; Religious Organisations had 55.6% often; 26.4% seldomly, and 18% rarely. The CDAs/CBOs meetings had 69.4% often; 18.1% seldomly, and 12.5% rarely used; landlord association meetings had 56.9% often; 13.9% seldomly, and 27.5% rarely, while the town-crier platform had 56.9% often; 27.8% seldomly, and 15.3% rarely used this means for mobilisation strategies.

The results show that 50.0% of the respondents seldomly used mass media as the platform to mobilise citizens for participation in community development projects; 19.4% often used media, while 30.6% rarely used media as the platform for mobilisation. The implication is that the three platforms are sometimes employed, but this is most seldomly used. The household heads as a platform had 52.8% of respondents supporting it for being seldomly used, while 22.2% agreed of its oftenly used, while 25% agreed that it was rarely used. As for community meetings, 66.7% agreed that they often used these; 25% seldomly and 8.3% rarely used them. It as a means to participate in developmental projects. This shows that community meeting is one of the most employed platforms for mobilisation strategies for citizens' participation in community development projects. On the use of religious organisation as a platform for mobilisation, 55.6% of the respondents agreed that they often obtained their information through this means; 26.4% respondents agreed that they were seldomly informed through this means; 18% respondents agreed that they rarely relied on religious organisation for their information to participate in developmental projects. As far as CDAs/CBOs meetings was concerned, 69.4% of the respondents agreed that it was the main platform through which they got information on mobilisation strategies on citizens participation in community development projects, 18.1% respondents agreed that they seldomly relied on this strategy for their information to participate; 12.5% of the respondents agreed that they rarely used this means as their strategic information for mobilisation to participate in developmental activities. On landlord association's meetings, 58.3% agreed that they often relied on this strategy to obtain information on citizens' participation in community development projects; 13.9% of the respondents agreed that they seldomly engaged in

this strategy as a means of information to participate in developmental projects; 27.8% of the respondents agreed that they rarely used this strategy as a means of information to participate in developmental programmes', on the use of town-crier, 56.3% of the respondents agreed they rely on this platform development projects; 27.8% of the respondents agreed to have been seldomly relying on this platform to participate in developmental projects, 15.3% respondents agreed that they rarely relied on town-crier as a means of information to participate in developmental projects in the community.

The implication of this study is that the seven identified platforms are often, seldomly and rarely used for the mobilisation of citizens to participate in community developmental projects. The results reveal that the media is the most seldomly used followed by Household heads. The results also show that the platforms that were engaged as means of mobilising citizens mostly to participation were CDAs/CBOs meetings, community meetings, landlord association meetings, town-crier and religious organisations, respectively,

One of the FGD participants responded that:

*When we failed to attend meetings of CDAs/CBOs and landlord associations especially/ those that falls on market days, we used' to get information on developmental projects through the mosques, churches and friends*

**Male FGD participant in Osogbo, Olorunda Local Government, 67 years (27<sup>th</sup> May, 2021)**

Majority of the FGD members supported this view. Some of them claimed that they used CDAs/CBOs as part-time engagements; the sources of their incomes to support projects in the community were got from market and farming.

*Because of the nature of my work as a chief and Herbalist, it is the town-crier platform that I enjoyed most as a means of information to participate in developmental projects in the community*

**Male FGD participant in Telemu/Ilemowu, Ola-Oluwa 74 years (20<sup>th</sup> April, 2021)**

The implication of this finding is that the seven platforms were important means of mobilisation strategies for citizens' participation in development projects of the communities. However, the degree of their usability varies from one individual to another, depending on the nature of the work of the person concerned.

**Research Question 7:** What are the challenges facing citizens' participation in community development projects?

**Table 4.17: Challenges Facing Citizens' Participation in Community Development Projects**

| S/N | ITEMS   | YES         | NO          |
|-----|---|-------------|-------------|
| 1   | It is expensive or costly to belong to Community Development Association.   | 60<br>83.3% | 12<br>16.7% |
| 2   | There is financial assistance from the government in form of running interventions  | 52<br>72.2% | 20<br>27.8% |
| 3   | I was not always aware of the available projects in my area.  | 48<br>66.7% | 24<br>33.3% |
| 4   | Do you have government staff given you orientation on how to maintain available projects?   | 40<br>55.6% | 32<br>44.4% |
| 5   | I always have access to the community development projects.   | 30<br>41.7% | 42<br>58.3% |
| 6   | I have sufficient time to participate in developmental projects.  | 14<br>19.4% | 58<br>80.6% |
| 7   | We enjoy government's intervention grants frequently.   | 21<br>29.2% | 51<br>70.8% |
| 8   | I am always satisfied with the project initiation, monitoring and evaluation.   | 18<br>25%   | 54<br>75%   |
| 9   | There are adequate local government CD staff to guide the members of CDA.   | 22<br>30.6% | 50<br>69.4% |
| 10  | There is evidence of diversion and embezzlement among the local government executives in the disbursement of intervention grants from the government. | 61<br>84.7% | 11<br>15.3% |

Table 4.17 shows that 83.3% of the respondents agreed that it was costly to participate in developmental projects, while 16.7% of the respondents disagreed. Participation in community development projects had financial implications that could not be borne by many citizens; thus people were not willing to participate or at times withdraw from participating in developmental projects; 72.2% of the respondents agreed that, really, government gave financial interventions to sustain projects around and facilitate new ones; while 27.8% disagreed. Awareness is another problem among the participants; 66.7% of the respondents agreed that they were not always aware of the existence of some projects', while 33.3% disagreed. The problem of poor staffing to give orientations to CDA members on available projects was a serious one; 55.6% of the respondents agreed to this view, while 44.4% disagreed. Accessibility to projects is another implement to citizens' participation in developmental activities; 41.7% of respondents agreed to this situation, while 58.3% disagreed. Sufficient time to participate in developmental projects was another problem. Majority of the participants did not attend meetings due to lack of time factor, especially women who claimed to always engage in domestic assignments at home; 19.4% of the respondents agreed to have had sufficient time for participation, while 80.6% disagreed with this view. Hence, having time to participate is a challenge to community members. Government's financial interventions were no longer in vogue; 29.2% of the respondents agreed to have been enjoying grants to maintain projects in their areas, while 70.8% disagreed. Dissatisfaction with project initiation, monitoring and evaluation also discouraged citizens' participation in developmental projects; 25% of the respondents agreed to have been satisfied, while 75% disagreed with this issue. Lack of adequate personnel of the local government employee to guide CDA members was another problems; 30.6% of the respondents agreed to the shortage of personnel, while 69.4% disagreed with this situation. There was a claim or proof that the local government used to divert money meant for the projects to other areas; 84.7% of the respondents agreed to this situation, while 15.3% disagreed.

The implication of this study is that myriads of problems are confronting citizens' participation in community development projects. Many citizens did not participate because of financial involvement, ranging from personal to the association's level. Many people that joined community development associations because of government's grants and interventions were no longer interested since the fund was no longer released or forthcoming. This had seriously reduced citizens'

participation in developmental activities. Lack of awareness of the available projects, accessibilities, limited time factors, inadequate personnel from the local government to give orientations, and diversion of funds meant for CDAs were revealed as obstacles.

*Unlike eleven years ago when the government at the centre funded the CDAS projects, when we had about four hundred registered CDAs, the numbers have reduced to only seventy-eight as a result of lack of funds from the government, those of us that remained were using our little resources to sustain some of the projects, hopefully that things will improve later*

**Male FGD Participant in Ipetumodu, 64 years (20<sup>th</sup> May, 2021)**

Another participant commented that:

*Members do not come to participate in community development projects especially/ on market days, they preferred going to market in order to gain money for their family upkeep. Some did not have time to participate due to too much domestic work at home. At times some members claimed they are not aware of the on-going projects as well as the meeting day*

**Female FGD Participant in Ila Local Government, 59 years (25<sup>th</sup> June, 2021)**

Other participants commented that:

*We are not satisfied with the process of projects initiation, monitoring, execution and evaluation, we were not carried along. We also learnt that the limited amount released by the government at the centre are being diverted to other areas and thus killing citizens participating in developmental projects.*

**Male FGD Participant at Ilesa East Local Government, 68 years (11<sup>th</sup> June, 2021).**

There are costs associated with citizens' participation in community development projects. Most of the time, there are challenges in sourcing for costs on transportation, feeding and social engagement when the need arises among CDA members.

### Testing of Hypotheses

**Ho<sub>1</sub>:** There is no significant relationship between leadership styles and citizens' participation in community development projects

**Table 4.18: Relationship between leadership styles and participation of the citizens in community development projects**

| Variables         | Mean  | S.D.  | r      | P-value | Remark |
|-------------------|-------|-------|--------|---------|--------|
| Leadership styles | 78.12 | 19.51 | 0.194* | 0.000   | Sig.   |
| Participation     | 46.12 | 4.93  |        |         |        |

\*denoted significant at 0.05 level of significance

Table 4.18 reveals that there was a positive, low significant relationship between leadership styles and participation of the citizens in community development projects ( $r = 0.19$ ;  $p < 0.05$ ). This implies that leadership styles were related to the participation of the citizens in community development projects. This means that leadership style is an important determinant factor for citizens to participate in community development projects. Hence, hypothesis 1 was rejected.

Different authorities corroborate the finding of this study where it was envisaged that to achieve the designed objectives on community development projects, the role of community leadership for citizens' participation is highly imperative because conditions for sustainability of projects are very challenging and are rarely incorporated in the planning process of an initiative (Zinzow, Graw and Barrett 2007; Persoon, 2016). This study is in line with Israel and Beaulieu (1990) that leadership factor was an important issue in citizens' participation in community development projects. They affirmed that the bulk of community development projects rest on community leaders; capacity building of the community members does not occur without the action of community leaders. Supporting this view was Godman (1998) when he opined that community leaders enhance capacity building when they guarantee active involvement of adequate members of the community.

