

**MOBILIZATION STRATEGIES FOR ACTIVE PARTICIPATION OF YOUTHS IN
COMMUNITY DEVELOPMENT PROGRAMMES IN ENUGU STATE, NIGERIA.**

BY

EZUGWU, ONYINYE GEORGINA

PG/M.Ed/2014/76054

**DEPARTMENT OF ADULT EDUCATION AND EXTRA-MURAL STUDIES,
UNIVERSITY OF NIGERIA, NSUKKA**

SUPERVISOR: PROF. (MRS.) C. I. OREH

JUNE, 2018.

TITLE PAGE

**MOBILIZATION STRATEGIES FOR ACTIVE PARTICIPATION OF YOUTHS IN
COMMUNITY DEVELOPMENT PROGRAMMES IN ENUGU STATE, NIGERIA.**

APPROVAL PAGE

This research project has been read and approved for the Department of Adult Education and Extra-Mural Studies, University of Nigeria, Nsukka.

BY

EZUGWU, ONYINYE GEORGINA

PG/M.Ed/2014/76054

Prof. (Mrs.) C. I. Oreh
Supervisor

Prof. (Mrs.) C. I. Oreh
Head of Department

External Examiner

Internal Examiner

Prof. (Mrs.) S.C Nwizu
Dean, Faculty of Education

CERTIFICATION

Ezugwu, Onyinye Georgina is a postgraduate student in the Department of Adult Education and Extra-Mural Studies with Registration Number PG/M.Ed/2014/7605 and has satisfactorily completed the requirements for the course and research work for the Master's Degree in Adult Education and Community Development. The work embodied in this project is original and has not been submitted in part or full for any other diploma or degree of this University or any other University.

Ezugwu, Onyinye Georgina
Student

Prof. (MRS.) C. I. Oreh
Supervisor

DEDICATION

This work is dedicated our Lord Jesus Christ

ACKNOWLEDMENT

My gratitude goes to God who made everything possible by giving me life and good health throughout the period of this work. I equally acknowledge my supervisor Prof. (Mrs.) C. I. Oreh, who painstakingly read this work. My appreciation goes to Dr. M.U. Agboeze, Dr.K.C. Obeta and Prof. (Mrs) U. Ebirim, whose patient, advice and guidance, assisted me to acquire a great wealth of practical experience in the course of this research work.

I am also grateful to the Dean of the Faculty, Prof. (Mrs) S.C. Nwizu and other lecturers whose great knowledge imparted on me aided immensely to the successes of this research work. I just want to say a big thank you to all of you. I succeeded in this work because you people were there for me. I also thank the entire staff of the Department of Adult Education and Extra-Mural Studies, for all their assistance in one way or the other. My gratitude equally goes to all who contributed in any way to making this dream come true. May God bless you all.

My unreserved appreciation goes to my beloved sister and her husband Mr & Mrs Ikechi Ezemechi, for their financial support, love and encouragement. May God bless you. My thanks go to my fellow teachers and children in Christ Church Chapel Sunday School for their prayers and advice towards the completion of this academic programme. Finally, I am indebted to Uche, Chigzie, Tochukwu Peter, Ebere and Anayo for their help and prayers toward the realization of this my academic dream. God bless you all.

Ezugwu, Onyinye. G

Researcher

ABSTRACT

This study assessed the mobilization strategies for active participation of youths in community development programmes in Enugu State. The specific purposes of the study were to determine the extent to which workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State; ascertain the extent to which internet and social media can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State; find out the extent education can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State, ascertain the extent dialogue can be used as a strategy for mobilization of youths for active participation in community development programmes in Enugu State and identify the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State. The study was guided by 5 research questions and two null hypotheses. The design of the study was a descriptive survey design. Purposive random sampling technique was used to draw the sample size. The population of this study was 5,200 male and female members of thirteen (13) registered youth Organizations, drawn from the two Local government Areas, in Enugu State. The sample for the study was made up of 520 male and female youths drawn from two Local Government Areas of Enugu State. Mobilization strategies for active participation of youths in community development programmes in Enugu State (MSAPYCDPQ) was the main instrument used for data collection. The instrument was validated by research experts, two in Adult Education and one in measurement and evaluation. The instrument overall reliability coefficient was 0.89 which showed that it was highly reliable. The data collected from the 5 research questions of the study were analyzed using mean scores and standard deviations, while t-test analysis was used to test the two null-hypotheses formulated for the study. The data analyses revealed among others that: Workshop helps in the medical empowerment of rural youths, internet and social media help youths to interact and communicate on issues such as health care and civic education, education assists youths to understand their rights and duties as citizens of a democratic country, The challenges associated with the mobilization of youths for active participation in community development programmes was inadequate funding. It was recommended among others that rural and urban youths should try all possible means to effectively participate in planning of extension education programmes.

TABLE OF CONTENTS

Title Page	
iApproval Page	
ii	
Certification	iii
Dedication	iv
Acknowledgment	v
Abstract	vi
Table of Contents	vii
List of Tables	viii
List of Appendix	ix
CHAPTER ONE: INTRODUCTION	
Background of the study	1
Statement of the problem	8
Purpose of the study	9
Significance of the study	10
Research questions	12
Hypotheses	13
Scope of the study	13
CHAPTER TWO; LITERATURE REVIEW	
Conceptual Framework	15

Mobilization Strategy	16
Youths Participation	20
Community Development	25
Community Development Programmes	30

<i>Extent workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes</i>	34
--	----

<i>Extent internet and social media can be used as a strategy for mobilization of youths for active participation in community development programmes.</i>	37
--	----

<i>Extent education can be used as a strategy for mobilization of youths for active participation in community development programmes</i>	41
---	----

<i>Extent dialogue can be used as a strategy for mobilization of youths for active participation in community development programmes</i>	46
--	----

Challenges associated with mobilization of youths for active participation in community development programmes	49
--	----

Theoretical Framework

Participation Theory	54
Social movement Theory	55

Review of Related Empirical Studies

56 Workshop as a Mobilization Strategy for Active Participation of Youths in Community Development Programmes.	56
Internet and Social Media as a tool for effective Mobilization of Youths for Active Participation in Community Development Programmes.	57
Education as a Strategy for Empowering Women for Sustainable Development in Uturu, Abia State.	58
Assessment of the Impact of Dialogue for Mobilization of Youths for Active Participation in Community Development in Idah Local Government.	59

Problems Associated with mobilization of youths for active participation in community Development programmes	60
Summary of Related Literature Review	61
CHAPTER THREE: METHODOLOGY	
Design of the study	63
Area of the study	63
Population of the Study	63
Sample and Sampling Techniques	64
Instrument for Data Collection	64
Validation of the Instrument	65
Reliability of the Instrument	66
Procedure for Data Collection	66
Method of Data Analysis	67
 CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA	 68
Summary of Findings	79
 CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSION, IMPLICATION OF THE STUDY AND RECOMMENDATIONS	
Discussion of findings	
82 Implication of the study	
93	
Conclusion	94
Recommendations	96

Limitation of the study	97
Suggestions for Further studies	98
REFERENCES	99

LIST OF TABLES

Table	Pages
1: Mean and standard deviation responses showing the extent workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes	68
2: Mean and Standard deviation ratings of the extent internet and social media can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State.	70
3: Mean and standard deviation ratings on extent education can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State	72
4: Mean and standard deviation ratings of the extent dialogue can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State.	75
5: Mean and standard deviation ratings of the challenges associated with mobilization of youths for active participation in community development programmes in Enugu State.	76
6: There will be no significance difference between the mean ratings of urban and rural youths of Enugu State on the extent workshop can be used as a strategy for mobilization youths for active participation in community development programmes in Enugu State.	99
7: There will be no significance difference between the mean ratings of urban and rural youths of Enugu state on the extent education can be used as a strategy for the mobilization of youths for	

active participation in community development programmes in Enugu State.

APPENDICES

Appendix A: Population Distribution	110
AppendixB: Sample Distribution of Population	111
AppendixC: Questionnaire	112
Appendix D: Reliability of the Instrument	120

CHAPTER ONE

INTRODUCTION

Background of the Study

Community development is a vital issue in every society worldwide, both in developing and developed countries of the world. Places where it has been properly put into effective operation, the community members especially youths have greatly achieved something from it (Barnett, & Brennan, 2010). Community development is facilitated by the ability of local people to mobilize resources to address local needs. Youths are in a position to be among the stable and long-term contributors that help guide this process.

Community development involves qualitative and quantitative transformation of people, their environments, values and social processes. This implies that for any meaningful development to take place, both the adults and youths must participate (Indabawa & Mpofu, 2006). From the above, it is clear that community development calls for the efforts of the citizens both physically and materially. It is on this ground that those youths were reorganized as one of the groups in the society where efforts are highly needed for the community development programme.

In addition, community development as an integrated process by which the efforts of the citizens (i.e. the rural system) are united with those of governmental authorities and voluntary agencies to improve the social, economic and cultural conditions of the community development programmes. (Nwafor, 2010). Community development is a means for evoking participation of community members to muster resources and coordinate their strategic usage in support of community-based programmes.

Moreover, youths participation in relation to development as the involvement of members of communities in all stages of decision making relating to development programmes in their

areas (Osuji, 2010). What this means in effect is that development programmes and projects must not be imposed on the people who are supposed to be the beneficiaries of development efforts. Beneficiary populations need not be made passive recipients of services; rather they suppose to take part in all activities concerned with the development of their areas

Similarly, youths participation as a development strategy in community development requires sustained engagement of youths. This is because youths constitute the major resource base for any country that wants to embark on any meaningful rural development project. Active participation helps youths in planning and acting together for the satisfaction of their felt needs through organized efforts and it ultimately leads to mutual group and self-development. Nigerian youths need proper harnessing so that they can maintain the status quo in their locality. In fact, youths participation in real and concrete activities which include environmental sanitation and renovation work has been reported (Adesope, 2007). As youth are brought into community organizations they have traditionally been excluded from participating in local decision-making at multiple levels. This collaboration leads to skill enhancement, confidence building, and feeling of ownership that prepare them as they navigate toward active community participation (Brennan, 2007). Youth participation means a vehicle for influencing decisions that affect their lives and avenue for involving themselves in political and economic activities in the communities.

Youths are defined as young men and women who fall within the age bracket of 15 & 35 years. The United Nations (2010) defines youth as all individuals aged between 15 and 24. The 2007 World Development Report, which focuses on 'the next generation' expands the definition of youths to include all young people aged between 12 and 24 (Akinbile, 2006). For the purpose of this study, youths are defined as young men and women who fall within the age bracket of 15

& 35 years. It has been recognized in the world over the time that youth constitute the most important human resource potential that can contribute significantly to the overall development of a nation. The youths constitute the driving force of society, the spirit of today and the hope for the future. In addition, youth constitute the largest segment, they are also the most socially active and productive sector.

In addition, mobilization is the process of putting people into readiness for active service or of arousing the interest and consciousness of a group of people in a programme, which would be of benefit to them (Imhabekhai, 2009). There is an assumption that the intended participants have not become aware of the existence, the objectives or the advantages to be derived from the programmes. Mobilization, therefore, is providing sufficient information about a programme contents and objects in order to elicit the support and participation of the people in the programme (Abiona, 2009).

Also, mobilization of the community members enables the supporters of the projects to have the opportunity to discuss , dialogue and answer questions where if not treated at the early stage, will later harm the project(Obi (2006)).However, it is mobilization that guides effective utilization of human and material resources available to effect development. Mobilization involves all groups in the community both men and woman. Every youth both married and unmarried has something to contribute to the development of their community through dynamic strategies(Adubi, 2008). Convincingly, mobilization involves creating awareness of certain problems existing in the community development programmes.

Furthermore, strategy is a high level plan to achieve one or more goals under conditions of uncertainty. In the sense of the "art" it includes several subsets of skills including tactics, siege craft, logistics etc (Fasola, 2007). Strategy as a combination of the ends (goals) for which the

firm or institution is striving and the policies by which it is seeking to get (Amesi, 2011). Moreover, Some of the mobilization strategies for active participation of youths in community development programmes in Enugu State are discussed, they include workshop, internet and social media, education, dialogue, and challenges associated with the mobilization of youths for active participation in community development programmes (Anyika, 2010). In terms of internet and social media, Obadan (2011) stated that Internet and social media in the mobilization of youths for active participation in community development programmes can also be used to educate the people on their civic responsibilities to the state; that while the government makes effort to develop the rural communities, the people also have the compelling obligation of paying taxes and any other levies and participate actively in the political process.

Besides, social media have come to occupy the position of eminence in the world. Today, it constitutes the nexus that controls the over-all socio-economic and political development of every society. Without the media which, according to Okunna (2010), maintain constant flow of vital information for economic growth, national development is bound to be stagnated or at best be retarded.

The growth of social media over the last decade, through blogs and sites such as Face book, YouTube and Twitter, to name but a few, is continuing this focus on the ability of ICTs to develop social capital. International campaigns on Twitter and other social networks bring the ability of modern ICTs to develop transnational networks around specific issues into the public domain (Peterson, 2012). Well connected, often young people, engaged in social movements are creating new communities around issues on Face book and other social network services . Face book users can claim to have hundreds of friends in their network, yet sometimes find it difficult to name half a dozen people that they have actually met in their local neighborhood. While social

networks have helped people to meet like-minded contacts online, they have had a more limited role in developing face-to-face contact in communities.

Furthermore, in terms of the role of education in mobilization of youths for active participation in community development programmes, adult education programmes determine the needs of individuals and families for food, clothing and shelter, seek the means of satisfying these needs improve the goods and services used by families and become responsible and effective members of 'the family and community through effective home making and gainful employment (Foran, 2012). Moreover, Eze (2001) emphasized that adult education programmes is capable of preparing adult women for entering into various areas of Home- Economics occupations. This shows that adult education programmes contribute to manpower development by equipping individuals with reliable occupational skills, which leads to self reliance.

Moreso,the role of dialogue in the mobilization of youths for active participation in community development programmes, dialogue is an ongoing process that builds upon the transformative qualities of dialogue to enable participants to systematically probe and gradually deal with the causes of deep rooted human conflict (Igbo, 2014).Dialogue is understood as a genuine interaction through which human beings listen to each other deeply enough to be changed by what they learn. It brings together youth participants from different groups in a repeated effort towards transforming conflicted relationships so that conflicts are constructively resolved(Egbo, 2007).

Furthermore, on the side of the challenges associated with the mobilization of youths for active participation in community development programmes, lack of information on the nature and philosophy of policies and programmes inhibit bureaucratic implementation of policies (Akukwe, 2008).Excessive bureaucracy has contributed a lot of problems for themobilization of

youths .Government officials who handle agricultural cooperatives matters tend to forget that farmers are in entirely different types of business. This is because agricultural activities must be performed at definite seasons and delays can be dangerous. Funds for pre-season loans which are received late constitute a problem to farmers rather than help (Martin, 2012). Moreover, lack of government consultation with the cooperative movement during formulation of policies constitutes a problem.

In community development in Nsukka Local Government Area and Igboeze -South, the problem of poverty has attracted the attention of the government. Attention was initially focused on rural development and town planning as practical means of dealing with the problem (Agu, 2013). Youths in Nsukka Local Government Area and Igboeze -South suffer high unemployment due to lack of opportunities, physical and psychological challenges resulting from poverty. Some youths respond to these challenges by engaging in criminal or violent behaviour while others suffer from despair or depression. Unemployment creates a wide range of social ills and young people are particularly susceptible to its damaging effects namely, lack of skills, low self-esteem, marginalization, impoverishment and wasting of enormous human resources.

Enugu State especially in Nsukka and Igboeze South is faced with myriad of problems and harsh realities which include poverty, unemployment, conflicts and diseases. These situations pose great challenges to the very existence of individuals in most developing nations, thereby calling for the training of educated men and women who can function effectively in the society in which they live in. Massive unemployment in Enugu State is traceable to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates(Dabalén, Oni and Adekola, 2000).