The findings of this study have been corroborated by many dedicated literatures on the role of local community leaders on citizens's participation in developmental projects (Williams, 1989; Israel and Beaulieu, 1990; Ugboh, 2007; Zaharah and Abu, 2008; Ozor and Nwanko, 2008; Fariborz, 2009). In their analysis of community leaders, they discovered that "a community without leadership may not be equipped to mobilize resources or influence tourism and projects planning which obviously are aspect of community development". They submitted that local community and other organisations could not achieve any successful development outside the efforts of active and dynamic community leaders endowed and willing to take initiative.

This finding agrees with the assertion of Fariborz (2009) who submitted that the success of local community initiative rested on the quality, creativity, commitment and credibility of its leadership in maintaining its daily activities. In line with this study, Bolton (1991); Kirk and Kraft (2004); Rost, Kouzes and Posner (1995); Northous (1997); and Agnieszka, Katarzyna and Arnold (2020) collectively submitted that community leadership is an essential driver of the process that builds people's



capacity, produces social and economic benefits within community development. To a large extent, community leadership factors determine citizens' participation for sustainable community development projects. Further literatures support this study when Geoppinger, (2002); Israel and Beaulieu (1990); Wituk (2003); Adedoyin (2014) and Ojo and Ako (2020) agreed that community leadership is an interactive process between the individuals within a locale. That communities virtually find it impossible to solve problems without a viable leadership. Leaders are needed to coordinate activities of local groups, business and non-profit organisations to address challenges and encourage local strengths.

The finding of this study was corroborated by Fajimi and Olaleye (2021) when they submitted that leadership development should be institutionalised, responsive and deliverable to members of the community development organisation. They reiterated that leadership should promote citizens' participation through creation of a strategy that reinforces the democratic architecture of the community development associations. This bottom-top strategy will ensure equality, fairness, sense of belonging, policy implementation, effective performance and project participations within the community. However, it is disheartening to note that little had been achieved in terms of development, despite several efforts and resources earmarked for citizens' participation in developmental programmes in Nigeria, Osun State in particular. This might be due to inadequate purposeful and credible leadership to integrate and facilitate development programmes apart from lack of wisdom in some quarters.

**Ho2:** There is no significant relationship between socio-economic status and citizens' participation in community development projects

**Table 4.19: Relationship between socio-economic status and participation of the citizens in community development projects**

| Variables             | Mean  | S.D. | r      | P-value | Remark |
|-----------------------|-------|------|--------|---------|--------|
| Socio-economic status | 55.16 | 8.42 | 0.096* | 0.004   | Sig.   |
| Participation         | 46.12 | 4.93 |        |         |        |

\*denoted significant at 0.05 level of significance

Table 4.19 shows a positive, weak significant relationship between socio-economic status and participation of the citizens in community development projects ( $r = 0.10$ ;  $p < 0.05$ ). This means that socio-economic status was related to the participation of the citizens in community development projects. This implies that for citizens to participate in community development projects, socio-economic status factor has to be considered. Hence, hypothesis 2 was rejected. It implies from this study therefore that socio-economic status plays a significant positive role in the determination of citizens' participation in community development programmes.

The finding of this study is in line with the study of Adedoyin (2014) when he submitted that socio-economic status, in terms of income, education, occupation, family affluence, physical assets, social position, social participation, political influence, among others, were important determinants of citizens' participation in community development projects. He was of the opinion that most rural communities in Nigeria were highly heterogeneous, which prevented co-operative/collective participation in community development projects. Corroborating the finding of this study are the study conducted by Elekwa and Eme (2013); Adedoyin (2014); (Stoddart, 2011; Emas, 2015) and Che (2018) when they agreed that different levels of per capital income among people and its distribution affected citizens' participation in community development projects. Poor individuals can hardly spend their limited time, energy and hard-gotten money on community development projects. Enegy (2009) corroborated this view when he submitted that where there was a high degree of inequality in the distribution of income in a community, participation of the very poor along with the rich and wealthy members used to be difficult to enlist because real participation could only occur among the equals.

Investigations revealed that there were examples in rural communities of how poverty of the local individuals was a obstacle to citizens' participation in community development projects. Adedoyin (2014) argued that rural community members would not participate in any project that would undermine their livelihood or basic needs. It implies that people belonging to lower socio-economic status may not be active in their participation in some projects within their communities. Poverty and deprivation existing among low and middle income earners may continue to affect non-citizens' participation in community development projects. According to Central Bank of Nigeria (2011) situations of these natures were rampant among Nigerians, which of course is an obstacle to citizens' participation in community development projects.

More importantly, there were no social-welfare packages and access to good health-care facilities which were functions of community development projects.

**H03:** There is no significant relationship between educational background and citizens' participation in community development projects

**Table 4.20: Relationship between educational background and participation of the citizens in community development projects**

| Variables              | Mean  | S.D. | r     | P-value | Remark |
|------------------------|-------|------|-------|---------|--------|
| Educational background | 28.21 | 5.02 | 0.009 | 0.787   | N.S.   |
| Participation          | 46.12 | 4.93 |       |         |        |

Not significant at 0.05 level of significance

Table 4.20 shows a positive, non-significant relationship between educational background and participation of the citizens in community development projects ( $r = 0.10$ ;  $p > 0.05$ ). This means that educational background was not related to the participation of the citizens in community development projects. Thus, hypothesis 3 was not rejected.

The finding of this study is in line with the study of Whitaker(1989); Vanda, Joao and Lia (2016) who submitted that it was not just individuals with higher education that were involved in active citizenship and public projects' participation. The hypothesis tested shows that individuals with no schooling reflected a higher percentage of citizens' participation in projects. The study also confirms that people with lower or no education also asserted their rights in the process of public policies, democratic system which translates into a public participation that can be evaluated as effective citizens' participation in projects centred around voluntary-based issues, needs and interests.

The above claim was corroborated by the KII participant:

*The composition of our CDA members does not give room for any form of discrimination be it education, religious, sex or racial. Our leaders interpret the content of whatever we are to do to individual understanding level. This make us to be happy and work with them.*

**(KII participant/Ilesa-East/18<sup>th</sup> June, 2021).**

Another KII participant had this to say:

*We are free to speak vernacular, any language or broken-English. It is the duty of our leaders to interpret such for necessary action to be taken. No penalty for that. It is only when you don't pay your own contributions that they get annoyed.*

**(KII participant/Ila/2<sup>nd</sup> July, 2021).**

From the finding of this study, and based on the above, it implies that citizens' participation in community development projects has nothing to do with one's level of education.

**Ho4:** There is no significant relationship between people’s attitude and citizens’ participation in community development projects

**Table 4.21: Relationship between people’s attitude and participation of the citizens in community development projects**

| Variables         | Mean  | S.D.  | r       | P-value | Remark |
|-------------------|-------|-------|---------|---------|--------|
| People’s attitude | 55.13 | 10.54 | -0.102* | 0.002   | Sig.   |
| Participation     | 46.12 | 4.93  |         |         |        |

\*denoted significant at 0.05 level of significance

Table 4.22 shows a negative, significant relationship people's attitude and participation of the citizens in community development projects ( $r = -0.10$ ;  $p < 0.05$ ). This shows that people's attitude was negatively related to the participation of the citizens in community development projects. This implies that for citizens to effectively participate in community development projects, their attitude needs to be considered. Hence, hypothesis 4 was rejected.

The finding of this study is corroborated by Laah, Adefila and Yusuf (2014) when they established that positive attitude toward community encourages citizens' participation in community matter. They averred that as community becomes increasingly important in people's everyday lives, the investigation of public attitude toward community is vital for the future success of community activities and reforms. Inadequate regular and systematic analysis of people's attitude, viable community development projects and policies may be difficult to design and implement for the survival of such community. According to Rishi (2003), social action of people or their personal programme is directed by their attitudes; if the attitude of a person is positive toward an event or action, it is more likely that they divert their behaviours in a more meaningful way. Aldashev and Rishi (2003) concluded that if people have positive attitude toward community, they tend to support the community matters as well as participating more in community issues. Thus, understanding of citizens' attitude is an important key to access the level of citizens' participation in community development programmes.

In depth literature has identified the importance of people's attitude towards community participation in developmental projects. According to Osuji (1999); Norman (2018); Anyanwu (2002); Aref (2011); Fakere and Ayoola (2018); Ojo and Ako (2020) agreed that positive attitude of people towards community participation is critical to community development projects' success. They concluded that participation ensures success as people get involved when they have a sense of ownership and feel that the project meet their needs. Therefore, positive attitude is an essential ingredient for citizens' participation in planning, provision and maintenance of infrastructure within a locality.



**Ho5:** There is no significant relationship between gender/cultural related issues and citizens' participation in community development projects

**Table 4.22: Relationship between gender/cultural issues and participation of the citizens in community development projects**

| Variables                      | Mean  | S.D. | r     | P-value | Remark |
|--------------------------------|-------|------|-------|---------|--------|
| Gender/cultural-related issues | 30.90 | 6.10 | 0.038 | 0.247   | N.S.   |
| Participation                  | 46.12 | 4.93 |       |         |        |

Not significant at 0.05 level of Significance

Table 4.22 indicates a positive, non-significant relationship between gender/cultural-related issues and participation of the citizens in community development projects ( $r = 0.04$ ;  $p > 0.05$ ). This implies that gender/cultural-related issues were not related to the participation of the citizens in community development projects. Therefore, hypothesis 5 was not rejected.

The finding of this study is corroborated by the study conducted by Tjarve and Zamite (2016); Freire and Lima (2018); Ojo and Akon (2020); they discovered that the culture/gender and traditional values of people did not pose barrier to citizens' participation in developmental issues.

In line with this study, Onyenemezu (2014) had earlier observed that community development is a significant process that combines efforts of citizens, government and voluntary organisations for the single purpose of improving the social, economic and cultural wellbeing of the community without gender consideration.

In line with the finding of this study, the study conducted in Anambra and Kaduna States by Ojo and Ako (2020) revealed that community culture/gender issues play no significant role when used to moderate citizens' participation in the development of communities in the two states. The revelation of this study confirms an addition to knowledge because it is easy to make an assumption that community culture/gender issues play a major role in citizens' participation in community development projects. Thus, this study has significantly proved that cultural/gender issues cannot be considered to be an important ingredient that strengthens the relationship between citizens' participation and community development activities.