Moreover, this obvious critical skill gaps inhibits the development of youths and the entire development of the nation. However, Nsukka and Igboeze South youths are said to be confronted with poverty, unemployment, urbanization, lack of capacity and skills needed to move the economy forward. Poverty which is a force for HIV/AIDS is very common (Ajibo, 2011). This is because the youths face unemployment and lack of necessary productive skills to keep body and soul together. This reality leaves them without any meaningful means of sustainable livelihood. To make ends meet, they simply indulge in prostitution (both male and female)

Youths in Nsukka Local Government and Igboeze South have many needs which including the need for food and shelter, a sense of connection or belonging, skills in problem-solving and life planning, job or vocational training, access to appropriate services, empowerment to take responsibility for their own lives, and information on sexual health issues, including contraception and HIV prevention (Kuratko, 2013). These young people often have weak or no ties to their families and are not connected to the usual community supports such as schools, faith based organizations, or the formal workplace. They may have been abandoned by their families, lured or abducted from their families, or sold into bonded labor or brothels. Their poverty forces them to endure situations like discrimination, exploitation, and social isolation that put them at risk of unprotected sex and alcohol and drug use (Olaleye, 2007).

Also, from the foregoing, it is imperative that adult education facilitators mobilize and encourage youths to rely on their internal resources (human, social, environmental, financial, and physical) to solve community problems. Mobilization strategies can be adapted and used in a number of self-reliant strategies, including self-help, asset-based community development, and self-development community development. There are several factors which can be a barrier to community development mobilization such as crises of ideology, absence of basic infrastructure,

lack of processing and storage facilities, lack of collateral capital formation, problems of acceptability and credibility as well as crises of management.

Statement of the Problem

In spite of all the mobilization programmes in Enugu State, youths are not yet adequately mobilized to affect desired rate of community development. It has been observed that despite the fact that vocational skill acquisition programmes had been introduced to Enugu State, many of our people especially youths still remain unemployed for a long time. In view of the above, there is still evidence that the proportion of illiterate youths is still on the increase. They lack access to credit facilities so as to establish and expand their businesses. They are not given opportunities into some sensitive elective positions. Other problems include that there is absence of good and adequate communication network for creation of awareness on the benefits of youths mobilization in community development. Few youths are being called for mobilization to participate in community development programmes while majority are looked down upon.

No doubt, vocational skill is a sure path way to liberation of the mind and the improvement of socio-economic status of youths in Enugu State. It has been observed that most youths in Enugu State have no entrepreneurial culture. The training skills given to many of them are oriented towards paid employment. There seems to be general apathy towards self employment among them. Very few of them are prepared to start a business that may lead to poverty alleviation. Hence, there is need to prepare youths in Enugu State for income generation and self employment. This is quite expedient as it will help to avert social vices and disorder due to continued increase in the unemployment rate among youths in Enugu State. Regrettably, the levels of literacy in this country especially with respect to the youths in Enugu State, is still low. This could have been caused by a number of factors including inadequate sustained political

and national will, poor quality instruction, total absence of appropriate reading, writing and calculating materials for the empowerment of younglearners. The problem of the study is to assess the mobilization strategies for active participation of youths in community development programmes in Enugu State.

Purpose of the Study

The general purpose of the study is to assessthe mobilization strategies for active participation of youths in community development programmes in Enugu state. Specifically, the study seeks to:

- 1) Determine the extent workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State.
- 2) Ascertain the extent internet and social media can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State.

Find out the extent education (formal, informal and non-formal)can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State.

- 4) Ascertain the extent dialogue can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State.
- 5) Identify the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State

Significance of the Study

The findings of this study will be of both theoretical and practical significance. Theoretically, the study is anchored on participation theory. The theory states that massive participation of people is essential factor in community development process. Participatory theory buttresses the fact that anybody who is directly or indirectly affected by a particular decision or activity has the right in making decision or carrying out the activity. This theory emphasizes that everybody must be involved in the community development programmes as long as they are in that particular community. Participation theory is a key strategy for increasing demand for and use of health services. It is a process that helps communities to identify their own needs and to respond to and address these needs.

Practically, the findings of this study will be useful to youths, Students, community leaders, community members, government, donor agencies and future researchers. It will be significant to the youths, because it will provide insight, which will help them to mobilize the youths educationally, economically and agriculturally. It will also guild them in the training of youths on how to become active participants in the community development programmes. The study will be of great benefits to youths because it will help them to understand how to work and how to become active participant in the community development programmes.

The study will be of immense benefit to all the students who will embark on the research on the similar topics. This is because the study will provide most of the needed facts in the area of study. The study will educate the students on how to overcome challenges to youths mobilization in community development programmes.

The findings of the study will provide useful information to the community leaders on the best ways to mobilize community members to actively participate in controlling and detecting the crimes. This will be done by intimating the populace with necessary information on various crime controlling methods communities are embarking upon, right from the decision making process, programmes execution, supervision, and evaluation and how to address the challenges that could be encountered.

Community members will find the results of this study very useful because, through this means, they will realize that it is also their responsibility to participate in the development of their communities by fighting in the eradication of any form of lazy attitude. Through the findings of this study, members of the communities in the state will be aware of the desperate need for massive participation of the people in community for self- help projects instead of isolating any group, persons, or waiting for external assistance from government which may not be realized.

Additionally, the findings of this study will provide useful information to the government on the present threatening conditions of the communities and the need for them to partner with these communities to provide effective security in the community. They can do it by encouraging the community police through adequate provision of needed facilities and resources. This will equally motivate and energize them especially the youths into actions to safeguard the lives of the entire society. From the findings of this research work, donor agencies will see that there is dire need to assist in funding community development activities as a way to mobilizing and empowering the youths in their various communities. Thus, the study will provide them with useful data with which to enhance the living standards of their host communities.

The findings of this study will be useful to future researchers. This study will give these researchers insight on the latest mobilization strategies and the way forward in improving effective community development in Enugu state. It will further the researchers's knowledge on the extent to which communities have assisted in empowering the youths for dynamic community development in Enugu State. It will as well help the researchers to know all the intricacies that are involved in the mobilization of youths for active participation in the community, and this will help to reduce these social vices. The above significance of the study could be received through publishing the findings in academic and professional journals, conferences, workshops and seminars.

Research questions

The following research questions are formulated to guide the study.

1. To what extent can workshop be used as a strategy for the mobilization of youths for active participation in community development programmes?
2. To what extent can internet and social media be used as a strategy for the mobilization of youths for active participation in community development programmes?
3. To what extent can education be used as a strategy for the mobilization of youths for active participation in community development programmes?
4. To what extent can dialogue be used as a strategy for the mobilization of youths for active participation in community development programmes?
5. What are the challenges associated with the mobilization of youths for active participation in community development programmes?

Hypotheses

The following null hypotheses will guide the study and tested at 0.05 levels significance.

H₀₁: There is no significance difference between the mean ratings of urban and rural youths of Enugu State on the extent workshop can be used as a strategy for the mobilization youths for active participation in community development programmes in Enugu State.

H₀₂: There is no significance difference between the mean ratings of urban and rural youths of Enugu state on the extent education can be used as a strategy for the mobilization youths for active participation in community development programmes in Enugu State.

H₀₃: There is no significance difference between the mean ratings of urban and rural youths of Enugu state on the extent internet and social media can be used as a strategy for the mobilization youths for active participation in community development programmes in Enugu State.

H₀₄: There is no significance difference between the mean ratings of urban and rural youths of Enugu state on the extent dialogue can be used as a strategy for the mobilization youths for active participation in community development programmes in Enugu State.

H₀₅: There is no significance difference between the mean ratings of urban and rural youths of Enugu state on the challenges associated with the mobilization of youths for active participation in community development programmes.

Scope of the Study

The study focused on the mobilization strategies for active participation of youths in community development programmes in Enugu State. The study is also restricted to the youths in the Nsukka

Local Government Area and Igbo-Eze South Local Government Area. It is specifically focused on the extent workshop, internet, social media education and dialogue can be used as a strategy for the mobilization of youths for active participation in community development programmes as well as the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviewed the literature under the following headings:

Conceptual Framework

Mobilization Strategy

Youths Participation

Community Development

Community Development Programmes

Theoretical Framework

Participation Theory

Social movement Theory

Review of Empirical Studies

Workshop as a Mobilization Strategy for Active Participation of Youths in
Community Development Programmes

Internet and Social Media as a tool for effective Mobilization of Youths for Active
Participation in Community Development Programmes

Education as a Strategy for Empowering Women for Sustainable Development in
Uturu, Abia State

Assessment of the Impact of Dialogue for the Mobilization of Youths for Active
Participation in Community Development in Idah Local Government

Problem Associated with the Mobilization of Youths for Active Participation
in Community Development Programmes.

Summary of Literature Review

Conceptual Framework

Mobilization Strategy

Mobilization Strategy is all the efforts and means legitimately employed to encourage, ginger and get people ready to take action aimed at achieving the goals and aspirations of the individuals or society (Umechukwu, 2004). In view of the above idea, Obi (2006) noted that mobilization and sensitization of the community enables the sponsors of the project to have the opportunity to discuss, dialogue and answer questions which if not treated at the early stages will later harm the project. Therefore, mobilization refers to the efforts made to encourage or facilitate the participation of the populace in their development activities. People are mobilized to attain political, social, economic and cultural goals long ago in the history of mankind. Abiona (2006) asserted that mobilization in community development denotes a process whereby people are prepared psychologically, mentally and attitudinally for change. He also asserted that mobilization is a movement to galvanize people for action towards development. However, the fact that people place greater emphasis on the mobilization of human resources for development activities in this modern time does not mean that the act of mobilizing people is new.

Community development objectives and goals are either set by the community, the government, voluntary or Non-governmental organizations. When these goals are set, there would be the need to organize people to achieve the set goals (Harrison, 2010). Some goals could be immediate while others are long-term. One thing that is glaring in development is the common tendency among those for whom in the programmes and projects are mounted to shy away from them especially women, and that is why the idea of organizing people for participation in community development came in. The idea of organizing or getting people involved in development activities is known as mobilization.

Mobilization strategy is very vital to activate people in the right attitude towards development activities. Mobilization strategy is a means by which the people can be strengthened to be part of the process of change. In this regard, people must be convinced about the objective for which they are being mobilized to participate in community development programmes.

The term mobilization strategy came into use in the 6th century C.E. in East Roman terminology, and was translated into Western vernacular languages only in the 18th century. From then until the 20th century, the word "strategy" came to denote "a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic of wills" in a military conflict, in which both adversaries interact (Ajibo, 2011). Mobilization strategy is a high level plan to achieve one or more goals under conditions of uncertainty. In the sense of the "art" it includes several subsets of skills including tactics, siege craft, logistics etc (Fasola, 2007). He continued to state that mobilization strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A mobilization strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Mobilization strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. According to Akukwe (2012), strategy involves activities such as strategic planning and strategic thinking. Mobilization strategy typically involves two major processes: formulation and implementation. Formulation involves analyzing the environment or situation, making a diagnosis, and developing guiding policies. It includes activities such as strategic planning and thinking. Strategy is used by people in several different ways. The most commonly used are these four:

1. Strategy is a plan, a how, a means of getting from here to there.

2. Strategy is a pattern in actions over time, for example, a company that regularly markets very expensive products or an institution that graduates its students with more first or second class upper division is using a high end strategy.

3. Strategy is position, that is, it reflects decisions to offer particular products or services in particular market or institution. In essence, one can reliably view strategy to a complex web of thoughts, ideas, insights, experiences, goals, expertise memories, perceptions, and expectations that provides general guidance for specific actions for mobilizing the youths for community development.

Furthermore, Mobilization strategy depends upon the ability to foresee future consequences of present initiatives. Basic requirements for strategy development include, among other factors: extensive knowledge about the environment, market and competitors; ability to examine this knowledge as an interactive dynamic system; the imagination and logic to choose between specific alternatives. Henderson wrote that strategy is valuable because of: "finite resources, uncertainty about an adversary's capability and intentions; the irreversible commitment of resources; necessity of coordinating action over time and distance; uncertainty about control of the initiative; and the nature of adversaries' and mutual perceptions of each other. Strategy is the utilization during both peace and war, of all of the nation's forces, through large scale, long-range planning and development, to ensure security and victory (Odo, 2009).

Strategy is the determination of the basic long-term goals of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals (Nnam, 2014). To crown it all, Michael Porter(2003) defined strategy as the broad formula for how a business is going to compete, what its goals should be, and what policies will be

needed to carry out those goals and the "...combination of the *ends* (goals) for which the firm is striving and the *means* (policies) by which it is seeking to get there. Mintzberg (2008) described five definitions of strategy as follows:

- 1 Strategy as plan ĩ a directed course of action to achieve an intended set of goals similar to the strategic planning concept.
- 2 Strategy as pattern ĩ a consistent pattern of past behavior, with a strategy realized over time rather than planned or intended. Where the realized pattern was different from the intent, he referred to the strategy as emergent.
- 3 Strategy as position ĩ locating brands, products, or companies within the market, based on the conceptual framework of consumers or other stakeholders; a strategy determined primarily by factors outside the firm.
- 4 Strategy as ploy ĩ a specific maneuver intended to outwit a competitor; and 5 Strategy as perspective-executing strategy based on a "theory of the business" or natural extension of the mindset or ideological perspective of the organization. It is noted that mobilization strategies can be used for empowering the youths for active participation in community development.

In essence, Mobilization strategy is activity such as strategic planning and strategic thinking which the police and the community will use to control the menace of kidnapping. Strategy refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise memories, perceptions, and expectations that provides general guidance for active Participation

YouthsParticipation is a process through which stakeholders influence and have control over development initiatives, decisions and resources (World Bank 2005).However the amount of literature and the popular widespread use of participatory methods make it difficult to give a definition of the concept that would cover all its different ways of conceiving and applying it. Oakley (2011) has gathered four different statements on participation that illustrate the range of interpretations with regard to the relationship between people and project as follows:- Participation as a voluntary contribution by the people in one or another of the public program supposed to contribute to national development, but the people are not expected to take part in shaping the programme or criticizing its (Uphoff, 2010). At the social level, Stiegel (2009) sees participation as an organized effort to increase control over resources and regulative institutions in given social situations on the part of groups and movements of those hitherto from such control.

In this respect, Carry & Lee (2010) have identified the following meanings to participation: (i) *Passive Participation*- whereby people participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administrator or project management without listening to people's responses. The information being shared belongs only to external professionals, (ii) *Participation in information giving*- whereby people participate by answering questions passed by extractive researchers using questionnaires, surveys or similar approaches. People do not have the opportunity to influence proceedings, as the findings of the research are neither shared nor checked for accuracy. (iii) *Participation by consultation* whereby people participate by being consulted, and external people listen to their views. These external professionals define both problems and solutions, and may modify these in the light of people's responses.

Participation is a means of educating citizens especially youths and to increase their

competencies (Brager, 2007). It is a vehicle for influencing decisions that affect their lives and avenue for involving themselves in political and economic activities in the communities. Muckie (2010) suggest that citizen (youths) participation programmes would imply the involvement of a significant number of youths in situations or actions that enhance their wellbeing and the entire society. For instance, their income, security and self-esteem. As a matter of fact, most community development work involves the participation of communities or the beneficiaries involved. Thus, youths participation is crucial community development and reflects grassroots approach to problem solving. This type of participation refers to the active and voluntary engagement of women to change problematic condition and to influence policies and programmes that affect the quality of their lives and the lives of others.

One of the major aims of youth's participation in Community development is to encourage the participation of the community as a whole in programme activities. Through youth participation, a broad cross section of the community is encouraged to identify and articulate their own goals, design their own methods of change, and pool their resources in problem solving process (Harrison, 2010).