One KII participant responded that:

*Community development projects are being executed and been successful without recourse to religions, culture or gender issues. We see ourselves as a family and work together as a team. No culture/gender restriction could be observed in the conduct of our member toward projects planning and execution in the local government.*

**Male KII participant in Iwo/53 years (27<sup>th</sup> April, 2021)**

**H06:** There is no significant relationship between projects' location and citizens' participation in community development projects

**Table 4.23: Relationship between projects' location and participation of the citizens in community development projects**

| Variables        | Mean  | S.D. | r      | P-value | Remark |
|------------------|-------|------|--------|---------|--------|
| project location | 41.23 | 7.04 | 0.148* | 0.002   | Sig.   |
| Participation    | 46.12 | 4.93 |        |         |        |

\*denoted significant at 0.05 level of significance

Table 4.24 indicates a positive, low significant relationship between project location and participation of the citizens in community development projects ( $r = 0.15$ ;  $p < 0.05$ ). This indicates that project location is related to the participation of the citizens in community development projects. This means that for citizens to effectively participate in community development project. Project location is an important factor. Therefore, hypothesis 6 was rejected.

Literature search on project location and citizens' participation in community development projects is very scanty. However, the finding of this study shows that project location is significantly related to citizens' participation in community development projects. The farther the project distance to the people, the more difficult it is for citizens to participate in its usage and maintenance.

In an FGD session, one participant responded that:

*Projects located near to our house are always easier to participate and make use of. We do not have time for project located far away to us. We have nothing to do with the utilization and maintenance of projects not in our vicinity.*

**Male FGD participant Ilesa-East/57 years (18<sup>th</sup> June, 2021)**

Another KII participant responded that:

*Projects located far to us cannot be claimed to be ours, difficult to access or maintained but we judiciously make of the ones near to the community, for example, deep-well, health centre/clinic, building and electricity.*

**Female KII participant in Olorunda local government, Osogbo/60 years (4<sup>th</sup> June, 2021)**

Another FGD participant commented that:

*By the time we return back from work, we are usually tired, if the project, even water is far away, we cannot go there. The fear of insecurity grip us especially that kidnapping is rampant in Nigeria.*

**Female FGD participant in Ipetumodu/56 years (20<sup>th</sup> May, 2021).**

Another FGD participant said:

*We participate in utility and maintenance of projects located near us because we are always informed about the conditions of such projects. To the best of our knowledge, we believe that such project belong to us and there is always co-operations in contributing to sustain it.*

**Female FGD participant in Ila/54 years (2<sup>nd</sup> July, 2021)**

All the participants in the FGD discussion agreed with these submissions. The findings of this study show that projects' location is an important determinant factor for citizens' participation in community development programmes. Fixed projects like boreholes, health centres and the like are more effectively and efficiently patronised when they are located close to the community. Oakley (2005) corroborated the finding of this study when he posited that lack of project-location-related information to beneficiaries causes serious hinderances to local people's participation in developmental projects.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

This study analysed the determinants of citizens' participation in community development projects in Osun State, Nigeria, with a view to establishing the level of citizens' participation in community development projects. The study provides a baseline understanding how leadership styles, socio-economic status, educational background, gender/cultural-related issues, attitude to community development projects and projects' location influence citizens' participation in community development projects. The study comprises five chapters; each chapter focuses on different items, and dwell on the background to the study, statement of the problem, objectives of the study, research questions, hypotheses, significance of the study and functional meanings of terms.

The study contains a review of related writing on issues and concepts, as well as the observational examinations pertinent to the study. Hypothetical structure gives the reason on which the review was moored, featuring residents' support in commencement of activities, execution of undertakings, human and material assets, project checking, financing, navigation and assessment. Ladder of citizen participation theory was considered appropriate for the study.

The study adopted the mixed methods design. The target population for the study comprised all community development associations, community-based organisations, and community development officers in the selected local government councils for the study. The total population for the study was 2,100 out of which a total of 1,915 respondents were enumerated. The instruments used for this study were two sets of scale tagged "Citizens participation in community development projects questionnaire" and Determinant factors of citizens' participation in community development projects questionnaire". The reliability of each scale was determined through test-retest technique, using the Cronbach alpha reliability approach. The

relative contributions of the six independent variables to the dependent variable were expressed as beta weight:

- leadership styles ( $\beta = 0.15$ ;  $t = 2.66$ ;  $p < 0.05$ )
- attitudinal factors ( $\beta = -0.11$ ;  $t = -2.52$ ;  $p < 0.0$ )
- project location ( $\beta = 0.12$ ;  $t = 2.61$ ;  $p > 0.05$ )
- socio-economic status ( $\beta = -0.03$ ;  $t = -0.41$ ;  $p > 0.05$ ) where found significant, while
- educational background ( $\beta = -0.01$ ;  $t = -0.17$ ;  $p > 0.05$ ) and
- gender-related issues ( $\beta = -0.02$ ;  $t = -0.40$ ;  $p > 0.05$ ); where no significant relationship existed

Findings revealed that leadership styles, socio-economic status, educational background, gender issues, attitude of people and projects' locations had joint contribution on citizens' participation in developmental projects. Though educational background and gender/cultural-related issues were not significant, all their roles cannot be under-estimated in any community development project activity. In addition, the study established the significance of demographic profile on citizens' participation in community development activities/projects.

## **5.2 Conclusion**

Leadership styles, projects' location, and people's attitude influenced citizens' participation in community development projects and factors like gender/cultural-related issues, socio-economic status and educational background did not influence citizens' participation in community development projects. Aside from the challenges of fund, poor orientation, inadequate accessibility, limited time available and public fund diversion by government agencies, it can be concluded that citizens' participation in community development projects was considerably low taken into consideration determinant factors highlighted in this study.

### **5.3 Recommendations**

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

1. There is the need for government at various levels, policy makers and implementers, donor agencies and community development practitioners to always put into consideration these factors (leadership style, socio-economic status, educational background, gender/cultural issues, people's attitude and projects' location) as parts of determinant factors for citizens' participation in community development projects.
2. The emphasis on participation in community development projects should be on members' attitude, leadership styles, and proximity of the projects.
3. Principles of community development should be entrenched as part of CP\_CDPs.
4. The initiation and execution of projects in a community should involve citizens in the locality.
5. Community leaders and community development associations should be strengthened through advisory committees.
6. Sensitisation and strategies towards citizens' active participation in community development projects should be encouraged.

### **5.4 Contributions to Knowledge**

The main contribution of this study to the body of knowledge were as follows;

- It established that in factors determining CP-CDPs, three variables (Leadership Styles, projects' location and citizens' attitude had significant relationships, while SES, educational background and gender issues were not found to be significant.
- Major platforms for citizens' mobilisation were CDAs' meetings, community meetings, landlord associations, town crier and religious associations.
- Effective CP-CDPs were hindered by scheduling of wrong timing for meetings, poor funding, logistics, wrong projects' site, lack of resources and trust among members towards their executives.



## **5.5 Limitations of the Study**

Problems, such as community distancing, poor attendance of CDA members at meetings, logistics, poor record-keeping on the part of the executive committee and members of CDA, loss of copies of the questionnaire, hoarding of relevant data and information, among others, were encountered on the field.

Others were inability of the leaders and members of the CDAs to provide the records of the activities of their communities to the researcher on some occasions and the idea of concealing information to defend their communities. Also, some of the respondents were unable to fill the questionnaire adequately and they did not return same to the investigator. Also, there was a constraint on the coverage, that is more local governments should have been covered.

## **5.6 Policy Implications**

This study has some sweeping ramifications for networks, the public authority, local areas advancement organisations, NGOs, strategy creators and implementers to improve and energise CP\_CDPs. The study has shown the determinant factors influencing citizens' participation in community development projects in Osun State, Nigeria. It is, therefore, imperative that government, organisation neighbourhood and other improvement workplaces be adequately receptive enough to help occupants' collaboration and possibly partake in relationship in community development activities.

## **5.7 Suggestions for Further Studies**

Based on the findings of this study, it is evident that further studies could be conducted on CP\_CDPs. Hence, there is a need for research on other determinants of CP\_CDPs apart from those considered in this study. Future studies can investigate the role of NGOs as determinants of citizens' participation in CDPs.

Also, the results of this study indicate that certain determinant factors such as leadership styles, socio-economic status, educational background, gender/cultural issues, attitudes and projects location influenced CP\_CDPs in only six local government councils of Osun State; other local government councils and state of the country can as well be investigated to validate this finding.

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**APPENDICES**

**APPENDIX I**

**(CDA Members)**

**UNIVERSITY OF IBADAN**

**FACULTY OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION**

**CITIZENS' PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS**

**QUESTIONNAIRE (CPCDPQ)**

**INTRODUCTION:** This questionnaire is designed for the purpose of assessing Citizens Participation in Community Development Projects (CDPs) in Osun State. The purpose is for research in education. All information given will be treated with confidentiality. Kindly help to fill the questionnaire. No name is required.

**INSTRUCTION:** Please tick (✓) as appropriate in the box.

**SECTION A**

**DEMOGRAPHIC INFORMATION**

1. **Gender:** Male  Female
2. **Educational background:** Above 1<sup>st</sup> Degree.....
- 1<sup>st</sup> Degree/ equivalent (B.A/ B.Sc., B.Ed/ HND).....
- ND.....
- NCE.....
- WASC/ NECO O'level.....
- Primary Six.....
- No formal Education.....
- Others, specify (e.g. Arabic Education).....

**3. Age in years**

- 18-30 years.....
- 31-40 years.....
- 41-50 years.....
- 51-60 years.....
- 61 years and above...

4. **Marital Status:** Married  Single  widow/ widower  divorcee

5. **Occupation:** civil services.....
- private services.....
- self-employed.....
- trading.....
- farming.....
- artisan.....
- transporter.....
- Unemployed.....