Some of the objectives and functions of youth participation in Community development include making local initiatives, generating developmental ideas, providing local knowledge, to control and exploit their environments. In the context of women participation in Community development (Egenti, 2011). Participation is an active process whereby the beneficiaries influence the direction and execution of development projects rather than merely receiving a share of the project benefit. Youths participation in Community development involves formulation and development of proposals, planning of programmes and its implementation. (Anyanwu (2012).

Similarly, in the context of organizational development, Anyanwu (2010) refers to youth's participation as an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receiving a share of the project benefits. Thus, it can be said that citizen participation in organizational development programmes entails the involvement of the people or their representatives in the formulation and development of proposals, planning of programmes and its implementation.

Youth's participation in relation to development as the involvement of members of communities in all stages of decision making relating to development programmes in their areas. What this means in effect is that development programmes and projects must not be imposed on the people who are supposed to be the beneficiaries of development efforts (Osuji, 2010). Beneficiary populations need not be made passive recipients of services; rather they supposed to take part in all activities concerned with the development of their areas.

There is hardly any universally acceptable definition of youths. The continuing debate on who is a youth has not resolved the confusion surrounding the concept. In many African countries, laws define 'adulthood' as commencing from age of 21, although recently, there have been attempts to lower the age to 18 years. Sociologically, 'youths' denote an interface between 'childhood' and 'adulthood'. Youths, as a social group are defined in terms of age. Hence, the majority of youths have been variously defined as ranging from the ages of 10-11 years to 35 years. (UNO, 2010). The United Nations Organization (2010) has come up with a specification of age bracket 15-24 years as youths, while the Commonwealth uses the age category of 15-29 years. For the purpose of this study, youths are defined as young men and women who fall within the age bracket of 15 & 35 years. It has been recognized the world over that youth constitute the most important human resource potential that can contribute significantly to the overall development

of a nation. The youths constitute the driving force of society, the spirit of today and the hope for the future. In addition, youths constitute the largest segment, they are also the most socially active and productive sector. Moreover, youths means individuals who has not attained the age of 27, has not completed college or the equivalent; is not enrolled in an elementary, secondary or institution of higher education. Youths include those who have no access to education, those who dropped out before completing an expected schooling and did not continue the following stages:

This group includes persons who are of school age but are not attending schools or have dropped out of school for some reasons. Others have concluded one level of education and are informally/formally employed; and unskilled/skilled. The youths are very mobile and resourceful; when their energy is not harnessed they become vulnerable to social vices either as perpetrators or victims, and may experience ill-health due to poor and limited access to health services (Nwachukwu, 2010).

According to the projection of the United Nations Population Division, currently young people; especially youths; between ages 15-24; constitute 18 percent of world's population. They are individuals who have not attained the age of 27, have not completed college or the equivalent and they are not enrolled in an elementary, secondary or institution of higher education. (Lam, 2007). These young people, across the globe, especially in Enugu State, where the population density and growth is also highest, face unprecedented challenges in their capacity to access public resources and family resources, stemmed from waves of cultural and economic globalization. Most critical issues for youths development are poverty, health practices, gender biases, education, employment, social responsibilities and good citizenship, juvenile delinquency etc.

Today, youths constitute a unique group within the society. While they are often considered one of the most vulnerable groups within the social fabric, they are also regarded as the greatest source of hope for the nation's future. (Kenyon, 2011). Youths represent a significant portion of the world's population: it is estimated that the global youths population in 1995 was over 1 billion and comprised 18 percent of the world's population, of whom 84 percent lived in developing countries. Those under the age of 30 could form as much as 55 per cent of the world's population by the year 2005. In the least-developed countries of the world, the figure is closer to 70 percent.

Demand of skilled workers in the knowledge economy has created hindrance for a large portion of world youths, especially in Enugu State, where higher education system has not been able to realize sufficient 'value addition' in terms of enhancing the employability in the new age labor market. A staggering 400 million out-of-school youths around the world are unable to find decent work. Worthy of note is that, today's youth find themselves in an era, where for the first time in the modern civilization, purely economic value of higher education has reached an unprecedented low proportion.

The youths are a major source of human capital and key agents for socio cultural, economic, and political development as well as technological innovation worldwide. Their imaginations, ideas, energies and visions are essential for the continuing development of societies. Their training, development, intellectual perspectives and productive abilities are key determinants of the progress and future of societies (Ndumanya, 2012). In order to capture the significance of youth in the economic development process, Central Bank of Nigeria's governor notes in 2011 that the current economic development efforts will not amount to anything if the youth who are the real economic agent are not part of the economic transformation. He notes further that robust economic growth will only be achieved if the youth are adequately

empowered, which is the only path to sustainable economic development (Ogunyomi, 2011). Youths are young people who will not be able to complete their educational pursuit as a result of one problem or the other.

Community Development

Community development is a process whereby the efforts of the community are combined with the efforts of government or cooperating outside body to improve the living condition of the people thereby encouraging development of various human potentials within the community (Chukwuezi, 2000). This implies that community development should reflect the real felt-needs of the people and involve the participation of the people in the development process.

In accordance with the above, Ireland in Powell &Geoghegan (2006) described community development as an interactive process of knowledge and action designed to change conditions which marginalize communities and groups and is underpinned by a vision of self-help and community self-reliance. The definition above implies that community development is not only the aggregate increase in roads, water facilities, electricity, markets, hospitals, school classroom blocks, bridges, town halls and culverts but also embraces very appropriately the acquisition of desirable and relevant knowledge, skills, attitudes which could make community members better resources in the enhancement of the quality of living standards. Anyanwu (1995) said that community development is defined as ña process in the life of a community by which people plan and act together for the satisfaction of their felt needsò. He outlined the aims of community development as follows:

1. to educate and motivate people for self-help;
2. to develop responsible local leadership;

3. to inculcate a sense of citizenship and a spirit of civic consciousness;
4. to introduce and strengthen democracy at the grassroots level;
5. to initiate self-generative, self-sustaining and enduring processes of growth;
6. to enable people to establish and maintain cooperative relationships;
7. to bring about gradual and self-chosen changes in the life of a community.

Community development can be defined as broad-based change for the benefit of all community members (Kelly & Caputo, 2006). In line with Kelly & (2006) community development ñis a movement to promote better living for the whole communityò. It is obvious from the above that the purpose of community development is to bring change for better living through the willing cooperation of the people. Therefore, Hillman (2010) has however defined community development as the method of helping local communities to become aware of their resources in such a way as to satisfy some of their needs and in so doing, acquire the attitudes, experiences, and cooperative skills for repeating this process using their own initiatives.

Community development is a demonstration of peopleòs capacity and willingness to participate, on their own initiative, in the task of identifying and prioritizing community needs (e.g. socio economic, political and environmental) planning and implementing programmes that aimed at meeting the needs and improving their living conditions (Onibokun, 2010). Community development involves youths in community mobilizing their own resources to solve problems, and thus involve mass participation.

Community development is a broad term given to the practices of civil activists; involve citizens and professionals to build stronger and more resilient communities. It seeks to empower

individuals and group of people, especially women, by providing them with skills they need to effect change in their communities. These skills are often created through the formation of larger social groups working for a common agenda (Amali, 2009).

Community Development is the empowerment of people, organizations, and communities to attain or restore viability. It does so by motivating change in the nature and stocks of both social and economic capital. Such an approach is tantamount to a sort of indigenous development, in which local resources are assembled to kick-start the progression that would bring prosperity to places where it is initially in short supply (Ogbuka, 2005). In essence, community Development is a means for evoking participation of community members to muster resources and coordinate their strategic usage in support of community development programme.

The whole process of community development emphasizes the importance of participation as a means of strengthening local communities. Community development according to Hill (2004) is a social process by which human beings can become more competent to live with and gain some control over local conditions and the changing world. Bringing the foregoing to bear, there is need to give the main actors due opportunity to gain control over local conditions and to harness resources through effective leadership at the community levels.

Community development helps local community residents to identify unmet needs. It seeks to build capacity by improving skills and knowledge for individual and community as a whole (Amesi, 2011). Central to the idea of community development is that it allows community residents to come together to plan, generate solutions and take action towards developing the social, economic, environmental and cultural aspects of community Programme.

Community development is a process whereby both urban and rural communities are assisted to provide for themselves, with deliberate and conscious speed, those services and amenities they need but which neither the state government nor local government can provide (Bamidele,2012).Significantly, community development is first, the joint efforts of the people who would be the direct beneficiaries before government, and nongovernmental organizations that could be termed initiators and supporters are involved and absorbed. The degree of involvement of the former therefore, determines the level of development in any given area. In another dimension, community development is not real until there is individual's participation. Participation therefore, embraces the initiators, supporters and the beneficiaries of any given development programme

In support of the above,.Chukwuezi (2000) stated that development could be seen as a process through which the various faculties of man are developed to actualize his various aspirations which include social, political, cultural, environmental etc, so as to make him adapt and improve the conditions within his given environment.

Development is not static rather it is progressive in nature. It is oriented towards the satisfaction of human needs within his specified environment. Development can as well be defined as the general improvement in economic, social and political conditions of the whole society in terms of reduction or elimination of poverty, inequality, injustice, insecurity, ecological imbalance and unemployment within the context of a growing economy (Openjuru, 2004). He was also of the opinion that equitable distribution of the gross national product (GNP) is one of the factors, which can ensure development. This means that development includes economic development measured by an increase in the gross national product (GNP) of a country, social development measured in terms of social well-being, and political development

measured in terms of good governance and democratic practices. At the individual level, development can be seen in terms of meeting the basic individual needs that improve personal skills and income, leading to improved family and personal well-being. Allen in Seya (2005) identified three main meanings of development which include:

i. development as a vision, description or measure of the state of being a desirable society; ii. as a historical process of social change in which societies are transformed over long periods; and iii. as consisting of deliberate efforts aimed at improvement on the part of various agencies, including governments, all kinds of organizations and social movement.

With reference to the above, Seya (2005) defined development as a process of economic, social, political and cultural change engineered in a given society by the efforts of all stakeholders, both internal and external - including the local communities, the government, the private sector, the civil society organizations, the NGOs and the technical and financial development partners - with a view to improving the conditions of life of the population in a sustainable way. Eze (2010) sees development as an upward movement from one position to another over time, especially where the movement is a positive one. Also, development denotes the total effort in bringing about the desired change that is by uplifting their standard of living in positive ways. According to Della (2009), development is the gradual growth of something so that it becomes advanced or bigger. Development implies the gradual increase in infrastructural foundations of a community for the well being of community members. Adekola (2007) sees development as the capacity of the people to effectively transform the natural resources of their environment into goods and services through the application of their talents and labour power.

Development is a type of social change in which new areas ideas are introduced into a social system to enhance living conditions of the people. (Rogers ,2010). Korten (2010) sees Development as a process by which the members of a society increase their personal and institutional capacities to mobilize and manage resources to produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations. Korten's definition emphasizes the process of development and its primary focus on personal and institutional capacity. It also touches on justice, equity, quality of life, and participation. One can rightly say that development is a social action process that promotes participation of people, organizations, and communities towards the goals of increased individual and community control, political efficacy, improved quality of life and improving community development.

Community development programme

Community development Programme is the product resulting from all the programming activities in which the professional educator and learners are involved (Boyle, 2009). Programming activities include conducting needs assessment and situational analysis, setting priorities, developing a program rationale and management plan, marketing and recruiting, hosting learning events, evaluating outcomes, and reporting. Given that a program involves evaluation and reporting, the definition clearly implies that the goal of a program is to achieve changes in clientele knowledge, attitudes, skills, or aspirations; clientele behavior; or the social, economic, or environmental conditions in a community. The Family Economic Advancement Programme (FEAP) was established in 1997. As a poverty alleviation programme, this strategy like its predecessors the (BLPRW) and the Family Support Programme (FSP) were intended to address the various economic problems of the rural masses especially with regard to income generation. Afolabi (2009) notes that the noble objectives of the programme which includes to

utilize all available local resources for the benefit of Nigerians through improved production, storage, preservation, recycling, packaging and marketing, to improve the living standard of the people, to promote production and development consciousness, Create employment opportunities at ward levels etc could not be achieved. Like the Better life programme, FEAP also became elitist. Its funds were grossly mismanaged. The programme was consequently abandoned at the inception of the current democratic dispensations on May 29, 1999 (Bennett, 2010).

Community development programmes aim at changing an undesirable situation to desirable. They are set of activities that the community members organize to change their living condition. It intends to bring both outward and inward change to the community it aims at a way of culmination of the economics of the rural people. It is a process of bringing about a social and economic transformation of village life through the efforts of the people themselves. Pandit (2017) stated that not so much is for the material achievements that they would bring about, but much more so, because they seem to build up the community and the individual. Needless to say that the community development programmes are universal phenomenon practiced both, in the developed and developing countries. But, the programme assumes vital significance in developing countries because of their low-level of development in various segments of social life.

Characteristics of community development programmes; they are as follows

- 1; It promotes self- confidence among family members.
- 2; It develops self- reliance in the individual.
- 3: It effects changes at the psychology level of the community members.
- 4: It seeks to create new administrative machinery suited to the manifold needs of the villagers.

5: It is pre-eminently people-oriented.

The aim of community development programmes, Dube (2017) has highlighted the aims of community development programmes as follows: (1) achieving substantial agricultural production and considerable progress in the sphere of communication, rural health and rural education and (2) transforming the social-economic life of the village through a process of integral culture change. There are also short terms and long term objectives. Dube (2010) went further to state that community development programmes has long term and short term goal. The Short-term goals of community development are as follows:

- 1: It helps to increase agricultural production both quantitatively and qualitatively.
- 2: It helps in the development of the means of transportation and communication in the villages through repairing old roads and construction of new roads.
- 3: It helps to assist the villagers to build good and cheap houses with the help of modern plans and new building methods.

The long term goals are as follows:

- 1: It refers to a holistic development of the rural life through optimum utilization of physical and human resources.
- 2: It is further oriented to provide all sorts of facilities available in a welfare state to the community members.
- 3: It takes care of the social, moral and financial progress of the villagers.

The role of community development programmes in the context of the rural community cannot be over-emphasized. Puja (2009) said that this programme is instrumental in raising the standard of living of the community member. Carl (2010) rightly observed that the community development programmes signify active cooperation and involvement of the community members in formulating and executing their own plans and programmes. Carl went further to

state that the end result is social change, economic development and emergence of new local leadership at the community level.

Finally, youths should be allowed to be part of community development programmes by giving them extensive training in social work. Efforts should also be made to motivate them to work in the community with zeal and a spirit of service. Having in mind that community development programmes should come substantially and essentially from the people themselves, the government, being only a guide and a source of wherewithal which the people themselves cannot provide, the youths as members of the community should be mobilized to be part of the whole processes and should also be allowed to play their own parts (Biao, 1997).

The National Poverty Eradication Programme (NAPEP) was launched by President Olusegun Obasanjo in January 2001. National Poverty Eradication Programme (NAPEP) is a permanent programme designed to eradicate poverty in Nigeria through a number of strategies. The major strategy of the National Poverty Eradication Programme (NAPEP) is the Youth Employment Scheme (YES). This also has other sub-strategies, which includes the Capacity Acquisition Programme (CAP) and the Mandatory Attachment Programme (MAP). All these strategies are essentially designed to help the teeming population of unemployed youths in Nigeria to acquire some useful skills, which could help them to become self-reliant. There is indication that the billions of naira earmarked for the programme in the various appropriation bills have been embezzled by the officials of the commission as it has been the case in the past. Since it has been observed that the (NAPEP) forms never got to the intended beneficiaries (Adeniji, 2005).

Moreover, an extension programme with clearly defined objectives is helpful to local farmers, the agent himself, his senior extension officers and other rural development agencies.

For the farmers, it shows both what they can expect from the extension service and how effective the agent is. For the agent, the programme provides a firm basis for planning extension activities on a monthly and weekly basis and for anticipating well in advance what resources will be needed. (Ogbuka, 2005). Senior extension officers can use programmes to assess agents' performance, to offer advice for improvement and to justify requests for additional staff, equipment and funds. Furthermore, the programme helps other agencies to coordinate their activities with what the agent is doing. However, programmes can only be used in these ways if they are written and made available to all concerned.

But agricultural improvement comes from the willing action of farmers as they try to increase their own output and living standards. Local needs, therefore, provide the motivation for agricultural development, and must be taken into account in the planning of local extension programmes. Even in cases where the agent's freedom of decision is limited by national policy and directives, he must still prepare a programme that will enable him to fulfill these directives within his area (Colette 2009).

Extent Workshop can be Used as a Strategy for the Mobilization of Youths for Active Participation in Community Development Programmes .

Workshops are concerned with the propagation of knowledge. The primary purpose of workshop is the utilization of knowledge for the purpose of socializing youths in the communities. The aim is to improve the process by which youths use knowledge from the workshops to make decisions which concern their individual behaviour and questions of social and public policy (Adekeye, 2000).

The relevance of workshops to the social, economic, political and technological development of Nigeria is recognized by educators in this country. Most educators identify education as a dynamic instrument of change and has expressed great faith in the ability of education to transform the society and lead it to quick transformation in the area of economic, political, social and human development.

Extension workers organize workshop interventions extension services to improve health provided by practitioners trained in medicine, nursing, nutrition, pharmacy, social work, psychology, occupational therapy, physical therapy and other health care professions (Olisa, 2012). Clinical practitioners focus mainly on the health of individuals, while public health practitioners consider the overall health of communities and populations. Workplace wellness programmes are increasingly adopted by companies for their value in improving the health and well-being of their employees, as are school health services in order to improve the health and well-being of youths.

The focus of workshop on public health interventions is to prevent and manage diseases, injuries and other health conditions through surveillance of cases and the promotion of healthy behavior, communities, and (in aspects relevant to human health) environments. Its aim is to prevent health problems from happening or re-occurring by implementing educational programmes, developing policies, administering services and conducting research. In many cases, treating a disease or controlling a pathogen can be vital to preventing it in others, such as during an outbreak. Vaccination programmes and distribution of condoms to prevent the spread of communicable diseases are examples of common preventive public health measures, as are educational campaigns to promote vaccination and the use of condoms (including overcoming resistance to such) (Nwadiuto, 2011).

Public health also takes various actions in extension education workshop to limit the health disparities between different areas of the country and, in some cases, the continent or world. One issue is the access of individuals and communities to health care in terms of financial, geographical or socio-cultural constraints to accessing and using services. Applications of the public health system include the areas of maternal and child health, health services administration, emergency response, and prevention and control of infectious and chronic diseases(Agada, 2010).

Extension education workshops enable people to acquire personal health. These include personal actions for preventing or minimizing the effects of a disease, usually a chronic condition, through integrative care. They also include personal hygiene practices to prevent infection and illness, such as bathing and washing hands with soap; brushing and flossing teeth; storing, preparing and handling food safely; and many others. The information gleaned from personal observations of daily living-such as about sleep patterns, exercise behavior, nutritional intake and environmental features (Amobi, 2010).

The delivery of modern health care during extension education services depends on groups of trained professionals and paraprofessionals coming together as interdisciplinary teams. This includes professionals in medicine, psychology, physiotherapy, nursing, dentistry, midwifery (obstetrics) and allied health, plus many others such as public health practitioners, community health workers and assistive personnel, who systematically provide personal and population-based preventive, curative and rehabilitative care services(Uwa, 2011).

Extent Internet and Social Media can be Used as a Strategy for the Mobilization of Youths for Active Participation in Community Development Programmes .

In the recent past, the internet has changed not only people's relationships by creating new platforms for social engagement, but also people's ability to contribute in the development process in the society by creating a space for more diverse political opinions, social and cultural viewpoints and a heightened level of audience participation (Ugwu, 2010). The spaces created by the internet have engendered wide opportunity for engaging the public concerning different issues in Nigeria. That is why these days, it has become a common occurrence to see different people contribute in political discourses going on in the country.

The internet offers a great platform to reach millions of Nigerians with amazing targeting possibilities including age, gender, interest and behavioral targeting. It has been suggested that the use of social media such as Face book, YouTube, Twitter, Blogs and other social media tools as a new means to disseminate messages and engage the audience in participatory communication has created a new dimension in social mobilization making it easier to organize and disseminate ideas (Idakwo,2010). Available statics demonstrate that the prevalent and most subscribed social media in Nigeria are Face book, Twitter, e.t.c.

Available literature shows that social mobilization goal is the provision of a continuum of activities in a broad strategic framework to facilitate change. The process encompasses dialogue and partnership with a wide spectrum of societal elements with an outcome which are people's active involvement in the process starting with identifying a need to implementation, and achieving the development objective and evaluation effort (Ibe, 2010).

There are different parts to social mobilization such as: the motivation and organization of different groups that results in the successful transformation of development goals into societal action; involving the people in taking part actively and freely in discussions and decisions affecting their general welfare; a process that engages and motivates a wide range of partners and allies at national and local levels to raise awareness of and demand for a particular development

objective through face-to-face dialogue (Okechukwu,2010). In all these efforts, social mobilization process ensures that, members of institutions, community networks, civic and religious groups and others work in a coordinated way to reach specific groups of people for dialogue with planned messages.

In the present political dispensation, social mobilization now occurs most frequently through these three main social media; the face book, text messages and twitter (Ekechukwu, 2010).In fact it seems as if the traditional media primarily responsible for calling people into action for meeting and other social activities have been overtaken by the social media especially block text messages, face books and emails. From the above explanations, social mobilization could be defined simply as a means of inspiring people into action and engagement concerning social issues. The key for mobilization is to inspire and motivate individuals to go from the comfort of their homes to engage in development actions. The development of the internet has provided an alternative means for mobilizing the public. Social media allow organizers such as professionals, civil society and government who are recognized as key agents of social mobilization to involve like-minded people in a particular desirable activity at a very low cost, to action. Instead of attending meetings, workshops and rallies, un-committed individuals can join a Face book group or follow a Twitter feed at home (Dennis, 2010).

The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support email (Anderson, 2011). Most traditional communications media including telephone, music, film, and television are reshaped or redefined by the Internet, giving birth to new services such as Voice over Internet Protocol (VoIP) and Internet Protocol Television (IPTV). Newspaper, book and other print publishing are adapting to Web site technology, or are reshaped into blogging and web feeds. The Internet has enabled or accelerated new forms of human

interactions through instant messaging, internet forums and social networking (Addison, 2010). The World Wide Web brings the internet into the realm of mass communication and also enables the development of the Social media tools for audience engagement. Social media has been defined in various ways by different scholars; some of these definitions will now be highlighted. Weber (2009) defined social media as an online place where people with a common interest can gather to share thoughts, comments and opinions. Weber further described social media as a new world of unpaid media created by individuals and companies on the internet. According to Kaplan (2010), social media is an online technology tool that allows people to communicate easily utilizing the internet to share and discuss information. In this capacity, it allows users to create content, interact and collaborate in a user generated visual community. Heinlein (2010) defined social media as a group of internet-based applications that build on the ideological and technological foundations of web and that allow the creation and exchange of user-generated content. Other definitions see social media as elements of the new media that has the highest activity on the internet which use web-based technologies that transform and broadcast media monologues into social dialogues, support the democratization of knowledge and information while transforming people from content consumers to content producers (Marshall, 2012). Social media are also perceived as tools that help to reach people when, where and how they want to receive messages; it improves the availability of content and may influence satisfaction and trust in the messages delivered. Likewise, social media equally provide the opportunity to tap into personal networks and present information in multiple formats, spaces, and sources which helps to make messages more credible and effective. Additionally, many social media channels facilitate social engagement, viral sharing of information and trust. It is obvious that integrating social media into different communication campaigns and development activities will allow the government, civil society and other professionals to leverage social dynamics and networks to

encourage participation, conversation and community in all of which can help spread key messages and influence informed and positive decision making (Miller, 2009).

The most popular social networking sites is Facebook, which has over 750 million users. Social networking sites provide an immediate and personal way to deliver programme, products and information. The average user creates 90 pieces of content every month, and 50% of active users log on to the sites on any given day (Agu, 2011). Other popular sites include MySpace, Twitter, YouTube and Foursquare. There are also several niche social networking sites that target audiences or address different topics. In Nigeria, available data indicate that Facebook is the most popular network sites. The implication is that it will offer tremendous opportunity for social mobilization.

It is evident that the increasing levels of internet penetration and the pervasiveness of mobile devices and social networking services have led to the burgeoning of E-Health communication in Africa (Daniel, 2011). These include a wide range of platforms, comprising (i) networking sites such as Facebook, YouTube and LinkedIn, etc.; (ii) micro blogging platforms such as Twitter, Wikkis, and (iii) mobile messaging services such as instant messaging, SMS/MMS. Some of the interventions utilize single media platforms such as Twitter or Facebook, while others adopt multi-media platforms.

Extent Education can be Used as a Strategy for the Mobilization of Youths for Active Participation in Community Development Programmes.

Adult education programmes are skills acquisition oriented. The programmes are for self-reliance and borders on preparing her women for the challenges of the home and its environment. It is a strong tool for economic empowerment (Ogbene, 2006) .Adult education programmes sensitize women to accept Home Economics as a vocational subject aimed at helping people develop desirable social attitude and skills necessary for the world of work, resourcefulness and ability to adapt to life changing situations.

The prospects of adult education programmes cannot be overemphasized as the women have myriad job opportunities to choose from or become self-employed and employers of labour as a result of the skills they have learnt. Home-Economics education is a diversified area of study encompassing the things we do every day. It is a people oriented subject that moves with the rapidly changing world. It is also described as the only profession and body of knowledge, which focuses on the family as its core and nucleus and works predominantly as a preventive educative and developmental mode (Ogundele, 2010).

Adult education programmes determine the needs of individuals and families for food, clothing and shelter, seek the means of satisfying these needs, improving the goods and services used by families s that they will become responsible and effective members of the family and community through effective home making and gainful employment. Moreover, adult education programmes are capable of preparing youths for entering into various areas of Home- Economics occupations. This shows that adult education programmes contribute to manpower development by equipping individuals with reliable occupational skills, which leads to self reliance (Eze, 2011).In many parts of the world, various types of formal and non-formal approaches have been successfully employed to develop farmersô knowledge, skills and attitudes in the agrarian occupations.

The followings according to Osinem (2007) are considered as comprehensive programmes for vocational education in agriculture:

Informal Agricultural Education: This is based on observation, including listening, imitation and respective practice. The agencies here are the homes, private and commercial farms (Anderson, 2007). Sons and daughters of farming families accompany their fathers and mothers to farms. They observe all the operations/activities carried out and listened to reasons given why the operations are necessary. With time they try to imitate what they observed and through practice, actions are perfected. Also unskilled attendants hired by private or commercial farm operation accumulate skills and knowledge over time to a point of being proficient through the practice of what they saw the master do in crop or livestock production (Barnett, 2006).

Non-Formal Agricultural Education: This is traditionally known as agricultural extension. It is out-of-school system designed to help rural farm people satisfy their farm needs, interests and desires (Obibuaku, 2010). It is an aspect of adult education involving adult learners differing from formal classroom education because it prepares its clientele to tackle the problems of today and helps them to live here and now. It uses adult educators because of the adult clientele and runs along the line of felt needs and immediate farm interest of the people.

The term agricultural extension may in this light be seen as an element of agricultural education but dynamic in process, non-formal in nature and directed towards bringing about changes in what people know changes in how people react to situations and changes in what people can do with their resources. It conducts worthwhile and acceptable activities utilizing supporting programmes and certain teaching techniques and methodologies to promote the general livelihood of the people (Onwuka, 2012).

Community Education/Outreach Programmes: The target here are the community leaders and development agents through non-formal approaches. Community education is a key variable in raising consciousness, spreading understanding and providing skills by which development can occur. It is a means for arousing and mobilizing the dominant human resources of the community to improve socially, culturally, economically and politically (Osimen, 1998). Besides agricultural, leadership and vocational skill issues and contextual circumstances of the community environment could inform the items of the outreach programmes. Most importantly, they must be hinged on their expressed interest and needs for now.

Formal Agricultural Education: This is hierarchically structured and chronologically graded agricultural education system. The establishments of the first school of agriculture at Moore Plantation, Ibadan in 1914; the second School of Agriculture in Samaru in 1927 and the third School of Agriculture in Umudike in 1955 are significant milestones for the inception and development of formal agricultural education and training in Nigeria (Ojoko, 2010). As agriculture becomes more commercialized and production process more complex, more and better training institutions have been established. Today, formal training in agriculture is given at primary school level, vocational/farm institute level, secondary school level, intermediate technical and level and university level training.

Vocational education in agriculture is an integral part of the nation's public school education (general education) and contributes to the general objectives of educational sector of the society. It contributes to the development in students ability to think and study and the ability to solve problems efficiently, which requires skill in collecting and interpreting data. General education also aids in the development of desirable attitudes and interests and in the development of social sensitivity and resourcefulness of youths (Umechukwu, 2004).

For the purpose of brevity, the public education in agriculture in the society seeks:

- (a) To develop the learners as completely as possible. This enables the students to understand their capacities, limitations and abilities and their relationship to other persons, homes and society.
- (b) To promote personal group relationship with emphasis on home and family life as fundamental to the individuals' growth and to the public welfare. Individuals and groups living in a society are dependent upon the family for group interaction and relationships, and
- (c) To make individuals and groups responsive to the needs of other individuals and groups of communities of governments and of other desirable social agencies. Individuals in a society must be concerned with the welfare of others in the solution of their own problems.

However, apart from contributing to the objectives of all types of education existing in the polity, a comprehensive agricultural education programme (Phipps, 2012) should do the followings:

1. Assist the nation's citizens to develop the attitudes, understandings and abilities regarding agriculture necessary for their future welfare and the welfare of agriculture.
2. Develop appreciation of the country's rural heritage and its influence on our literature, art, drama and music.
3. Develop understanding of the influence of research on agriculture and on other aspects of our society, such as medicine, statistics and consumer products.
4. Develop understanding of the interrelationship of agriculture and other segments of society.
5. Develop understanding and appreciation of agriculture for a vocational and leisure interests.
6. Develop understanding of the influence of public policy on agriculture.

7. Assist and make meaningful for the students involved the special education programme in schools.
8. Promote creative activities of students.
9. Promote meaning and practical applications of the content of other subject matter areas, such as science.
10. Provide guidance regarding occupational opportunities in farm and off-farm occupations requiring knowledge and skills in agriculture.
11. Assist in improving the economic efficiency of agriculture and individuals in agriculture.
12. Promote balance and meaning in the total educational programme of the school and of individuals.
13. Develop understanding of the contributions of agriculture to society.
14. Assist present and prospective farmers in improving their efficiency in farming.
15. Assist present and prospective workers in off-farm agricultural jobs in improving their efficiency; and
16. Promote environmental quality.

Extent Dialogue can be Used as a Strategy for the Mobilization of Youths for Active Participation in Community Development Programmes .

Dialogue refers to a wide range of activities, from high-level negotiations to mediation to community attempts at reconciliation (Makoju, 2010). These processes of political dialogue are complementary and normally run in parallel. In this report political dialogue will be used in a flexible manner, but the parameters are that the dialogue must be political in nature and aimed at addressing threats in a society which can cause a lapse or relapse into violent conflict.