**6. Local Government.....**

**SECTION B**

Please read and rate your knowledge/ understanding of actual citizens' participation in community development projects/ projects (CDPs) in your area. Answer by ticking (√) the option that best describes your response on the items using the scale below:

- |      |                   |            |
|------|-------------------|------------|
| SA = | Strongly Agree    | (4 points) |
| A =  | Agree             | (3 points) |
| D =  | Disagree          | (2 points) |
| SD = | Strongly Disagree | (1 point)  |

| <b>S/N</b> | <b>CITIZENS PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS (CDPs)</b>   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|------------|--|-----------|----------|----------|-----------|
|            | <b>STATEMENT</b>   | <b>4</b>  | <b>3</b> | <b>2</b> | <b>1</b>  |
| 1          | People cannot be forced to participate in projects which affect their lives, but they should be given the opportunity where possible.                                    |           |          |          |           |
| 2          | What motivates one group of people within a community may not motivate others.   |           |          |          |           |
| 3          | Community participation motivates people to work together.   |           |          |          |           |
| 4          | People see participation in projects as a genuine opportunity to better their lives and for the community as a whole.  |           |          |          |           |
| 5          | The venture commencement was the obligation of local area individuals, humanitarians, givers and the public authority working closely together.                          |           |          |          |           |
| 6          | Financing the venture initiation and execution ought to be the obligations of the local area individuals working together.   |           |          |          |           |
| 7          | Provision of resources (human and materials) should be the joint responsibility of the community members, government and the donour.                                     |           |          |          |           |
| 8          | Committees were in charge of monitoring the implementation of the projects within the community.   |           |          |          |           |
| 9          | There should be regular monthly meetings where community members contribute their own ideas for the sustainability of development projects in their areas.               |           |          |          |           |
| 10         | Infrastructure decay of projects located in the community should be repaired by members through personal contributions.  |           |          |          |           |
| 11         | Community members should volunteer their time and efforts in installation, monitoring and evaluation of projects.  |           |          |          |           |
| 12         | Citizens should participate freely in projects/ projects within their community.   |           |          |          |           |
| 13         | There are differences in citizens' participation in CDPs according to people's age, gender and religions.  |           |          |          |           |
| 14         | Members of community development associations are mobilised to participation through bulletins, fixed meeting days, leadership roles, thrift and cooperative activities. |           |          |          |           |

## APPENDIX II

(CDAs/CBOs/LGA CD Staff)

### DETERMINANT FACTORS OF CITIZENS' PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS QUESTIONNAIRE (CPCDQ)

**INTRODUCTION:** This questionnaire is designed for the purpose of assessing Citizens' Participation in Community Development Projects in Osun State. The purpose is purely for research. All information given will be treated with confidentiality. Kindly help to fill the questionnaire. No name is required.

**INSTRUCTION:** Please tick (✓) as appropriate in the box.

#### SECTION A

##### DEMOGRAPHIC INFORMATION

1. **Gender:** Male  Female
2. **Educational background:** Above 1<sup>st</sup> Degree.....   
1<sup>st</sup> Degree/ equivalent (B.A/ B.Sc., B.Ed/ HND).....   
ND.....   
NCE.....   
WASC/ NECOO'level.....   
Primary Six.....   
No formal Education.....   
Others, specify (e.g. Arabic Education).....
3. **Age in years**
- 18-30 years.....   
31-40 years.....   
41-50 years.....   
51-60 years.....   
61 years and above...

4. **Marital Status:** Married  Single  widow/widower   
Divorcee

5. **Occupation:** civil services.....   
private services.....   
self-employed.....   
trading.....   
farming.....   
artisan.....   
transporter.....   
unemployed.....

6. **Local Government**.....

**SECTION B**

Please read and rate your knowledge/ understanding of leadership styles in citizens' participation in community development projects/ projects in your area. Answer by ticking (✓) the option that best describes your response on the items using the scale below:

|                           |   |
|---------------------------|---|
| Frequently, if not always | 5 |
| Fairly often              | 4 |
| Sometimes                 | 3 |
| Once a while              | 2 |
| Not at all                | 1 |

| <b>1. LEADERSHIP STYLES IN COMMUNITY DEVELOPMENT PROJECTS.</b>                 | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1 I encourage others to associate with me to take part in local area projects. |   |   |   |   |   |
| 2 I express with a couple of basic words what we could and ought to do.        |   |   |   |   |   |
| 3 I empower others to ponder old issues in new ways.                           |   |   |   |   |   |
| 4 I help other people to foster themselves.                                    |   |   |   |   |   |
| 5 I guide others if they have any desire to be compensated for their work.     |   |   |   |   |   |
| 6 I'm fulfilled when others satisfy and settled upon guideline.                |   |   |   |   |   |
| 7 I'm content to allow others to keep working in the same ways generally.      |   |   |   |   |   |
| 8 Others have total confidence in me.  |   |   |   |   |   |
| 9 I give engaging pictures about what we can do.                               |   |   |   |   |   |
| 10 I give others better approaches for checking figuring things out.           |   |   |   |   |   |
| 11 I let others in on how I think they are doing.                              |   |   |   |   |   |
| 12 I give acknowledgment/rewards when others arrive at their objectives.       |   |   |   |   |   |
| 13 However long things are working, I don't attempt to transform anything.     |   |   |   |   |   |
| 14 Anything others desire to do is good with me.                               |   |   |   |   |   |
| 15 Others are glad to be related with me.                                      |   |   |   |   |   |
| 16 I help other people track down implications in their work.                  |   |   |   |   |   |
| 17 I get others to reevaluate thoughts that they had never addressed.          |   |   |   |   |   |
| 18 I focus entirely on other people who appear to be dismissed.                |   |   |   |   |   |
| 19 I point out what others can get for what they achieve.                      |   |   |   |   |   |
| 20 I tell others the principles they need to be aware to complete their work.  |   |   |   |   |   |
| 21 I request no more from others than what is significant.                     |   |   |   |   |   |

Please read and rate your knowledge/ understanding on the roles of socio-economic status; Educational background; gender/cultural-related issues; Attitude to community development projects and Project location on citizens' participation in community development projects in your area. Answer by ticking (√) the option that best describes your response on the items using the scale below:

| 2. | <b>SOCIO-ECONOMIC STATUS ROLES IN COMMUNITY DEVELOPMENT PROJECTS.</b>   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|----|---|-----------|----------|----------|-----------|
|    |   | <b>4</b>  | <b>3</b> | <b>2</b> | <b>1</b>  |
| 1  | Economic status affects people's participation in CDPs.   |           |          |          |           |
| 2  | Social-economic status of people are important in the CDPs participation  |           |          |          |           |
| 3  | The enlightenment of people on developmental activities contribute to their participation in CDPs.                        |           |          |          |           |
| 4  | The language of conducting meetings encourages members' participation in CDPs.  |           |          |          |           |
| 5  | New developments in projects are usually determined by socio-economic status in CDPs' participation.                      |           |          |          |           |
| 6  | Financial resources, political will and available stakeholders' capability influence participation in community projects. |           |          |          |           |
| 7  | Level of education affects citizens' participation in CDPs.   |           |          |          |           |
| 8  | Employment status of citizens determines their participation in CDPs.   |           |          |          |           |
| 9  | Occupation status of citizens affects their participation in CDPs.  |           |          |          |           |
| 10 | Peoples' incomes affect their participation in CDPs.  |           |          |          |           |
| 11 | Low income members hardly participate in CDPs.  |           |          |          |           |
| 12 | People with low socio-economic status do participate in CDPs.   |           |          |          |           |
| 13 | People of low socio-economic status usually feel inferior when participating in CDPs.                                     |           |          |          |           |
| 14 | High-class socio-economic status people usually feel superior to other members when participating in CDPs.                |           |          |          |           |
| 15 | People of high income are more involved in community development project.   |           |          |          |           |
| 16 | People of high socio-economic status do not respond when called upon to participate in CDPs.                              |           |          |          |           |
| 17 | People of high social-economic status are actively involved in the CDPs.  |           |          |          |           |
| 18 | Economic mobility of the people is a condition for citizens' participation in CDPs.                                       |           |          |          |           |
| 3. | <b>EDUCATIONAL BACKGROUND ROLES IN COMMUNITY DEVELOPMENT PROJECTS</b>   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|    |   | <b>4</b>  | <b>3</b> | <b>2</b> | <b>1</b>  |
| 1  | Citizens that have no formal education do not participate in CDPs.  |           |          |          |           |
| 2  | Citizens that have low educational background will not participate in CDPs.   |           |          |          |           |
| 3  | The community development project makes provisions for those with non-formal education.                                   |           |          |          |           |
| 4  | Those with higher education do not participate in CDPs.   |           |          |          |           |
| 5  | Education enhances social mobility and freedom for individuals to participate in CDPs.                                    |           |          |          |           |
| 6  | Members with low educational background feel inferior when participating in CDPs.   |           |          |          |           |

- 7 Members with higher educational background feel superior to other members while participating in CDPs.
- 8 CDPs do achieve stated goals in the community with the participation of the elites only
- 9 Members of CDPs should be well equipped and educated so as to improve the welfare of the community members.
- 10 Education is the only prerequisite feature for a member to participate in CDPs.

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**4. GENDER/CULTURAL-RELATED ISSUES ROLES IN COMMUNITY DEVELOPMENT PROJECTS**      **SA**      **A**      **D**      **SD**  
**4**      **3**      **2**      **1**

---

- 1 There is always not much domestically focused gender role and characteristics of female-initiated CDPs.
- 2 There is need for appropriate gender training capacity-building in participatory technique in order to become effective facilitators.
- 3 Women's seclusion affects their participation in CDPs.
- 4 Marital status of women affects their participation in CDPs.
- 5 Widowhood practices affect people's participation in CDPs
- 6 Females were only allowed to be seen and not to be heard in community development project activities.
- 7 Gender discrimination issues hinder female participation in CDPs.
- 8 Women's activities/works limit their active participation in CDPs.
- 9 Women believed that they were disempowered regarding CDPs in their areas.
- 10 The patriarchal system in the society is as a result of female low participation.

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**5. ATTITUDE TO COMMUNITY DEVELOPMENT PROJECTS**      **SA**      **A**      **D**      **SD**  
**4**      **3**      **2**      **1**

---

- 1 CDPs is for smart people.
- 2 The perception of CDPs is a boring assignment.
- 3 I cannot understand the relevance of CDPs.
- 4 I am overwhelmed by complex and difficult nature of CDPs
- 5 I hate CDPs.
- 6 I just cannot participate in CDPs.
- 7 I will never be good at it, so what is the point in trying to participate.
- 8 In general, I have a good feeling towards CDPs.
- 9 I do interact with members in the community to provide help on CDPs.
- 10 I like working on anything relating with CDPs.
- 11 I get anxious when it is time for me to engage in CDPs.
- 12 I look forward to our next meetings on CDPs.
- 13 I get overjoyed when the members of my community call me for CDPs.
- 14 I do not feel confident about our results/achievements in CDPs.
- 15 I can easily solve CDPs problems.
- 16 Participating in CDPs is just a waste of time.
- 17 My knowledge in CDPs can help me solve real-life problems.
- 18 Participating in CDPs makes me feel nervous.
- 19 CDPs is dull and boring.
- 20 I always make a terrible strain in CDPs' participation.



| <b>6</b> | <b>PROJECT LOCATION ROLES IN COMMUNITY DEVELOPMENT ACTIVITIES</b>  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|----------|--|-----------|----------|----------|-----------|
|          |  | <b>4</b>  | <b>3</b> | <b>2</b> | <b>1</b>  |
| 1        | Project location is a function of citizens' participation in CDPs.   |           |          |          |           |
| 2        | Projects fixed or located near the community facilitate citizens' participation  |           |          |          |           |
| 3        | When projects are located closer to the community, adequate accessibility and participation are ensured than when they are too far away. |           |          |          |           |
| 4        | There is always fear of insecurity of people for accessing projects that are too far away.   |           |          |          |           |
| 5        | It is not always easy for people to maintain projects located far away from home.  |           |          |          |           |
| 6        | Projects located far away can be easily vandalised.  |           |          |          |           |
| 7        | People have the feeling that projects located far away do not belong to them.  |           |          |          |           |
| 8        | It is difficult to identify the bona-fide ownership of distant projects  |           |          |          |           |
| 9        | Projects located close to the community are easy to maintain and judiciously utilised.   |           |          |          |           |
| 10       | People's co-operations are easily sought on projects located near the community.   |           |          |          |           |
| 11       | Poor road-network discourages accessibility to far-distant projects  |           |          |          |           |
| 12       | Adequate information is easily provided on situations of the projects located not too far from the community.                            |           |          |          |           |
| 13       | There is always a problem of ownership of the project when it is too far.  |           |          |          |           |

### **7. Citizen's knowledge on the platforms for mobilisation strategies questionnaire**

| <b>S/N</b> | <b>Platform for Mobilisation Strategies</b>                                | <b>Often</b> | <b>Seldomly</b> | <b>Rarely</b> |
|------------|--|--------------|-----------------|---------------|
| 1          | Through Media – Radio, Jingle, Tv, Social Media, Newsletter, Bulletin, etc |              |                 |               |
| 2          | Household heads  |              |                 |               |
| 3          | Community Meetings   |              |                 |               |
| 4          | Religious Organisations  |              |                 |               |
| 5          | CDAs/CBOs  |              |                 |               |
| 6          | Landlord Associations  |              |                 |               |
| 7          | Town-crier   |              |                 |               |

### APPENDIX III

#### FOCUS GROUP DISCUSSION (FGD) QUESTIONS FOR REGISTERED CDAs AND NGOs MEMBERS AND OTHER STAKEHOLDERS

A. The items for FGD and interview were as follows:

The responses will enable the researcher determines the status of the projects soidentified based on the inventory taken. This was complemented with KII.

1. Are the projects actually identified by community members?

**Are the projects identified by the government or donour agents?**

2. Is/Are the project(s) out to solve developmental needs?

**Does the community own the projects?**

3. Do the projects belong to the government?

**Does the community control the projects?**

4. Do the outsiders/donours or government control the project(s)?

**Do you derive any benefit from the projects?**

5. Do you always have access to the projects?

**Are you involved in the management of the projects?**

6. Is it the government or donour agencies that maintain the project for you?

**Can the project(s) last you for a long time to use?**

B. Respondents' Knowledge on the Challenges Facing Citizens' Participation inProjects.

The questions were turned to open-ended and required only "Yes" or "No"response.

The items are:

1. Is it costly or expensive to belong to the community development association?
2. Is there any financial problem, such as lack of running grants coming from theFederal, State or Local government?
3. Are you always aware of the CDPs in your areas?
4. Who gave you orientation on how to sustain available projects?
5. How accessible are the projects to you?
6. Do you have sufficient time to participate in developmental projects?
7. When last did you enjoy government's intervention on community developmentprojects?
8. Are you satisfied with the projects' initiation, monitoring and evaluation?
9. Do you have adequate staff of the local government to provide guidelines for youon the available projects?

10. Do you suspect diversion or embezzlement among the local government's executives in the disbursement of limited interventions from the government?

Respondents' knowledge on the challenges facing Citizens participation in CDPs

| <b>S/N</b> | <b>Items</b>  | <b>Yes</b> | <b>No</b> |
|------------|---|------------|-----------|
| 1          | It is expensive or costly to belong to Community Development Association.   |            |           |
| 2          | There is financial assistance from the government in form of running interventions  |            |           |
| 3          | I was not always aware of the available projects in my area.  |            |           |
| 4          | Do you have government's staff given you orientation on how to maintain available projects.   |            |           |
| 5          | I always have access to the projects.   |            |           |
| 6          | I have sufficient time to participate in developmental projects.  |            |           |
| 7          | We enjoy government's intervention grants frequently.   |            |           |
| 8          | I am always satisfied with the project initiation, monitoring and evaluation.   |            |           |
| 9          | There are adequate local government CD staff to guide members ofCommunity Development Association.  |            |           |
| 10         | There is evidence of diversion and embezzlement among the local government executives in the disbursement of intervention grants from the government. |            |           |

**APPENDIX IV**  
**KEY INFORMANT INTERVIEW GUIDE (KIIG) FOR CDAs AND NGOs**  
**LEADERS**

A. Welcome participants

Describe what KII is –It is a method in which the researcher asks open-ended questions orally and records respondents' answers.

Purpose

We shall be discussing community development activities. I am interested in your comments which may be positive or negative, that "Yes" or "No"

Key Informant Interview Guide (KIIG)

A. Welcome Participants

Describe what KII is: It is a method in which the investigator asks open-ended questions orally and records respondents' answers.

B. Purpose: We shall be discussing citizens' participation in community development projects. I am interested in your comments which may be positive.

C. Self-introduction: Ask each participant to tell you his/her name and something about himself/herself

Questions – respondents' knowledge on projects' initiation and execution

A.

- Are the projects sited in your community based on the felt-needs of the citizens?
- Are the citizens involved at all the stages (life-cycle) of the projects' implementation?
- Does the community form the centre-action of the projects' implementation?
- Are these projects designed to empower members?
- Do you have the right to assess or complain about these projects?
- Do the projects give room for inclusion of CDA members to participate?
- Were the projects in your area initiated based on self-determination?
- Is there evidence of social justice in the allocation of the projects to the communities?
- Can you confirm that the project(s) actually belong to you?

Translated into the Yoruba Language

ÀFIKÚN KÌN-ÌN-NÍ

FÁSITÌ ÌBÀDÀN

GBỌNGÀN ÌMỌ ÈKÓ

ÈKA ÌMỌ ÈKÓ ÀGBÀ

KÍKÓPA ÀWỌN ÈNÌYÀN NÍNÚ IŞÉ ÀKÀNŞE ÌDÀGBÀSÓKÈ ÌLÚ  
ÌBÉÈRÈ FÚN ÌWÁDÌÌ

**ÌSÍDE:** A şe agbékalẹ̀ iwé ibéèrè fún iwádìí yìí átí şe àyèwò sí kíkópa àwọn ènìyàn nínú işé àkànşe idàgbàsókè ilú ní ipínlẹ̀ Ọsun. Işé iwádìí pónbélé ni èyí wà fún. Ohun àsírí pátápátá sì ni aó fi idáhùn àwọn ibéèrè nàà şe. E má wulẹ̀ kọ orùkọ yín rará.

**ÌLÀNÀ ÀÁTÈLÉ FÚN ÌDÁHÙN:** Mú idáhùn tí ó bá tọ̀nà pẹ̀lú àmì (✓).

**ÌPÍN A**

**ÀLÁYÉ TÍ Ó JE MỌ TARA ẸNI**

1. **Èdá:** Akọ  Abo
2. **Gbèdéke iwé:** Oyè ìmọ́ fásitì àkókó.....   
Èyí tí ó fara pé ìmọ́ fásitì àkókó.....   
Ìwé èrí polí (Ìpele àkókó).....   
Ìwé èrí olùkóni àgbà.....   
Oníwèé mẹwàá.....   
Ìwé èrí oníwepé mẹfà.....   
Kò mọ̀ọkọ-mọ̀ọkà (Púrùntù).....   
Òmíràn (èkọ́ kẹwú).....
3. **Iye ọdún ojọ orí**  
Mẹjìdínlógún sí Ogbòn   
Mọkànlélógbòn sí Ogójì   
Mọkànlélógójì sí Àádọta

Mókànléléàádóta sí Ogóta

Mókànlélogóta sókè

4. **Ìpele Ìdílé:** Lọko/Láya  Ọdó  Opó (obìnrin/ọkùnrin)

Ìkòsílẹ

a. **Iṣẹ:** Iṣẹ Ìjọba.....

Aládàáni.....

Iṣẹ ọwó.....