The objective of political dialogue is to achieve practical and peaceful solutions to problems. At a deeper level, the aim is to address conflict drivers and foster reconciliation, build a greater national consensus and social cohesion, and define a shared vision of the future. In many cases regular state institutions are not functioning properly because they have been compromised by political bias, corruption, and inefficiency (Nwosu, 2009). The role of political dialogue in such contexts is to strengthen the legitimacy of institutions by building consensus on and trust in their proper functioning. As a result, political dialogue in all its forms plays an indispensable role in efforts by national actors and the international community to respond to violent conflict and to build national vision in fragile contexts. It takes place among national actors at all levels of society; among international actors; and between the international community and national actors. The focus of the report is political dialogue within conflict-affected countries, but in the context of international support (Ogbuoka, 2005).

Political dialogue takes place in many forms; it is initiated and facilitated by a variety of actors; and takes place at various levels of society. Four main types of dialogue have been identified: (i) High-level or summit dialogues involving the top leadership of contending sections of the population (Agbasi, 2010). These dialogues are often initiated or mediated by the international community. These are high-risk events, with much at stake. (ii) Track two interventions by civil society organizations that provide discreet and relatively low-risk opportunities to explore options, and build trust and skill in the process of dialogue. (iii) Political

dialogue that takes place as an indispensable aspect of planning for peace building, state building and development. It is increasingly, but not yet sufficiently, understood that such planning has to be driven by political dialogue. (iv) Multi-level dialogue, where dialogue takes place at various levels of society in an effort to engage citizens in building sufficient national consensus on critical challenges. These four approaches are not mutually exclusive, rather complementary. Each type has its advantages and limitations (Okoye, 2009).

The International Dialogue on Peace building and State building (ID) is an initiative that connects countries experiencing conflict and fragility and international partners in a dialogue to jointly shape and guide international assistance to support peace building and state building (Oni, 2009). The International Dialogue aims to create a set of critical peace building and state building objectives as framework for (inter)national engagement, as well as an action plan containing key commitments on what countries experiencing conflict and fragility and international partners need to change in their focus, interventions and ways of working together to realize better results.

Political dialogue in all its forms is an indispensable instrument in the quest for peace and stability in the world of today. The importance of political dialogue has grown as the world went through a dramatic period of change in the nature of armed conflict and political crisis over the last two decades. In addition, intra-state conflict often results in a serious reduction in governance capability with harm done not only to the efficiency of public institutions, but also to their political legitimacy (Onyema, 2010).

While the main objectives with political dialogue are pursued through intra-country processes, they often take place in a context shaped by the engagement and support of the international community. The role of the international community in responding to intra-state violent conflict is, in fact, substantial. It provides a normative framework for the settlement of

disputes through the various protocols and human rights regimes of the United Nations and regional organizations. Moreover, it provides practical and logistic support to a wide spectrum of interventions aimed at restoring peace and returning order to a society. The United Nations, in partnership with regional and sub-regional actors, are increasingly called upon to mandate, manage and finance multi-dimensional peacekeeping (Sadik, 2009).

The overarching objective with political dialogue is to promote a political culture where inclusive dialogue is an integral part of conflict prevention, peace building and, for that matter, democratic governance processes. One of the key lessons that stand out from the analysis of current experiences is that the use of political dialogue is too sporadic and once-off in nature (Robinson, 2005).

Political dialogue is often just used as a tool during peacemaking processes or periods of dramatic instability. Its contribution to conflict prevention, post-conflict peace building and state building is undervalued. In fact, one of the reasons for the frequent failure of peace agreements may well be that post-conflict reconstruction and peace building is not sufficiently rooted in long-term, ongoing political dialogue (Schiefelben, 2012).

It has to be clarified, though, that political dialogue is not in opposition to institution-building. There is a concern that dialogue processes may undermine the task of strengthening state institutions if dialogue is facilitated by non-state actors or the international community in a manner that discredits or by-passes existing institutions. Well-functioning state institutions are increasingly seen as a necessary precondition for peace and stability (Umobong, 2007).

Challenges Associated with the Mobilization of Youths for Active Participation in Community Development Programmes.

Research has shown that there are challenges associated with the mobilization of youths for active participation in community development programmes. Some of them include: Political

problems, Manpower and competency, Training & re-training, Dearth of extension facilities and infrastructure, Funding, Education problems, Economic problems; and Resource constraints

(A) Political system: The greatest challenge for the mobilization of youths for active participation in Enugu State is the political system. The system has the following faulty features and it remains in that condition for long which leads to total decay of the whole system. The system is unstable, turbulent, selfish, corrupt, infested with chronic and deeply rooted with tribalism, nepotism, unpatriotic and sectionalism. In schools cultism and sexual harassment are prevalent (Uzoagulu, 2009). There are kidnapping in the Niger-delta region and presence of Boko Haram in the North-east (Sani, 2014). Misplacement of priorities example is placing more value to political office holders at the mercy of intellectualism, paying senators/house of reps members more than a professor who train citizens to be good.

Instability is a fresh syndrome which leads to non-continuation of programmes and projects started by predecessors due to different political parties or political rivalry no matter how important the project is to the citizens immaturity, weakness and even loose thereby allowing very few opportunist to determine priorities of the majority even if they were not in the same world together before election (Kalusam, 2013).

(B) Manpower and competency: Another prominent challenge for the mobilization of youths for active participation in Enugu State is the incompetency in the mobilization of youths for active participation in Enugu State. Public extension departments or units in most of the states and local governments in Nigeria are no longer employing graduates as extension workers with the complain that their pay is high, rather the agencies employ Diploma or High school certificates that have lower capacity to do the job. Moreover, they hardly cope with the challenges attached to the task which results in poor projects implementation due to low competency as a result of their haphazard training (Adubi, 2008).

C) Training & re-training: Another major challenge for the mobilization of youths for active participation in Enugu State is pre and post training of the baseline service providers (extension workers). In Nigerian context, this aspect is neglected at all levels except one undertaken by international development partners like UNICEF, UNDP, MDGs, and FAO. Moreover, majority of the extension personnel cannot perform a simple task of group formation, teaches a simple transplanting of seedlings, cannot counsel clients or even organize a simple demonstration of new innovation (Sani, 2015). This is directly associated with insufficient exposure to technical content and process during training. It is very prominent to note that extension personnel cannot facilitate community empowerment beyond their knowledge and skills, because nobody can give what he does not have. Research results indicate that the quality of extension worker makes a significant difference in community empowerment (Ball & Bass, 2010).

(D) Dearth of extension facilities and infrastructure: Infrastructure and facilities available for the mobilization of youths in community development in Nigeria is grossly inadequate. Laboratories, libraries, workshops, viewing centers and demonstration plots are in short supply and generally ill-equipped (Akinbile, 2006). Moreover, the training institutes and colleges expected to produce competent personnel for the task are also battling with overcrowded student-teacher ratio with results into producing half-baked graduates with no technical skills at all (Onu, 2006).

(E) Funding: Funding participation of youths in community development has been neglected by the concerned authorities through lack of adequate legislation that directly identifies who is responsible for what, the extension service was left in the Ministry of Agriculture at the state level with only a unit in Federal Ministry of Agriculture. In some instances, some state governments push the extension activities to local government's education and social services department. Moreover, private extension services are undertaken by some organizations in

Nigeria, but studies shows they link the services with advertisement of their products (seeds, fertilizer, drugs etc) and only those who show interest to buy benefit from the scheme (Osunde,2010).

Zoharah (2015) recommended funding of extension service to be included in the exclusive list of Nigerian budget; this will strengthen its significance in empowering the majority of the citizen especially those in the rural communities who are more in need of the services. Moreover, linkages between public and private agencies in funding extension work will open more opportunities for the beneficiaries and empowerment sustainability will be ensured.

F) Education Problems

Marginalization of female youths educationally contributes immensely to the inability of the community development workers, non-governmental organizations, voluntary agencies etc to mobilize them effectively for participation in community development. Female youths especially in developing countries constitute the majority in the population but have been noted to receive less education than males. Wagner (2010) asserted that UNESCO highlighted that there were an estimated 962 million illiterates in the world in 1990, 885 million in 1995 and an estimated 887 million in 2000, constituting 27% of the adult population in the developing countries. Of these illiterates, the majority are youths, in some countries accounting for up to two-thirds of adult illiteracy. This implies that illiteracy among youths is a common feature especially in developing countries of the world (Akukwe, 2008).

The ability of the rural youths to participate effectively in development oriented programmes is constrained by illiteracy and other factors such as excessive workload, problems of health, lack of social amenities, lack of time, teenage pregnancy, organizational problems, cultural patterns, customs and male attitudes (Omoruyi, 1999). Moreover, Hammond (2006) noted that female

youths' education in the Arab world is facing numerous obstacles and challenges. He also revealed that out of school youths constitute a majority, due to unfavorable attitudes towards the education of youths. Those unfavorable attitudes include: female youths education is seen as unimportant, men preferences, tradition of early marriage, particularly in rural areas.

Youths constitute more than half of Nigeria's total population of over 100 million. The majority of this population of youths lives in rural areas with little education. Several indicators including measures of literacy, school enrolment and years in school reveal that there is gender inequality in some part of the country. It is obvious from the foregoing that the majority of the youths are illiterates especially those in the rural areas. Generally, illiteracy pushes youths to poverty and denies those skills and knowledge needed for their effective mobilization to participate fully in development-oriented activities (UNICEF, 2008)

G) Economic Problems

In the area of economic power, female youths continue to lag far behind the men. The economic marginalization of youths is very clear in our society. Human capital assumes that salaries are a good measure of productivity. But in our society, there is evidence that women are given lower salaries than men. Stromquist (2002) revealed that female youths earn less because they are in fields that are less important and thus less well remunerated, but this is itself a reflection of societal values that discriminate against youths work.

The poor especially poor youths are generally excluded from formal finance both as borrowers and savers (Utomi, 2011). Youths lack credit facilities which affect them adversely. Amuche (2011) observed that female youths are less likely to own collateral, such as land that can be used to secure a bank loan.

Most youths in formal employment are in low-paying cadres and are employed as nurses, clerks, cleaners, messengers etc. (Enemu, 2011). Nigerian young girls all over the world and

especially in most parts of the developing countries continue to face various forms of discrimination which limit their potential on a basis of equality with men. Bucknor (2011) noted that women still lack easy access to loans, shares in companies or credit. This implies that youths lack access to credit facilities for establishing or expanding business. The economic marginalization of women is very obvious in the area of business.

The socioeconomic problems that constrain Nigeria's agriculture include scarcity and high cost of improved farm inputs, inefficient marketing arrangements characterized by high marketing margins, lack of grades and standards, and lack of legally enforceable ownership and control rights over land which serves as a disincentive to investing in agriculture and which arises from the lack of an appropriate land tenure system (Umar, 2005). Other socioeconomic factors are: inadequate extension services and credit facilities; low rate of growth in international demand for primary export commodities arising largely from competition with synthetic products; low income elasticity of demand; and increasing food deficit and high dependence on food import arising from the disequilibria in national agricultural resource base, a largely traditional agricultural production system, and some domestic population dynamics (Enemu, 2011).

(H) Resource Constraints

A major problem of agricultural labor supply arises from the increasing migration of able-bodied youths from rural to urban areas (Dawodu, 2011). The consequences of the massive migration of youths are seasonal labor shortage, especially at the peak periods of labor demand (during land preparation, planting, weeding, and harvesting). There is also the problem of low agricultural labor productivity. There is an increasing population pressure on land as well as a declining quality of land. Rate of land improvement is low because of the low rate of capital investment by the predominantly traditional farmers (Olinga, 2002).

Theoretical Framework

The following are the carefully selected theories: Participation theory and Social movement theory were reviewed.

Participation Theory

Participatory theory was propounded by Goethe, Schiller, Herger and Rudolf Steiner in 1970 (Eziyi, 2009). The theory states that massive participation of people is an essential factor in community development process. Participatory theory buttresses the fact that anybody who is directly or indirectly affected by a particular decision or activity has the right in making decision or carrying out the activity. This theory emphasizes that everybody must be involved in the community development programmes as long as they are in that particular community.

Participatory theory in community development can be approached in many ways. A citizen participates in community development when he/she contributes meaningfully towards the development of the community and obeys the laws of the land. This means that active involvement of all citizens (men, women, and youths) in the community, irrespective of age, nature of citizenship, socio-economic status, political affiliation, religion, level of education, etc in planning and implementing programs and projects that are of benefit to the people.

Participation involves a process of mobilizing people to manage resources and make decisions that affect their lives. In the context of development, community participation refers to an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project profits. Participatory theory therefore will be relevant to the present study; this is because the theory emphasizes mass participation of the people in day to day affairs of their community. The theory also emphasizes that anybody who is a member of an organization must be deeply involved when decision concerning the organization are being discussed.

Social movement Theory

Social movement theory was propounded by Goethe, Schiller, Herger and Rudolf Steiner in 1970. Social movement theory is based on the idea of individuals forming networks and focuses on the reasons for the creation of these networks as well as on the means of mobilizing previously uninvolved individuals. Some of the objectives of Social movement theory include: achieving economy of size, improving bargaining power when dealing with other business, purchasing in bulk to achieve lower prices and obtaining products and services otherwise unavailable (Adedayo&Yusuf 2004). Social movement theory are seen as a medium through which services like provision of farm input, farm implements, farm mechanization, agricultural loans, agricultural extension, members education, marketing of members farm produce and other economic activities and services are rendered to members (Akinwumi, 2006; Bhayan, 2007).

Therefore, relating this theory to this work, social movement theory encourages members to engage in joint cultivation of food and cash crops, purchase farm inputs at subsidized prices and create better producers' price for their farm products (Poulton, 2006). In view of the low financial capacity and high level of under-development, an individual farmer cannot achieve the desires for large-scale production. It is therefore in the farmers' interest that resources are pulled together so as to gain a tremendous collective advantage and thus widening the industrial base of the economy and the management techniques. It can equally serve as a strong, vibrant and viable economic alternative. Social movement theory is based on the powerful idea that togetherness of people can achieve goals that none of them can achieve individually. It has been considered as a third force, an alternative and countervailing power to both big business and government.

Review of the related Empirical Studies

The empirical studies were reviewed as shown below.

Workshop as a Mobilization Strategy for Active Participation of Youths in Community Development Programmes in AbiaState.

Ugwuzor (1999) carried out a survey study on Workshop as a Mobilization Strategy for active Participation of Youths in Community Development Programmes in AbiaState. The major purpose of the study was to find out the various mobilization strategies for active participation of youths in community development programmes in AbiaState. Descriptive survey design was used for the study. Population of the study was 1,500 youths. Questionnaire was used to elicit information from the respondents. Stratified sampling technique was used to select 250 respondents used as sample. A 21- item questionnaire was used for data collection. Whereas the analysis was done using percentage and mean rating.

The major findings of the study revealed that a successful workshop programmes must contribute to the growth and development of the competencies and activation of employees at all levels. Mobilization affects attitude formation in a way that the employees attitude is shaped with a view to getting their support and partnership in the enterprise. It is recommended that workshop leaders should strengthen the effectiveness of their presentations through careful planning, organization and presentation practice. This will help to instill in the youths the necessary knowledge of the entrepreneurship skills which bring about their entrepreneurship practices for self-employment. The present study is related to this study in that both studies focused on the mobilization of human resources. But the two studies differ because Ugwuzor's study was on workshop as a mobilization strategy for active participation of youths in community development programmes. Ugwuzor's study was in Adamawa State while the present study is in Enugu State. Still another difference is that Ugwuzor's study was based on how to mobilize men and women, old and young for community development while the present

study is based on mobilization strategies for active participation of youths in community development programmes in Enugu State.

Internet and Social Media as a tool for the effective Mobilization of Youths for Active Participation in Community Development Programmes.

Eze (2009) conducted a study on Internet and Social Media as a tool for the effective Mobilization of youths for Active Participation in Community Development Programmes in Lagos State. The main purpose of the study was to investigate internet and social media in the mobilization of youths for active participation in community development programmes in Lagos. The population of the study comprised of 4880 adult men and women from the four communities. Proportionate stratified random sampling technique was used to draw 10% of the population (488) as the sample of the study. Questionnaire was also used to elicit information from the respondents. The findings of the study revealed that the internet offers a great platform to reach millions of Nigerians with amazing targeting possibilities including age, gender, interest and behavioral targeting. It has been recommended that the use of social media such as Face book, YouTube, Twitter, Blogs and other social media tools as a new means to disseminate messages and engage the audience in participatory communication should create a new dimension in social mobilization making it easier to organize and disseminate ideas. The present study is related to Eze's study in that both studies focused on the mobilization of youths for active participation in community development programmes. But the two studies differ because Eze's study was on internet and social media in the mobilization of youths for active participation in community development programmes while the present study is on mobilization strategies for active participation of youths in community development programmes in Enugu state.

Education as a Strategy for Empowering Women for Sustainable Development in Uturu, Abia State

Obicheta (2007) conducted a research work on Education as a Strategy for Empowering Women for Sustainable Development. The main purpose of the study was to investigate education as a strategy for empowering women for Sustainable Development. Descriptive survey design was used for the study. The population comprised of 752 adults. Stratified sampling technique was used to select 250 respondents used as sample. Data was collected with the aid of structured questionnaire from 960 randomly selected respondents in the study area and analyzed using descriptive statistics. The main instrument for data collection was structured questionnaire. In the study, the findings revealed that a large number of the respondents were mostly males. Many of the respondents were single and their age range fell between the ages of 21-30 years. The findings also showed that there is insufficient funding for the existing literacy education centers. Youth education and empowerment is necessary for sustainable development. Youth education will increase future development of the community and nation in general. The findings also revealed that Education is a means of increasing knowledge and problem solving ability. It is recommended that Federal government should provide free education in order for people to participate and know the positive implications of active participation in community development through mobilization.

The two studies differ in that Obicheta's own view is on educational strategy for the empowerment of women for sustainable development, while the present study is on the mobilization of youths for active participation in community development. The study is different from the present study in that it talked about Education as a strategy for empowering women for Sustainable Development in Uturu, Abia State; while the present study is on

mobilization strategies for active participation of youths in community development programmes in Enugu State. The study is related to the present study in that both relate to human resources and development in the community.

Assessment of the Impact of Dialogue for the Mobilization of Youths for Active Participation in Community Development in Idah Local Government of Kogi State.

Obaje (2007) carried out a study titled 'Assessment of the Impact of Dialogue for the Mobilization of Youths for Active Participation in Community Development Programmes in Idah Local Government of Kogi State'. The main purpose was to investigate needs for the mobilization of youths for active participation in community development programmes in Idah Local Government of Kogi State. The population was 600 people. The research used simple sampling techniques to draw the sample from the overall population. The population used in the research was 600 and the sample size was 300. The instrument used for the study was 15 items questionnaire. The results were analyzed using mean and standard deviation. The findings revealed that a successful community development programme must contribute to the growth and development of the competencies and activation of employees at all levels. Mobilization affects attitude formation in a way that the employees' attitude is shaped with a view to getting their support and partnership in the enterprise. It was recommended that community members should use dialogue to settle conflicts and strengthen workforce and institutions. Therefore, calls for commitment to investing on working people as the foundation for sustainable development within a framework of well aligned national institutions and policies. Also, dialogue should be utilized to instill in the youths the necessary knowledge of the entrepreneurship skills which bring about their entrepreneurship practices for self-employment. This is done in order to enhance capacity building among the youths. The two works differ in

population and sample used. The present study is on mobilization strategies for active participation of youths in community development programmes in Enugu state. And the latter is on the Assessment of the Impact of Dialogue for the Mobilization of Youths for Active Participation in Community Development Programmes in Idah Local Government of Kogi State. Both studies are related because they are centered on the mobilization of youths for active participation in community development programmes.

Problem Associated with the Mobilization of Youths for Active Participation in Community Development Programmes in Rivers State.

Enwerem (2008) carried out a study titled Problem Associated with the Mobilization of Youths for Active Participation in Community Development Programmes in Rivers State. The major purpose is to ascertain the problem associated with the mobilization of youths for active participation in community development programmes. Descriptive survey design was adopted and used for the study. The population of the study consists of 138 people. The researcher used simple random sampling technique. Questionnaire was used for data collection, while simple percentages were used by the researcher to analyze the research questions. Some major findings were as follows. It was found that chieftaincy conflict topped the list. It was followed by misappropriation of funds. Also conflicts affect peace and unity; it was found that major effect was that it revived old hostilities and animosities in the community. It also led to mistrust and rancor. Conflict affected education; it was found that infrastructural development is slow, poor and worse. There are no plans for improvement. It is recommended that government should encourage popular participation to carry everybody along in community development project. This study is related to the present study because both studies are emphasizing conflict and community development, the difference between the two studies is that the former centered on

the problem associated with the mobilization of youths for active participation in community development programmes in Rivers, while the latter emphasizes themobilization strategies for active participation of youths in community development programmes in Enugu State.

Summary of Literature Review

The literature reviewed discussed theConcepts of Mobilization strategy, youths, participation, community development, community development programme as well as internet and social media in mobilization of youths for active participation in community development programmes. On the side of Mobilization strategy, itis all the efforts and means legitimately employed to encourage, ginger and get people ready to take action aimed at achieving the goals and aspirations of the individuals or society.

Also, the Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support email. Social media is an online place where people with a common interest can gather to share thoughts, comments and opinions.

Moreover, dialogue refers to a wide range of activities, from high-level negotiations to mediation to community attempts at reconciliation.Mobilization assist the development of sustainable financial institutions geared to better serving the needs of medium, small, and micro enterprises including sound and efficient banking systems and capital markets among youths. On the side of education, it can mobilize youths for active participation in community development programmes.Entrepreneurship skills acquired through training can assist in the eradication of extreme hunger from the young people, leading to selfreliant activities and development.

Furthermore, in terms of challenges associated with the mobilization of youths for active participation in community development programmes, the system is unstable, turbulent, selfish, corrupt, infested with chronic and deeply rooted with tribalism, nepotism, unpatriotic and sectionalism. Theories relevant to this study were Participation Theory and Social movement Theory. The reviewed empirical studies were of great relevance to the present study on the mobilization of youths for effective participation in community development programmes in Enugu State.

CHAPTER THREE

METHODOLOGY

This chapter discussed the research method that will be used in carrying out this Study. The discussion was done under the following sub-headings: Design of the Study, Area of the

Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Procedure for Data Collection and Method of Data Analysis.

Design of the Study

The researcher used descriptive survey research design in carrying out this study. Nworgu (2006) stated that descriptive survey research design is the type of research design in which a group of people or items are studied by collecting and analyzing data from a sample considered to be representative of the entire group. The design is considered appropriate for this study because the study seeks to elicit information from themobilization strategies for active participation of youths in community development programme in Enugu State.

Area of the Study

The study was carried out in Enugu State. Geographically, Enugu State is located in the South - East zone of Nigeria with its capital territory situated in Enugu. It borders with Abia State and Imo State on the South, Ebonyi State on the East, Benue State on the North ĩ East, Kogi State on North- West and Anambra State on the West. Enugu State is made up of seventeen Local Government Area : Namely, Aninri, Awgu, Enugu East, Enugu North, Enugu South, Ezeagu, Igbo ĩ Etiti, Igbo- Eze North , Igbo-Eze South, Isiuzo, Nkanuĭ East, Nkanu-West, Nsukka, Oji ĩ River, Udenu, Udi and Uzouwani. The major occupation of the people of Enugu State is farming. The people of this area have common characteristics which include common beliefs, values, norms, and traditional ceremonies. The choice of Enugu State is justified by recent increase in crimes and violence experienced in the state. Also, the observed skill deficit of youths in Enugu state is considered to be a constraint to economic growth and a contributing factor to

incidence of youth unemployment that has resulted in crime and abject poverty in the state. Thus, there is need for the mobilization of youth for active participation in community development programmes. As youths get involved in community development programmes, it will enable them to acquire relevant skills, develop their hidden potentials and empower them to be self-reliant.

Population of the Study

The population of this study is 5,200 male and female members of thirteen 13 registered youth organizations, drawn from the two local government areas, in Enugu State. (Appendix A Page 144).

The choice of this population is justified by the fact that it is this category of people that are part and parcel of the target group; (the youths), are in good position to give acceptable responses that will mobilize them (youths) for active participation in community development programmes.

Sample and Sampling Technique

The sample for the study is made up of 520 male and female youths drawn from two Local Government Areas of Enugu State. Purposive random sampling technique will be used to draw the sample size. A proportion of 10% of the total population of these youths will be used as sample size for the study. This implies that all the youths from the registered youth organizations in each of the two Local Government Areas in Enugu State had the chance of being selected. The choice of 10% is based on the assertion made by Nwafor (2010) that if the population is in a few thousands, a proportion of 10% will be enough (Appendix B pages 145)

Instrument for Data Collection

The instrument for data collection is structured questionnaire titled "Mobilization Strategies for Active Participation of Youths in Community Development Programmes in Enugu State." (MSAPYCDPQ). The instrument is structured along a four point scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Very Low Extent (VLE) = 2 points and Low Extent (LE) = 1 point. Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point for research questions.

The instrument is of two sections: Section A elicited information from the personal data of the respondents. While Section B is arranged in five clusters A, B, C, D and E, which represent the six research questions that guide the study. Cluster A addressed research question 1, cluster B addressed research question 2, cluster C addressed research question 3, cluster D addressed research question 4. Cluster E addressed research question 5. The instruments contained 26 items. (appendix C page 146).

Validation of the Instrument

For the purpose of determining the validity of the instrument prior to the administration to the target respondents, face validation was adopted. The draft of the questionnaire was given to three experts in research methods for validation, two from the Department of Adult Education and Extra-Mural Studies and one from the Department of Measurement and Evaluation Unit of Department of Science Education, all from the University of Nigeria, Nsukka. These experts were requested to study the items in the questionnaire and assess the suitability of the questionnaire in terms of language, adequacy and relevance to addressing the research questions, in cognizance of the purpose of the study. These experts made corrections on the wrong use of grammar by the researcher, erroneous use of tenses, some items in the cluster not addressing the

specific purposes of the study and research questions. Their corrections and comments were used to modify the instrument.

Reliability of Instrument

The reliability of the instrument was ascertained through trial test. 30 copies of the instrument were administered on thirty youths in Enugu- Ezike, which is outside the study area. The choice of this location is because; they possess similar characteristics. Cronbach alpha estimate was used to test the internal consistency of the questionnaire items. Cronbach alpha was chosen because the instrument is non- dichotomously scored. The reliability co-efficient obtained for clusters Aï E were 0.83, 0.77, 0.89, 0.84, 0.85 respectively, while the grand reliability coefficient of the instrument was 0.89. This is an indication that the instrument is highly reliable (Appendix D Page 183).

Procedure for Data Collection

The researcher made use of two research assistants to assist in distributing the instrument to the respondents. The research assistants were briefed on the modalities for administering the instrument to the respondents. The registered youth organizations have their monthly meetings each month. In view of this, the researcher and the assistants will administer 383 copies of research questionnaire to the respondents on their various meeting days. The instrument will be distributed and collected immediately to avoid bias in responding to the instrument. Those that cannot complete theirs immediately, arrangement will be made to collect them after two days as agreed by the researcher and the respondents. Copies of the questionnaires were collected back immediately from the respondents after filling. None of the copies was invalid. Therefore, analysis of the data collected was based on 383.

Method of Data Analysis

Frequency and simple percentage will be used in analyzing the data on personal data of the respondents, while the research questions and hypotheses will be analyzed using mean and standard deviation. The decision rule will be based on the criterion mean of 2.5. The mean of each item was obtained by dividing the total score by the total number of respondents. A mean score of 2.5 and above was adopted as the cut off point or agreement level, while any item with a mean score below 2.5 was considered low or not accepted. The five null hypotheses will be tested at 0.05 level of significance using t- test statistics.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The analysis of the data collected from the respondents was presented in this chapter. The presentation was arranged in tables using the methodology already specified in chapter three.

Research Question 1: To what extent can workshop be used as a strategy for the mobilization youths for active participation in community development programmes?

Table 1: Mean and standard deviation responses showing the extent workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes

S/N	Items statement	Mean	SD	Remark
1	Workshop helps in the medical empowerment of rural youths.	3.69	0.47	A
2	Workshop enlightens youths on environmental sanitation practices.	1.98	0.37	A
3	Workshop makes the youths to be aware of how to use prescribed drugs.	3.31	1.01	A
4	Workshop helps many rural youths to treat their health problems.	3.90	0.34	A
5	Workshop enables youths to determine the number of	3.42	0.64	A

	children to bear with their husbands.			
6	Workshop assists in the provision of improved seeds enhances youths participation in agriculture for community development.	3.63	0.62	A
	Total mean	3.32	0.69	A

NB: A= Agree; SD= disagree; SD= Standard Deviation

Table 1 above reveals that mean ratings of the extent workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes were above 2.5 benchmark except item 2. This means that the following are showing the extent workshop can be used as a strategy for mobilization of youths for active participation in community development programmes: Workshop helps in the medical empowerment of rural youths, workshop enlightens youths on environmental sanitation practices, workshop makes the youths to be aware of how to use prescribed drugs, workshop helps enables many rural youths to treat their health problems, workshop enables youths to determine the number of children to bear with their husbands, workshop assists in the provision of improved seeds and enhances youths participation in agriculture for community development.

Research Question 2: To what extent can internet and social media be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State?

Table 2: Mean and Standard deviation ratings of the extent internet and social media can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State.

S/N	Items statement	Mean	SD	Remark
7	Internet and social media help youths to interact and communicate on issues such as health care and civic education.	3.78	0.57	A
8	Through Internet and social media youths can bring the world to their door step which helps in community development.	3.48	0.52	A
9	Internet and social media help youths to identify the target audience which will bring about community development.	3.27	1.09	A
10	Internet and social media help youths to build capabilities for strong relationship and partnership. leading to community development.	2.72	0.70	A
11	Internet and social media help youths to engage in business transactions such as buying and selling of products.	2.93	0.88	A
12	Internet and social media help the youths for agro-based industries in the adoption of more Farm Technologies for maximum productivity.	3.01	0.99	A
13	Internet and social media educate people on hair plaiting and sewing.	1.87	0.97	D
	Total Mean	3.00	0.82	A

NB: VHE= Very High Extent , HE= High extent, ME = Moderate extent, LE = Low extent
= Standard Deviation

Table 2 above reveals that mean ratings of the extent internet and social media can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State were above 2.5 benchmark except item 13. This means that the

following are the extent internet and social media can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State: Internet and social media help youths to interact and communicate on issues such as health care and civic education, through internet and social media youths can bring the world to their door step which helps in community development, internet and social media help youths to identify the target audience which will bring about community development, internet and social media help youths to identify the target audience which will bring about community development, internet and social media help youths to build capabilities for strong relationship and partnership leading to community development, internet and social media help youths to engage in business transactions such as buying and selling of products However, they disagree that internet and social media educate people on hair plaiting and sewing.

Research Question 3: To what extent can education be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State?

Table 3: Mean and standard deviation ratings on the extent education can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State.

S/N	Items statement	Mean	SD	Remark
14	Education assists youths to understand their rights and duties as citizens of a democratic country.	3.21	0.78	A
15	Education is a medium which helps the youths to release their potentialities for community development.	3.00	0.54	A
16	Education promotes youth's competitiveness and help in decision making for effective participation in community development.	3.69	0.49	A
17	Education helps the youths to set their goals and strive to achieve them which lead to community development.	3.41	0.84	A
18	Education is essential and necessary in helping youths to choose the right paths in life which leads to community development.	3.76	0.47	A
19	Extension programme promotes rural poverty alleviation among the youths	3.59	0.64	A
20	Education assists the rural youths to enhance their livelihoods	3.43	0.51	A

21	Education assists youth to select good species of crops for high productivity.	3.56	0.63	A
	Total Mean	3.46	0.61	A

**NB:VHE = Very High Extent , HE= High extent, ME = Moderate extent,LE = Low extent
= Standard Deviation**

Table 3 above reveals that mean ratings of the extent education can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State were above 2.5 benchmark. This means that the following are the extent education can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State: Education assists youths to understand their rights and duties as citizens of a democratic country, education is a medium which helps the youths to release their potentialities for community development, education promotes youth's competitiveness and help in decision making for effective participation in community development, education helps the youths to set their goals and strive to archive them which lead to community development, extension programme promotes rural poverty alleviation among the youths, education assists the rural youths to enhance their livelihoods, education assists youth to select good species of crops for high productivity.