Ìsòwò.....

Àgbẹ.....

Èkòsẹ̀ tàbí iṣẹ̀ kíkó.....

Awakò.....

KSò níṣẹ̀/kèṣiṣẹ̀.....

5. **Ìjọba Ìbílẹ**.....

### ÌPÍN B

Ka abala yí, kí o sì fi èrò rẹ hàn lórí ìkopa àwọn ènìyàn nínú iṣẹ̀ àkànṣe ìdàgbàsókè ìlú/àgbègbè rẹ. Mú ìdáhùn tí ó bá èrò rẹ mu jùlọ pèlú lílo àmì (✓).

Bẹ̀ẹ̀ gan-an-ni 4

Bẹ̀ẹ̀ni 3

Bẹ̀ẹ̀kó 2

Bẹ̀ẹ̀kó rárá 1

| S/N | ÀLÀYÉ   | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|
| 1.  | A kò le fi ípá mú àwọn ènìyàn láti kópa lórí isẹ̀ àkànṣe tó kan ọ̀rò ayé wọn, sùgbón kí á fún wọn ní ànfààní tó báye tí ààyè rẹ̀ bá yọ. |   |   |   |   |
| 2.  | Ohun tó jẹ̀ ìkoriya fún àwọn èyàn ilú lágbègbè kan le má rí bẹ̀ẹ̀ fún àwọn agbègbè mìíràn.  |   |   |   |   |
| 3.  | Isẹ̀ àjùmòṣe ilú máa n ẹ̀ kóríyá fún àjọṣepò ènìyàn.  |   |   |   |   |
| 4.  | Àwọn ènìyàn rí isẹ̀ àjùmòṣe ilú b́i ọ̀nà láti mú ìgbé ayé irọ̀rùn wà fún gbogbo ará àdúgbò.   |   |   |   |   |
| 5.  | Ìrònú lórí àkànṣe isẹ̀ àjùmòṣe ilú máa n jẹ̀ ti tolórí telèmù àti ìjọba.  |   |   |   |   |
| 6.  | Ìpèsè owó fún àkànṣe isẹ̀ àjùmòṣe ilú gbódò jẹ̀ ti gbogbo olùgbé ilú bẹ̀ẹ̀.   |   |   |   |   |
| 7.  | Ìpèsè ohun èlò fún àkànṣe isẹ̀ àjùmòṣe ilú gbódò jẹ̀ ti gbogbo ènìyàn ilú bẹ̀ẹ̀, ìjọba àti ẹ̀bùn lónírúurú.                             |   |   |   |   |
| 8.  | Ìgbìmò alábòójútó máa n wà fún àmúṣe isẹ̀ àkànṣe idàgbàsókè ilú.  |   |   |   |   |
| 9.  | Ìpàdé lóòrèkòòrè lósoosù máa n wà níbi tí àwọn ènìyàn ilú yóò ti fi èrò wọn hàn fún itèsíwájú irú isẹ̀ àkànṣe bẹ̀ẹ̀.                    |   |   |   |   |
| 10. | Àwọn isẹ̀ àkànṣe idàgbàsókè ilú tí ó bá ti n bájé ni àwọn ará ilú gbódò máa dá owó láti ẹ̀ àtúnṣe wọn tàbí kí á fara ẹ̀ é.              |   |   |   |   |
| 11. | Àwọn ènìyàn ilú gbódò leè yònda àkókò àti agbára wọn fún itopinpin àti àbójútó isẹ̀ àkànṣe idàgbàsókè ilú.                              |   |   |   |   |
| 12. | Ó yẹ̀ kí àwọn ènìyàn gbódò leè máa kópa bí ó ẹ̀ wù wọn nínú isẹ̀ àkàṣe idàgbàsókè àwùjọ wọn.  |   |   |   |   |
| 13. | Iyato wa laarin awon eniyan ninu kikopa lori ise akanse idagbasoke ni itelee ojo-ori, lakolabo ati esin.                                |   |   |   |   |
| 14. | Àwọn ọ̀mọ ẹ̀gbé àkànṣe idàgbàsókè n gba kóríyá nípa lílo àkólé ojú pátákó, ipàdé lóòrè kòòrè, ihùwásí olórí, àti ẹ̀gbé alájesékù.       |   |   |   |   |

**ÀFIKÚN KEJÌ**  
**FÁSITÌ ÌBÀDÀN**  
**GBỌNGÀN ÌMỌ ẸKỌ**  
**ẸKA ÌMỌ ẸKỌ ÀGBÀ**  
**ÀTỌJO ÌBÈÈRÈ FÚN SÁBÀBÍ ÀTI ÌKÓPA ÀWỌN ÈNÌYÀN NÍNÚ IŞÉ**  
**ÀKÀNŞE ÌDÀGBÀSÓKÈ ÌLÚ**

**ÌSÍDE:** A şe agbèkalè iwé ibèèrè fún iwádíí yíí átí şe àyèwò sí àtòjo ibèèrè fún sábàbí àti kíkópa àwọn ènìyàn nínú işé àkànşe idàgbàsókè ilú ní ipínlè Ọsun. Işé iwádíí pọnbélé ni èyí wà fún. Ohun àsírí pátápátá sì ni aó fi idáhùn àwọn ibèèrè náà şe. E má wulè kọ orùkọ yín rárá.

**ÌLÀNÀ ÀÁTẸLÉ FÚN ÌDÁHÙN:** Mú idáhùn tí ó bá tọnà pèlú àmì (✓).

**ÌPÍN A**

**ÀLÁYÉ TÍ Ó JÉ MỌ TARA ẸNI**

1. **Ẹdá:** Okunrin  Obinrin
2. **Gbèdéke iwé:** Oyè ìmọ fásitì àkókó.....   
Èyí tí ó fara pé ìmọ fásitì àkókó.....   
Ìwé èrí polí (Ìpele àkókó).....   
Ìwé èrí olùkọni àgbà.....   
Oníwèé mẹwàá.....   
Ìwé èrí oníwe mẹfà.....   
Kò mọọkọ-mọọkà (Púrùntù).....   
Òmíràn (ẹkọ kéwú).....
3. **Iye ọdún ọjó orí**  
Mẹjìdínlógún sí Ọgbọn   
Mọkànlélógbọn sí Ogóji



Mókànlélogójì sí Àádóta

Mókànléláádóta sí Ogóta

Mókànlélogóta sókè

4. **Ìpele Ìdílé:** Lọko/Láya  Ọdó  Opó (obìnrin/ọkùnrin)

Ìkòsílẹ

a. **Iṣẹ:** Iṣẹ Ìjọba.....

Aládàáni.....

Iṣẹ ọwọ.....

Ìsòwò.....

Àgbẹ.....

Èkòsé tàbí iṣẹ kíkó.....

Awakò.....

Kò níṣẹ/kèéṣiṣẹ.....

5. **Ìjọba Ìbílẹ**.....

## ÌPÍN B

Ka abala yìí, kí o sì fi èrò rẹ hàn lórí ìkópa àwọn ènìyàn nípa àwòkóse olórí nínú iṣẹ àkànṣe ìdàgbàsókè ilú/àgbègbè rẹ. Mú ìdáhùn tí ó bá èrò rẹ mu jùlọ pẹ̀lú lílo àmì (✓).

Déédé tàbí gbogbo ìgbà 5

Déédé bí kíí tilẹ̀ ẹ gbogbo ìgbà 4

Léèkòòkan bẹ̀ 3

Alárèbá pàdẹ̀ 2

Kíí wáyé rára/kíí selẹ̀ rára 1

| 1.  | ÌŞESÍ ADARÍ NÍNÚ İŞÉ ÀKÀNŞE<br>ÌDÀGBÀSÓKÈ ÌLÚ                                    | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1.  | Mo máa n mú kí inú ẹ̀lòmìrán dùn láti wà pèlú mi nínú işé àkànşe ìdàgbàsókè ìlú. |   |   |   |   |   |
| 2.  | Mo máa n şàlàyé ní sókí nípa ohun tí ó yẹ ní síşe.                               |   |   |   |   |   |
| 3.  | Mo máa n mú kí àwọn m̀ìrán ronú nípa ìsoro tó ti kojá ní ojó tuntun.             |   |   |   |   |   |
| 4.  | Mo máa n mú kí àwọn m̀ìran ni òye ọ̀tun.   |   |   |   |   |   |
| 5.  | Mo máa n sọ fún ẹ̀lòmìrán ohun tí ó yẹ kí ó şe kí ó le gba èrè işé rẹ̀.          |   |   |   |   |   |
| 6.  | Ó máa n tẹmi lórùn bí ẹ̀lòmìrán bá şişe dójú àmì.                                |   |   |   |   |   |
| 7.  | Ó tẹmi lórùn láti jẹ kí ẹ̀lòmìrán şişe ní ìlana kan náà ní gbogbo ìgbà.          |   |   |   |   |   |
| 8.  | Àwọn m̀ìrán ní ìgbàgbó kíkún nínú mi.  |   |   |   |   |   |
| 9.  | Mo máa n şe àrọ̀wà lórí ohun tí a bá lèe şe.                                     |   |   |   |   |   |
| 10. | Mo máa n pèsè ọ̀nà ọ̀tun láti mú ǹnkan tèsíwájú.                                |   |   |   |   |   |
| 11. | Mo máa n jẹ kí ẹ̀lòmìrán mọ èrò mi nípa işe wọn.                                 |   |   |   |   |   |
| 12. | Mo máa n pèsè kóríyá fún ẹ̀lòmìrán fún àşeyóri wọn.                              |   |   |   |   |   |
| 13. | Ní wọn ìgbà tí ohun gbogbo bá ti n lọ déédé, mi kíi yí ǹnkan padà.              |   |   |   |   |   |
| 14. | Ohun yòówu tí ẹ̀lòmìrán bá ti fẹ şe ni ó tẹmi lórùn.                             |   |   |   |   |   |
| 15. | Àwọn m̀ìrán máa n yangan láti ní àjọşepò pèlú mi.                                |   |   |   |   |   |
| 16. | Mo máa n ran ẹ̀lòmìrán lówó láti rí ìtumò sí işe wọn.                            |   |   |   |   |   |
| 17. | Mo máa n mú ki ẹ̀lòmìrán ronú ohun tí wọn kò bi wọn rí.                          |   |   |   |   |   |
| 18. | Mo máa n fi ààyè sílẹ̀ fún ẹ̀lòmìrán tí ó bá rò pé a pa ọ̀n tì.                  |   |   |   |   |   |
| 19. | Mo máa n pe àkíyèsí ẹ̀lòmìrán sí ohun tí ó jẹ ẹ̀tọ̀ rẹ̀ fún işe tó şe.           |   |   |   |   |   |
| 20. | Mo máa n sọ fún ẹ̀lòmìrán ìpele ohun tí ó yẹ kí ó mò láti şişe rẹ̀.              |   |   |   |   |   |
| 21. | Nkò kíi bèèrè nípa ẹ̀lòmìrán ju ohun tí ó yẹ lọ.                                 |   |   |   |   |   |

Ka abala yií, kí o sì fi èrò rẹ hàn lórí ìmò àti òye rẹ lórí ipa tí ohun amúlùúdùn àti ọrò ajé, ìpele ètò èkó; ọrò lákólábo àti àṣà; ìhùwàsí àwọn ènìyàn àti Ibùdó iṣé àkànṣe n kó nínú iṣé àkànṣe ìdàgbàsókè ilú ní agbègbè rẹ. Kí o mú ìdáhùn tí ó bá èrò ọkàn rẹ mu jùkọ pèlú lílo àmì (✓).

|                 |   |
|-----------------|---|
| Bẹ̀ẹ̀ gan-an-ni | 4 |
| Bẹ̀ẹ̀ni         | 3 |
| Bẹ̀ẹ̀kó         | 2 |
| Bẹ̀ẹ̀kó rárá    | 1 |

| 2. IPA OHUN AMÚLÚÚDÙN ÀTI ỌRỌ AJÉ NÍNÚ ÌDÀGBÀSÓKÈ IṢÉ ÀKÀNṢE ILÚ | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
|--|---|---|---|---|

1. Ètò ọrò ajé n ṣe àkóbá fún ìkopa àwọn ènìyàn nínú ìdàgbàsókè iṣé ilú.
2. Ètò amúlùúdùn àti ọrò ajé àwọn ènìyàn ṣe pàtàkì nínú ètò ìdàgbàsókè ilú.
3. Líla àwọn ènìyàn lóye n kó ipa lórí bí àwọn ènìyàn ṣe n lówó nínú iṣé àkànṣe ìdàgbàsókè ilú.
4. Èdè tí à n lò fún ìpàdé máa n ṣe kóríyá fún ìkopa àwọn ènìyàn nínú iṣé àkànṣe ìdàgbàsókè ilú.
5. Ìlànà ọtun nínú iṣé àkànṣe ìdàgbàsókè ilú máa n wáyé nípasè bí ètò ohun amúlùúdùn àti ti ọrò ajé wọn bá ṣe ri.
6. Orísun isúná, ètò oṣèlú àti ipo àwọn aláṣe máa n kó ipa tojoju nínú iṣé àjùmòṣe ilú.
7. Ìpele èkó iwé tí ènìyàn kà máa n nípa lórí bí ará ilú yóò ṣe kópa lórí iṣé àkànṣe ìdàgbàsókè ilú.
8. Irú iṣé tí àwọn ènìyàn ilú n ṣe ní ipa tí ó n kó lórí iṣé àkànṣe ìdàgbàsókè ilú.
9. Iṣé ọwó àti ìgbàṣisẹ̀ ijoba àwọn ará ilú ní ipa tí ó n kó lórí iṣé àkànṣe ìdàgbàsókè ilú.
10. Owó oṣù àti bí owó ṣe n wólé sí àwọn ènìyàn lówó ní ipa tó n kó lórí iṣé àkànṣe ìdàgbàsókè ilú.
11. Áwọn tí owó oṣù wọn kò tó nṣkan tàbí ọrò ajé wọn kò lẹ̀ tààrà kí sáábà kópa nínú iṣé àkànṣe ìdàgbàsókè ilú.
12. Áwọn ènìyàn tí ìpele ohun amúlùúdùn àti ọrò ajé wọn kéré máa n kópa nínú iṣé àkànṣe ìdàgbàsókè ilú.
13. Áwọn ènìyàn tí ìpele ohun amúlùúdùn àti ọrò ajé wọn kéré máa n tíjú láti kópa nínú iṣé àkànṣe ìdàgbàsókè ilú.
14. Áwọn tí ìpele ohun amúlùúdùn àti ọrò ajé wọn gbé

péélí máa n̄ yangan lásìkò ikópa nínú isẹ̀ àkànṣe idàgbàsókè ilú.

15. Áwọn tí owó oṣù àti ọ̀rò ajé wọn gbé péélí máa n̄ kópa nínú isẹ̀ àkànṣe idàgbàsókè ilú.
16. Áwọn tí ètò amúlùúdùn àti ọ̀rò ajé wọn gbé péélí kí kópa tí a bá pè wọn sí isẹ̀ àkànṣe idàgbàsókè ilú.
17. Áwọn tí ètò amúlùúdùn àti ọ̀rò ajé wọn gbé péélí máa n̄ kópa takuntakun nínú isẹ̀ àkànṣe idàgbàsókè ilú.
18. Lílò deede e tò ọ̀rò ajé àwọn ènìyàn máa n̄ sọ bí ikópa wọn yóò ṣe rí nínú isẹ̀ àkànṣe idàgbàsókè ilú.

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### **3. IPA ÌPELE ÈTÒ ÈKÓ NÍNÚ ISẸ̀ ÀKÀNṢE IDÀGBÀSÓKÈ ILÚ**

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1. Ará ilú tí kò kàwé kò ní kópa nínú isẹ̀ àkànṣe idàgbàsókè ilú.
2. Ará ilú tí ìmò èkó iwé rẹ̀ kò tẹ̀wọn tó kò ní fẹ̀ kópa nínú isẹ̀ àkànṣe idàgbàsókè ilú.
3. Isẹ̀ idàgbàsókè ilú fi ààyè sílẹ̀ fún eni tí kò ní ìmò mọ̀ọ̀kọ-mọ̀ọ̀kà.
4. Áwọn tó kàwé gboyé nílá kí fẹ̀ kópa nínú isẹ̀ àkànṣe idàgbàsókè ilú
5. Ètò èkó mọ̀ọ̀kọ-mọ̀ọ̀kà máa n̄ fún àwọn èyàn ní oore ọ̀fẹ̀ láti kópa nínú isẹ̀ àkànṣe idàgbàsókè ilú.
6. Áwọn tí wọn kò kàwé tó n̄kan máa n̄ ní ojútí láti kópa nínú isẹ̀ idàgbàsókè ilú.
7. Áwọn tí wọn kàwé nílá-nílá máa n̄ gara sí àwọn tó kù tí wọn bá pè wọn fún ikópa nínú isẹ̀ idàgbàsókè ilú.
8. Isẹ̀ idàgbàsókè ilú máa n̄ ní àṣeyọ́rí pẹ̀lú ikópa ekàa àwọn ọ̀lájú.
9. Gbogbo omọ̀ egbé idàgbàsókè ilú ni ó yẹ̀ kí á dá lẹ̀kọ̀ lórí bí wọn yóò ṣe mú igbà dẹ̀rùn fún àwọn ará ilú.
10. Ìmò èkó jẹ̀ ọ̀nà kan pàtàkì fún ènìyàn láti kópa nínú isẹ̀ idàgbàsókè ilú.

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### **4. IPA TÍ Ọ̀RÒ LÁKỌLÁBO ÀTI ÀṢÀ N̄ KÓ NÍNÚ ÈTÒ ISẸ̀ ÀKÀNṢE IDÀGBÀSÓKÈ ILÚ.**

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1. Kí sáábà sí àfojúsùn kan gbòógì láti ọ̀wọ̀ àwọn obìnrin lórí ọ̀rò isẹ̀ àkànṣe idàgbàsókè ilú.
2. Ó yẹ̀ kí idánilẹ̀kọ̀ tí ó péye máa wà fún àwọn lákọ̀lábọ̀ lórí ọ̀nà bí a ṣe n̄ di olùtónisọ̀nà.
3. Àifààyè gba àwọn obìnrin jẹ̀ idènà fún ikópa wọn nínú isẹ̀ àkànṣe idàgbàsókè ilú.
4. Ipo pé obìnrin wà nílẹ̀ ọ̀kọ̀ máa n̄ dènà ikópa wọn nínú isẹ̀ idàgbàsókè ilú.
5. Ìlànà opó síṣe máa n̄ dènà ikópa nínú isẹ̀ idàgbàsókè

ilú.

6. A kàn máa n fààyè gba obìnrin láti fojú hàn ni, kii se ká fún wọn láàyè láti kópa nínú iṣé idàgbàsókè ilú.
7. Idéyèsi nínú ilànà isèdá tako-tabo n se ifàsáyìn fún ikópa obìnrin nínú iṣé idàgbàsókè ilú.
8. Iṣé àti iṣe ilé àwọn obìnrin jé idènà fún ikópa wọn nínú iṣé àkànṣe idàgbàsókè ilú.
9. Àwọn obìnrin gbàgbó pé wọn kò ró wọn lágbára láti leè kópa nínú ètò idàgbàsókè agbègbè won.
10. Àlàálè ipo agbára àwùjọ ṣokùnfa ifàsáyìn àwọn obìnrin láti máa kópa ninu ise akanse idagbasoke ilu.