Research Question 4: To what extent can dialogue be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State?

Table 4: Mean and standard deviation ratings of the extent dialogue can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State.

S/N	Items statement	Mean	SD	Remark
22	Dialogue helps youths to sharpen their critical thinking and communications for active participation in community development	3.92	0.29	A
23	Dialogue increases the interest of the youths about the constitution and reforms, and increases their interest on how public policy affects their daily lives for active participation in community development.	3.08	1.03	A
24	Dialogue helps youths to work as leaders in their various communities groups thereby encouraging active participation in community development programmes.	1.85	0.97	D
25	Dialogue gives youths sense of belonging in the communities by allowing them to air their view for active participation in community development.	3.07	0.96	A
26	Dialogue helps youths to understand the importance of participation in community development programmes which leads to community development.	3.72	0.45	A

27	Dialogue helps youths to ensure peace and unity in the community.	3.79	0.41	A
	Total Mean	3.24	0.69	A

NB: VHE= Very High Extent, HE= High extent, ME = Moderate extent,LE = Low extent = Standard Deviation

Table 4 above shows that mean ratings of the extent dialogue can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State were above 2.5 benchmark, except in item 24. This means that the following are the of the extent dialogue can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State: Dialogue helps youths to sharpen their critical thinking and communications for active participation in community development, dialogue helps youths to sharpen their critical thinking and communications for active participation in community development, dialogue helps youths to work as leaders in their various communities groups thereby encouraging active participation in community development programmes, dialogue gives youths sense of belonging in the communities by allowing them to air their view for active participation in community development, dialogue helps youths to understand the importance of participation in community development programmes which leads to community development.

However, they disagree that dialogue helps youths to work as leaders in their various communities groups thereby encouraging active participation in community development programmes.

Research Question 5: What are the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State?

Table 5: Mean and standard deviation ratings of the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State.

S/N	Items statement	Mean	SD	Remark
28	There is always inadequate Funding.	3.29	1.03	A
29	Poor Communication.	3.93	0.26	A
30	Inadequate markets for sale of agricultural commodities.	3.72	0.45	A
31	Inadequate trained personnel.	3.64	0.61	A
	TOTAL MEAN	3.65	0.59	A

NB: A= Agree; SD= disagree; SD= Standard Deviation

Table 5 above shows that mean ratings of the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State were above 2.5benchmark. This means that the following are the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu

State include: There is always inadequate funding, inadequate markets for sale of agricultural commodities and inadequate trained personnel.

Hypothesis 1: There is no significant difference in the mean ratings of urban and rural youths of Enugu State on the extent workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State.

Table 6: t-test of Independent Showing Mean and Standard Deviation Ratings of ratings of urban and rural youths of Enugu State on the extent workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State.

Grouping		N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Decision
Overall	urban	349	3.28	.38	-0.98	518	0.42	NS
	Rural	171	3.26	.39				

NB: NS= Not Significant; t= t-test calculated; df= Degree of Freedom; and N= Number of Respondents

Table 6 above shows t-score (-0.98) with associate probability of 0.42 being greater than the level of significance of 0.05. Therefore the null hypothesis was upheld. Hence, there is no significant difference in the mean ratings of the extent workshop can be used as a strategy for the mobilization youths for active participation in community development programmes in Enugu State.

Hypothesis 2: There is no significant difference in the mean ratings of urban and rural youths of Enugu state on the extent education can be used as a strategy for mobilization of youths for active participation in community development programmes in Enugu State.

Table 7: t-test of Independent Showing Mean and Standard Deviation Ratings of urban and rural youths of Enugu state on the extent education can be used as a strategy for the mobilization youths for active participation in community development programmes in Enugu State.

	Grouping	N	Mean	Std. Deviation	T	Df	Sig. (2- tailed)	Decision
Overall	urban	349	3.45	0.35	-0.96	518	0.34	NS
	Rural	171	3.48	0.35				

NB: NS= Not Significant; t= t-test calculated; df= Degree of Freedom; and N= Number of Respondents

Table 7 above shows t-score (-0.96) with associate probability of 0.34 being greater than the level of significance of 0.05. Therefore the null hypothesis was upheld. Hence, there is no significant difference in the mean ratings of urban and rural youths on the extent education can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State.

Summary of the Findings of the Study

Below are the summary of the findings of the study.

1. The extent workshop can be used as a strategy for the mobilization of youths for active participation in community development programmes are: Workshop helps in the medical empowerment of rural youths, workshop enlightens youths on environmental sanitation practices, workshop makes the youths to be aware of how to use prescribed drugs, workshop helps many rural youths to treat their health problems, workshop enables youths to determine the number of children to bear with their husbands, workshop assists in the provision of improved seeds, enhances youths participation in agriculture for community development
2. The extent internet and social media can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State are: Internet and social media help youths to interact and communicate on issues such as health care and civic education, through internet and social media youths can bring the world to their door step which helps in community development, internet and social media help youths to identify the target audience which will bring about community development, internet and social media help youths to build capabilities for strong relationship and partnership leading to community development, internet and social media help youths to build capabilities for strong relationship and partnership leading to community development, internet and social media help youths to engage in business.
3. The extent education can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State are: Education assists youths to understand their rights and duties as citizens of a democratic country, education is a medium which helps the youths to release their potentialities for community development, education

promotes youth's competitiveness and help in decision making for effective participation in community development, education helps the youths to set their goals and strive to achieve them which lead to community development, extension programme promotes rural poverty alleviation among the youths, education assists the rural youths to enhance their livelihoods, education assists youth to select good species of crops for high productivity.

4. The extent dialogue can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State are: Dialogue helps youths to sharpen their critical thinking and communications for active participation in community development, dialogue helps youths to sharpen their critical thinking and communications for active participation in community development, dialogue helps youths to work as leaders in their various communities groups thereby encouraging active participation in community development programmes, dialogue gives youths sense of belonging in the communities by allowing them to air their view for active participation in community development, dialogue helps youths to understand the importance of participation in community development programmes which leads to community development,
However, they disagree dialogue helps youths to work as leaders in their various communities groups thereby encouraging active participation in community development programmes.
5. The challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State include: inadequate funding, inadequate markets for sale of agricultural commodities, inadequate trained personnel.
6. There is no significant difference in the mean ratings of urban and rural youths of Enugu State on the extent workshop can be used as a strategy for the mobilization youths for active participation in community development programmes in Enugu State.

7. There is no significant difference in the mean ratings of urban and rural youths of Enugu state on the extent education can be used as a strategy for the mobilization of youths for active participation in community development programmes in Enugu State.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the discussion of findings, conclusion, implications of the study, recommendations, limitations of the study and suggestions for further studies.

Discussion of the Findings

The discussion of findings was done under the following subheadings: extent workshop can be used as a strategy for the mobilization youths for active participation in community development programmes, extent internet and social media can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State, extent education can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State, extent dialogue can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State and the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State.

Extent Workshop Can Be Used as a Strategy for the Mobilization Youths For Active Participation in Community Development Programmes

A workshop is an informative or instructional class focused on teaching specialized skills or exploring a particular subject. Workshop presenters are usually educators, subject matter experts, managers or other leaders who possess knowledge of a particular subject or mastery of specific skills (Akande,2010). Workshops may be only one or two hours in length or extend across weeks of time. To prepare a workshop, a presenter must first identify the core objective of the program, as well as the needs of the participants.

Workshop leaders can strengthen the effectiveness of their presentations through careful planning, organization and presentation practice. Workshops are important within school environments to promote wellbeing and happiness of the youths, but also for raising awareness within the community in general. Teaching workshops can help students learn to collaborate and communicate and, in addition to the content of the class, the group process itself becomes a learning tool. Workshop encourages active participation and allow for problem solving and/or skill acquisition. Involve the group in all phases of the workshop. Invite questions, group discussion, and debate. Encourage the students to learn from each other – if a problem is presented, allow the class to offer their solutions rather than giving them the answer. Workshop provides relevant and practical information. Although active participation and interaction are essential to a successful workshop, students must also feel that they have learned something. Begin class with a mini-lecture, setting the tone for the activities, covering the required knowledge, and ensuring a common ground for all students.

Nwadiuto (2011) stated that the focus of workshop on public health interventions is to prevent and manage diseases, injuries and other health conditions through surveillance of cases and the promotion of healthy behavior, communities, and (in aspects relevant to human health) environments. Its aim is to prevent health problems from happening or re-occurring by implementing educational programs, developing policies, administering services and conducting research. In many cases, treating a disease or controlling a pathogen can be vital to preventing it in others, such as during an outbreak. Vaccination programs and distribution of condoms to prevent the spread of communicable diseases are examples of common preventive public health measures, as are educational campaigns to promote vaccination and the use of condoms (including overcoming resistance to such)

Extent Internet and Social Media Can Be Used as a Mobilization Strategy for Active Participation of Youths In Community Development Programmes

Kaplan (2010) defined social media as a group of internet based applications that build on the ideological and technological foundations of web which allow the creation and exchange of user generated content. They refer to the internet-based social websites like the Face book, MySpace, Twitter, etc. which allow users to interactively communicate with one another. Social media can also refer to those web-based and mobile-based technologies which are used to turn communication into interactive dialogue between organizations, communities and individuals. The media allow users to meet friends, exchange ideas, images, audios, videos and most importantly stay connected. Since their invention, they have become increasingly popular in different countries across the globe.

Students do not always have media literacy skills that can help them to effectively analyze, understand, and evaluate new forms of information and make smart decisions about its quality and uses (Rowland, 2010). The use of social media has become comprehensive and currently, the most popular social media platforms are Facebook, Twitter, MySpace, LinkedIn and Google +, Skype and smart phones. Facebook user profiles allow the user to communicate information with one another and allow users to build and maintain relationships and encourage others to be a part of a community among students of colleges on online social websites which have become popular. In the last few years social media are used to connect with higher education students is increasingly responded (Wartman, 2009). This in turn put pressure on members of faculty to use social networking within the classrooms and outside the classrooms to connect with students. There are many advantages for universities and

colleges by connecting with students through the social media. In Twitter, social relations were increased among students. It is used to increase thinking and building of communication.

Mohd (2012) commented that social media exist so as to provide communication among people regardless of the distance, making it open to people to easily share information, create files and pictures make videos, create blogs, send messages, and conduct real-time conversations. These systems are referred to as social, simply because they allow communication with buddies and co-workers so easily and effectively. It is worth calling on your attention to remember that social network sites are part of social media as explained in the chapter one and social network sites being an area of interest to this study also have special definitions attributed to the concept. In line with that, Boyd and Ellison (2007), defined social media as an online service for users to create a public or semi-public profile, build a network with other users with whom they share a common link, and navigate other users' profiles and networks. With the Social media, we have communities and groups of people with shared interests who stay more 'connected'. There is no doubt that social medium such as Face book has a great ability to instantaneously spread messages to the masses, unrestricted by time and space. In support of the above point, Lenhart (2010) emphasized that social media and internet have been linked to increasing career development. Social media offer diverse networking opportunities, all of which can enhance career development. These opportunities are made possible through several unique features of social media. First, its focus on user-generated content encourages scholarly inquiry and dialog among users. Second, its easy access through the internet allows users to participate in events around the world. Social media can also be beneficial when it comes to specific areas of academics. For example, the medical field uses social media for assignments, interacting with other medical students, etc. Social media

websites and applications are online environments where users contribute, retrieve, and explore content primarily generated by fellow users. Social media tools have the potential to build on the interactivity of e-learning with additional features that are more learner-generated, collaborative, and engaging.

Extent Education can Be Used as a Mobilization Strategy for Active Participation of Youths in Community Development Programmes

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research (Okafor, 2012). Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education began in the earliest prehistory, as adults trained the young of their society in the knowledge and skills they would need to master and eventually pass on. In pre-literate societies this was achieved orally and through imitation. Story-telling continued from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed.

Moreover, Ikedi (2012) stated that education is often understood to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all. Learners can also be motivated by their interest in the subject area or specific skill they are trying to learn. Learner-responsibility education models are driven by the interest of the learner in the topic to be studied. Education is often perceived as a place where children can develop according to their unique needs and potentialities with the purpose of developing every individual to their full potential.

The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. All people need to study (Nwafor, 2012). Only with the advent of education can people gain knowledge and enlarge their view over the world. For example, learning by watching TV or reading books gives people a huge amount of information about anything they are interested in such as mathematics, current news, exchange rates, other countries' cultures and so on. Apparently, people may become more useful and civilized if better educated. In areas where residents are not able to receive an appropriate education, life cannot be as thriving and prosperous as locations where there is a high standard for education.

Secondly, education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society. Not only does it help us develop healthy surroundings but it also generates an advanced community. As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. This assists scientists in inventing equipment and devices, resulting in a high technology nowadays. The more developed life becomes, the more necessary education is for everyone (Robert, 2010).

Moreover, Dike (2010) commented that one of the goals of education may be to help people satisfy their personal needs and achieve their professional goals. Therefore, its ultimate goal might be to achieve human fulfillment. The goal might also be to achieve an institution's needs. In these institutions, the aim is typically related to personal growth and development as well as occupation and career preparedness. For example, this might include improving its operational effectiveness and productivity. Another goal might be to not only sustain the democratic society, but to even challenge and improve its social structure. A larger scale goal of

education may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order.

Demand for education and continuing training among workers and enterprises must therefore be strengthened. Those with the lowest level of formal education and training, who have the greatest need for and barriers to education, must be motivated. Public and private enterprises must be encouraged to become learning and developing workplaces to a greater degree and to help strengthen the development of human resources. In conclusion, education is absolutely beneficial for society on the whole. It is a life-long process to each person that needs to be reinforced throughout life. However, we need education system that may eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education. Education is a rope that can carry us to greatness. It is one of the most important things in life because without education an individual cannot contribute to the world or earn money.

Extent Dialogue Can Be Used As A Mobilization Strategy For Active Participation Of Youths In Community Development Programmes

Dialogue is an inclusive process. Dialogue brings together a diverse set of voices to create a microcosm of the larger society. To bring about sustainable change, people have to develop a sense of joint ownership of the process and become stakeholders in identifying new approaches to address common challenges(Akpan,2011).

Political dialogue refers to a wide range of activities, from high-level negotiations to mediation to community attempts at reconciliation. These processes of political dialogue are complementary and normally run in parallel. In this report political dialogue will be used in a

flexible manner, but the parameters are that the dialogue must be political in nature and aimed at addressing threats in a society which can cause a lapse or relapse into violent conflict (Amobi, 2010). The objective of political dialogue is to achieve practical and peaceful solutions to problems. At a deeper level, the aim is to address conflict drivers and foster reconciliation, build a greater national consensus and social cohesion, and define a shared vision of the future. In many cases regular state institutions are not functioning properly because they have been compromised by political bias, corruption, and inefficiency. The role of political dialogue in such contexts is to strengthen the legitimacy of institutions by building consensus on and trust in their proper functioning. As a result, political dialogue in all its forms plays an indispensable role in efforts by national actors and the international community to respond to violent conflict and to build national vision in fragile contexts. It takes place among national actors at all levels of society; among international actors; and between the international community and national actors. Political will is important for the dialogue to reach inclusive agreements; and for effective implementation. Political commitment is influenced by internal and external political pressure; but is strongest when participating parties enjoy a sense of ownership of the dialogue process (Anyika, 2010).