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**5. IPA IHÙWÁSÍ ÀWỌN ÈNÌYÀN NÍNÚ IṢÉ ÀKÀNṢE IDÀGBÀSÓKÈ ILÚ.**

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1. Iṣé àkànṣe fún idàgbàsókè ilú wà fún àwọn tó já fáfá.
2. Ojú ti wọn fi wo àkànṣe iṣé idàgbàsókè ilú jé èyí tó sù ni.
3. N kò tilè mọ iwúlò iṣé àkànṣe idàgbàsókè ilú.
4. Ọrò nípa iṣé àkànṣe fún idàgbàsókè ilú jé èyí tó káni lára jojo.
5. Mo kóríra iṣé àkànṣe fún idàgbàsókè ilú.
6. N kò tilè leè kópa nínú iṣé idàgbàsókè ilú.
7. N kò le se dáadáá nínú iṣé àkànṣe, torí náà, kò wúlò láti dágba lé e tàbí láti máa dá sí i.
8. Lákòtán, mo ní ifé sí iṣé àkànṣe idàgbàsókè ilú.
9. Mo máa n ní ajoṣepò pèlú ará ilú láti se iránwọ fún iṣé àkànṣe idàgbàsókè ilú.
10. Ó máa n wùmí láti ṣiṣe lórí ohun tó jo mọ iṣé àkànṣe ilú.
11. Inú mi máa n dùn tó bá tó àkókò láti kópa nínú iṣé àkànṣe idàgbàsókè ilú.
12. Mo maa n fojú sọ̀nà fún àkókò ipàdé iṣé àkànṣe idàgbàsókè ilú wa.
13. Inú mi máa n dùn púpò tí àwọn ènìyàn ilú mi bá pè mí fún iṣé àkànṣe idàgbàsókè ilú.
14. N kò lèè fowọ sọ̀yà lorí àbájáde iṣé àkànṣe idàgbàsókè ilú.
15. Ó rọ̀rùn fún mi láti tán isòro iṣé àkànṣe idàgbàsókè ilú.
16. Kíkópa nínú iṣé àkànṣe idàgbàsókè ilú wà fún ifàsìkò sòfò lásàn ni.
17. Ìmò mi nínú iṣé idàgbàsókè ilú le ràn mí lówọ láti tán àwọn isòro ayé mi.
18. Kíkópa nínú iṣé àkànṣe idàgbàsókè ilú máa n mú inú bími.
19. Àkànṣe iṣé idàgbàsókè ilú máa n sùmi, kódà kii wúmi

- lórí.
20. Mo sáàbà máa n kópa tó lami nínú isẹ àkànṣe idàgbàsókè ilú.

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**6. IPA IBÙDÓ ÀKÀNṢE ISẸ LÓRÍ ÀKÀNṢE ISẸ FÚN IDÀGBÀSÓKÈ ILÚ.**

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1. Ibùdó àkànṣe isẹ ṣe pàtàkì lórí ikópa àwọn ènìyàn lórí isẹ idàgbàsókè ilú.
  2. Àkànṣe isẹ tí ó bá wà létí ilú máa n ṣe kóríyá fún àwọn ènìyàn láti kópa tó jojú.
  3. Bí àkànṣe isẹ bá sún mọ ilú, àmójútó tó péye àti ikópa tó yanranti máa n wáyé ju èyí tó jìnnà réré lọ.
  4. Ìbèrù àìsì ètò ààbò máa n wà fún àyèwò àwọn isẹ àkànṣe tí ó bá jìnnà sí ààrin ilú.
  5. Kíí sáàbà rọ̀rùn láti bójútó àwọn isẹ àkànṣe tí ó bá jìnnà sí ilé.
  6. Isẹ àkànṣe tí ó bá jìnnà réré ni wọn leè ṣe ìbàjé sí kíákíá.
  7. Àwọn ènìyàn gbàgbó pé isẹ àkànṣe tí ó bá wà ní jìnnà réré kíí ṣe tiwọn.
  8. Ó sòro láti mọ ẹni pàtó tó ní isẹ àkànṣe tí ó wá lònà jínjìn.
  9. Isẹ àkànṣe tí kò bá jìnnà sí ilú máa n rọ̀rùn láti bójútó.
  10. Ó máa n rọ̀rùn láti rí' ifowósowópò àwọn ènìyàn lórí isẹ àkànṣe tí ó bá wà ní tòsí ilú.
  11. Àidára ọ̀nà kíí ṣe kóríyá fàwọn ènìyàn láti ṣe àbèwò si isẹ àkànṣe tí ó bá jìnnà.
  12. A tètè máa n gbó iròyìn lórí isẹ àkànṣe tí kò bá jìnnà sí ilú.
  13. Ó máa n sòro láti mọ ẹni pàtó to ní isẹ àkànṣe kan tí ó bá jìnnà sí ilú.
-

**ÀFIKÚN KĚTA**  
**ÌBÉÈRÈ LÓWỌ ÀWỌN ỌMỌ ẸGBÉ ÌDÀGBÀSÓKÈ ÀDÚGBÒ TÍ Ó TI**  
**FI ORÚKỌ SÍLÈ ÀTI ÀWỌN TÍ Ó TÚN MỌ NÍPA ẸGBÉ**  
**IDÀGBÀSÓKÈ**

Àwọn ìbéèrè náà nìyí:

**Kínni ohun iwúrí tí ó mú yín darapọ mọ ẹgbé ìdàgbàsókè àdúgbò?**

**Ọna wo ni a fi ń mú iṣẹ àkànṣe dé àdúgbò?**

- Àwọn isòro wo ni ó ni ó ń dojukọ níní ìpín iṣẹ ìdàgbàsókè àdúgbò?
- Báwo ni ọ ẹ se rí ìhùwàsí olórí ẹgbé ìdàgbàsókè àdúgbò gégé bí ìpín rẹ
- Báwo ni iṣesí àwọn ènìyapn nípa iṣẹ àkànṣe àdúgbò ní dídásí?
- Kínni ipa tí ẹkọ iwé ń kó nínú dídásí iṣẹ àkànṣe àdúgbò?
- Kínni ipa tí akọ tàbì abo ń kó nínú dídásí iṣẹ àkànṣe àdúgbò. Kínni ipa tí ẹsìn ń kó nínú dídásí iṣẹ àkànṣe àdúgbò?
- Sé o máa ń dá sí iṣẹ àkànṣe àdúgbò tí ó bá jinnà sí ọ?

**Ọna wo ni ẹ ń gbà rí owó ná sí iṣẹ ìdàgbàsókè àdúgbò?**

- Dárúkọ àwọn iṣẹ àkànṣe àdúgbò tí ó ti jẹ àseyọri ní àdúgbò?

**Ọna wo ni ẹ ń gbà mójútó tàbí síṣọ iṣẹ ìdàgbàsókè àdúgbò yín?**

- Ọna wo ni a leè gbà tèsíwájú nínú iṣẹ ìdàgbàsókè àdúgbò?

**ÀFIKÚN KERIN**  
**ÌBÉÈRÈ PÀTÀKÌ LỌWỌ ÀWỌN ỌGÁ IBI IŞÉ ÀKÀNŞE ÀDÚGBÒ**

- A. È kú àbò sí orí ètò ìbèèrè yí oo, èyin ọgá wa.  
Àwọn ìbèèrè ojú gbangba yí ni ẹ ó máa fún mi ní èsi sí tí a ó sì gba ohun rẹ sílẹ̀ fún ìdí pàtàkì.
- A ó máa sọrọ̀ lórí bí işé ìdàgbàsókè àdúgbò şe n lọ sí, bóyá ní dídára tàbí ní ìdàkejì.
- B. Ìbèèrè
- a. Ègbé ìdàgbàsókè àdúgbò mélódò ni ẹ wà tàbí tí ẹ n kópa nínú rẹ?
  - b. Şe àfihàn rẹ. Njẹ ni a ri işé ìdàgbàsókè tí ẹ ti pari ní adúgbò yin láìsì olùrànlọwọ̀ lásìkò ti ẹ wà ni ipò adarí? È şe àfihàn rẹ.
  - d. Ọna wo ni ẹ n gbà láti mú kí àwọn èniyàn dá sí kíkópa nínú işé ìdàgbàsókè àdúgbò?
  - e. Njẹ ipa kan wà ti egbé ìdàgbàsókè àdúgbò m̀íràn àti tiyín ti kó papò rí nínú ìgbékalẹ̀ işé àkànşe àti ifeşèmúlẹ̀ rẹ?
  - e. Báwo ni ẹ şe n rí owó şe işé àkànşe ní adúgbp yín?
  - f. Báwo ni ẹ şe n şe àmójútó işé àkànşe tí ó ti pari ní àrọwótó yín?



## APPENDIX V: CONSENT LETTER

### PARTICIPANT INFORMED CONSENT DECLARATION

#### (Participant)

**Thesis Title:** Determinants of Citizens' Participation in Community Development Projects in Osun State, Nigeria

Timothy Adewale AMUSAN from the Department of Adult Education, University of Ibadan has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to examine pre-service teachers' acceptance, confidence and preparedness to use learning management systems in the context of a South African Rural University
2. The University of Ibadan has given ethical clearance to this research project and I have seen/may request to see the clearance certificate.
3. By participating in this research project will be contributing towards understanding the factors that determine citizens' participation in community development projects in Osun State, Nigeria.
4. I will participate in the project by responding to the questionnaire given me and return it to the researcher on time
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed (there will be no form of any compensation).
7. There may be risks associated with my participation in the project. I am aware that
  - a. the following risks are associated with my participation: (there will be no risks associated with the participation)
  - b. the following steps have been taken to prevent the risks: N/A
  - c. there is a 0% chance of the risk materialising
8. The researcher intends publishing the research results in the form of a thesis, research papers, as well as seminars and workshops. However, confidentiality and anonymity of records will be maintained and that my name and identity

will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will not receive feedback/will receive feedback in the form of access to the thesis, research papers, as well as seminars and workshops to be organised by the researcher regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by the researcher
11. By signing this informed consent declaration, I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

\*\*\* (My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences) \*\*\*.

.....  
Respondent's signature

.....  
Date



**PLATE 1**



**PLATE 2**



**PLATE 3**







**PLATE 5**





**PLATE 6**



**PLATE 7**





**PLATE 8**



**PLATE 9**