Moreover, when dialogue is properly implemented, it also contributes to the promotion of democratic practices by allowing the voices of all sections of society to be heard. Political dialogue is not in opposition to institution-building. However, in many cases state institutions are not functioning properly because they have been compromised by political bias, corruption, and inefficiency. The role of political dialogue in such contexts is to strengthen the legitimacy of institutions by building consensus on and trust in their proper functioning. Extraordinary processes of dialogue are at times necessary to achieve this purpose (Anieke, 2009).

The contribution of political dialogue to post-violence reconstruction and reducing fragility is its role in facilitating consensus, strengthening legitimacy, building trust, promoting reconciliation, and enabling productive coalitions between important actors. Dialogue plays a necessary role in violence prevention, peacemaking and peacebuilding. It is also indispensable in institution building because of its contribution to strengthening the legitimacy of institutions and in ensuring the best fit solutions. Dialogue takes place in many forms, with each approach having specific advantages and disadvantages. It means that care has to be taken in designing a dialogue process. Success is not guaranteed, and failure may do harm because of reduced confidence and dialogue fatigue. However, there is sufficient evidence that the impact of political dialogue can be strengthened and improved through well-designed interventions. It is evident that a specific dialogue process is not able to address all the variables that cause conflict. There is need for multiple interventions that complement each other and that operate at different levels of society. Complex political problems and deeply embedded patterns of distrust and hostility cannot be solved through a once-off dialogue event. The process of building sufficient social cohesion and functional institutions in a society that has been ravaged by violent conflict is a long-term process of two to three decades. The focus therefore has to be on strengthening procedures or institutions that have the capacity to sustain dialogue processes. Ultimately the objective has to be a political culture that resorts to dialogue as the first response to rising tensions. Planning for peacebuilding and development has to be driven by political dialogue. These are political matters with the potential to either contribute to further violence or to peace, and should not be pursued in a purely technical or bureaucratic manner. It is important to ensure that the political dialogue that should underpin these processes is conducted with full awareness of the preconditions for success.

Challenges Associated With the Mobilization of Youths For Active Participation in Community Development Programmes

The challenges associated with the mobilization of youths for active participation in community development programmes: there is always inadequate funding; inadequate trained personnel inadequate funding, and inadequate markets for sale of agricultural commodities.

Furthermore, the finding is in line with that of Ogbu (2012), which recommended that inadequate funding brings about poor logistics. Precisely, all the level of government in Nigeria for instance depends heavily on oil for their recurrent and capital expenditure. Such over reliance on one source of revenue weakens the financial base of the government if at any point the oil market fails to live up to expectations. The economic policies and extension education programmes of such government suffer.

Similarly, Ejezie (2010) commented that inadequate fund is of the major problems hindering extension education programme delivery. All kinds of extension education programme require sufficient capital in order to meet up with their working capital requirement. Inadequate financial allocation due to lack of political will on the part of government, has always been another underlying problem facing the promotion of State. Extension education programmes have not been enjoying heavy investment from the government.

In view of this, Onyeozu (2010) noted that no appreciable financial assistance has been given to uphold and support extension education programmes ventures, in spite of its acute financial needs and the crucial roles the sub- sector plays in engineering national development.

Furthermore, the findings of the study are in line with Chitere (2011), which emphasize that youths in community development lack fund for day-to-day running of their organizational

goals. This problem lead to the abandonment of some project, because of lack of funds, local government and most communities are not able to undertake or complete undertaken projects. As a result of lack of funds, both rural and urban youths have not been able to contribute to the extent they should have contributed to the development of their community.

The youths find it difficult to raise fund for a meaningful project, as a result of this, they contribute little to community development process. Embezzlement of funds is one of the problems facing various kinds of organizations, and the Christian youth groups are not an exception. This problem is more dishearten and discouraging; people's morale is always low when the first contribution is not accounted for, due to mismanagement of funds. This disrupts the interest of youths. Some projects have been suspended as a result of public embezzlement of funds. Because when the first attempt is not well accounted for, youths tend to withdraw or contribute to such development or project.

In support of the above comment, Daodu, (2011) stated that inability of many youths to pursue education has caused a lot of problem in their contribution to the development of community. Most of the citizens at rural areas are illiterates. Cultural traits skill persists because of illiteracy. It contributes to inadequate planning for development project. Many youths have overcome this barrier and have done so by pursuing training or degrees to fill specific gap in skills or by obtaining credentials but for many others, lack of conventional education is still a major barrier. The reason for this illiteracy being the time they devote to raising families and the lack of good and affordable day care which lead to their inability to pursue education. And as education is one of the key factors to development, and some women lack it, it poses a problem, because these women will contribute little or nothing to the development of their communities.

Implications of the Study to Adult Education

These findings have a number of implications to adult education especially to community development experts. They aim at creating community development opportunities and conducive environment, which enables rural youths in Enugu State to raise the standard of living and provide them with opportunity of developing themselves in education activities.

It can be deduced from the findings of the study that although rural and urban youths had generally attained an averagely high level of mobilization there is still more room for improvement in the home and the community. To achieve this, Adult Education becomes an essential tool since Olinga and Lubyayi (2002) stated that educated people can analyze situations, define strategies, draw up programmes of action, and opt for a better deal on any socio-economic and indeed political matter. Adult education should try as much as possible to open more functional literacy class so that women will be educated. Women who are majority in population in any society need to be well informed or educated so as to contribute meaningfully towards community development programmes in their various communities.

Since the study also revealed that there are economic problems militating against the effective mobilization of women for participation in community development, the adult educators and change agents should try to inform the government to bring solution by giving youths necessary economic incentives especially rural youths for them to participate fully in community development activities. The result of this study indicates that there are political problems militating against the effective mobilization of youths in community development. This implies that Adult Educators should from time to time organize seminars and workshops for youths in order to identify those political problems militating against the effective mobilization of youths for active participation in community development. This will create awareness and

sensitize the rural and urban folk about political problems militating against their participation in community development and probably motivate them to search for a way out

Moreover, the key role of adult education is to create awareness and critical thinking in the minds of the people on the effect of illiteracy and negative attitude towards education. Also, the study shows that there are many challenges both urban and rural youths in Enugu State encounter, which are infrastructural in nature, interactive, economic, technological and social, which hinder their optimal development. The implication is that the objective for which this study is set up may not be fully achieved, this is because the study will continue to hinder the advancement and improvement of social media and internet for community development among youths in Enugu State.

In addition, education empowers both rural and urban youths with technical skills required for self-employment. The implication here is that the acquisition of relevant skills which make rural and urban youths creative without depending on government much for employment. Finally, adult education enables rural and urban youths in Enugu State to be liberated from shackles of ignorance. The positive implication is that rural and urban will be sensitized to be involved and interested in innovative diverse community development programmes that will usher in development and advancement in Enugu State.

Conclusion

Based on the above data analysis, findings and discussions, it was concluded that:-

1. The extent workshop can be used as a strategy for the mobilization youths for active participation in community development programmes are: Workshop helps in the medical empowerment of rural youths, workshop enlightens youths on environmental sanitation

practices, workshop makes the youths to be aware of how to use prescribed drugs, workshop helps enables many rural youths to treat their health problems, workshop enables youths to determine the number of children to bear with their husbands, workshop assists in the provision of improved seeds enhances youths participation in agriculture for community development

2. The extent internet and social media can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State are: Internet and social media help youths to interact and communicate on issues such as health care and civic education, through internet and social media youths can bring the world to their door step which helps in community development, internet and social media help youths to identify the target audience which will bring about community development, internet and social media help youths to build capabilities for strong relationship and partnership leading to community development, internet and social media help youths to engage in business.

3. The extent education can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State are: Education assists youths to understand their rights and duties as citizens of a democratic country, education is a medium which helps the youths to release their potentialities for community development, education promotes youths competitiveness and help in decision making for effective participation in community development, education helps the youths to set their goals and strive to archive them which lead to community development, extension programme promotes rural poverty alleviation among the youths, education assists the rural youths to enhance their livelihoods, education assists youth to select good species of crops for high productivity.

4. The extent dialogue can be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State are: Dialogue helps youths to

sharpen their critical thinking and communications for active participation in community development, dialogue helps youths to work as leaders in their various communities groups thereby encouraging active participation in community development programmes, dialogue gives youths sense of belonging in the communities by allowing them to air their view for active participation in community development, dialogue helps youths to understand the importance of participation in community development programmes which leads to community development, However, they disagree that dialogue helps youths to work as leaders in their various communities groups thereby encouraging active participation in community development programmes.

5. The challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State include: inadequate funding, inadequate markets for sale of agricultural commodities, and inadequate trained personnel.

Recommendations

From the findings of the study and its implications, the following recommendations were made by the researcher.

1. That rural and urban youths should try all possible means to effectively participate in planning of extension education programmes. When this is done, the youths will have sense of belonging and be more active in community development.
2. That community development agents and practitioners should ensure that rural youths participate in the financing of extension education programmes in the area of study and beyond.

3. That Non-governmental Organizations should assist rural youths to participate in monitoring and evaluation of extension education programmes.
4. Youths should be encouraged and educated to engage in banking transactions other than the issue (saving money with unauthorized individuals) so that they could benefit from banks incentives like loans.
5. Development agents should organize training for both rural and urban in farming and other small scale businesses to acquire more skills to enhance their careers.
6. Youths should be equipped with leadership skills for effective participation in all levels of dialogue making for conflict resolution among conflicting youths in their various communities.

Limitations of the Study

In this course of study, several difficulties were encountered by the researcher. For instance, some of the responses to the questions were not smooth. This is due to stark illiterate members that served as respondents. They saw the researcher as a spy. Also, some of the adult education personnel interviewed were biased in their responses because they felt that the questionnaires would not attract any incentive. Hence, it limited the extent of validity and reliability of the findings. Other limitation was that it took the researcher time and effort to organize youths in Enugu State.

During the distribution and collection in some villages, language barriers were prominent as the researcher and her research assistants were unable to perfectly interpret English language to some of the youths in their own dialects. Low level of knowledge about the items of the questionnaire also constituted a problem as the majority of the rural youths, are illiterates.

Another limitation was the relatively non-availability of fund. The researcher encountered problems going to the communities where the respondents resided. This is because some of the communities have bad roads and the research was done during raining season. Another limitation was that the researcher had to plead with some of them to fill the questionnaire, perhaps this affected their responses. In spite of all these limitations, the researcher was convinced that the objective of the work was achieved.

Suggestions for Further Study

Following the findings of this study, the researcher has identified some areas for further study. The areas include:

1. Evaluation of the problems militating against the effective mobilization of youths for participation in community development in Enugu West.
2. Assessment of strategies for the effective mobilization of youths for participation in community development programmes in Enugu State.
3. An assessment of the role of social media and internet in community development programmes in Enugu North Senatorial Zone.
4. Factors associated with the effective mobilization of youths for political participation in Enugu State.
5. Illiteracy as a problem for the effective mobilization of women for participation in community development.
6. Education as strategies for the mobilization of human and material resources for community development in Enugu State.

REFERENCES

- Abegunde, A.H (2009). Community participation and Development in Nigeria. Lagos: Abiprint Publishing Company Ltd.
- Abiona, J. U. (2009). Problem and prospects of agricultural extension service in developing countries. In: S. F Afolayan (Ed) Agricultural Extension in Nigeria. Ilorin AESON, 159-169.
- Abionu, W. (2009). The African Family and the Status of Women's health in Adepoju (ed) The Family, Population and Development in Africa. London: Zed Books, 139 -157.
- Addison, H.S. (2011) Improving Community health through evaluation: Community Development .pp 348 - 364.
- Adeboye, P. (2007). Monitoring, Planning and Implementation, Lourdes. Sada
- Adejoh, T.C. (2009). "Nigeria voluntary agencies and their contributions to housing development: An appraisal." In Nigeria Institute of Social and Economic Research, Ibadan, Nig. J. 13: 1&2, 14(1&2): 25-41.
- Adekeye, M.O. (2010) Critical evaluation of two models for entrepreneurial education: An improved model through integration. The International Journal of Educational Management, 19(5):413-427.
- Adeniji, O.O. (2005). "Strategy for Rural development: The Bendel State experience," A paper Presented at the First General Meeting, NITP, Benin.
- Adesope, O. M. Agricultural youth organizations: introductory concepts (Port Harcourt: University of Port Harcourt Press, 2007.
- Adubi, C. (2008). Community Development in Nigeria. Lagos: Diamond Press.
- Afolabi, B.S. (2009) Democracy and participation. Harmondsworth: Penguin.
- Agada, R. E. (2010). The economic impact of Extension Education: A Review. Economic Development and Cultural Change 39(3), 607-640. Volume 15, Number.
- Agbasi, C. (2010) Infrastructure Development in Africa: Prospect and challenges. Enugu: Longman.
- Agbo, S. I. (2010). Mobilization Strategies for Participation in Community Development in Nigeria. Enugu: Macmillan
- Agu, A.O. (2011). Citizen Participation in Self-Help Projects and Socio- Economic Development in Communities in Nigeria. Delta: University Press.
- Agu, B. S. (2011) Democracy and participation. Harmondsworth: Penguin.
- Aguene, K. P. (1998). Feminist Futures: Re-imagining Women, Culture and Development. London: Zed Books.

- Ajibo, A. (2010). *Community Participation in Governance and Development in Nigeria*. Rivers: Apex Publishers.
- Ajibo, O. C. (2011) *Infrastructure Development in Africa: Prospect and challenges*. Enugu: Longman.
- Akande, N.U. (2010). Report of an Expert Consultation on Extension Education and Research Linkages in the Near East, held in Amman, Jordan, July 22 to 26, 2007.
- Akinbile, C.H. (2006) *Infrastructure, Regional Integration and growth in sub-Saharan Africa*. Africa in the World Economy. Hague: Fondad.
- Akinola, N.C. (2009). *Promoting Community based Approaches to Social Infrastructure Provision in Urban Areas in Nigeria*. Lagos: Apex Press.
- Akinola, R. E. (2007). The impact of T&V extension in Africa: The experience of Kenya and Burkina Faso. *The World Bank Research Observer* 12(2), 183-201.
- Akpan. R. S. (2011). ñReturn to Scale and Determinants of Farm Level Technical Inefficiency Among Small Scale Yam Based Farmers in Niger State Nigeria: Implications for Food Security.ò *International Journal of Agricultural Economics and Rural Development*. .
- Akpomi, C.N. (2013). *Introduction to Community Development*. Gabesther Ibadan: Educational Publishers.
- Akukwe, C.I. (2012). *Citizen Participation in Selfi Help Projects and Socio-Economic Development in Africa*. West Hartford: Kumarian Press.
- Akukwe, C.T. (2008). *Economic Development*. New York: Longman Group Ltd.
- Allan, O.M., Effect of socioeconomic characteristics of rural youths on their attitude towards participation in community development projects, *International NGO Journal*, 4 (8), 2009, 348-351.
- Amesi, H.N. (2011). O. L. W. (1973). *Rural Development, problems and strategies*. Lagos: Summer Anker Publishers Ltd.
- Amobi, C.H. (2010). *Education, Training, and Dialogue in Developing Countries*. Report of the Expert Consultation, Porthacourt, December 12 to 16, 1983.
- Amuche, B. (2011). *Home Town Voluntary Associations, Local Development and Emergence of Civil Society*. New Jersey: University Press.
- Anderson, C.A. (2010). *Theory and practice of community development*. Nsukka: Liberty Printing Press.
- Anderson, N. E (2011) *Community and Implication for Stability Democracy in Nigeria*. Washington DC: World Bank.
- Aneke, R.E. (2012). ñThe Economics of Extensionò. In: *Investing in Rural Extension Strategy and Goals*, G.E. Jones (ed.). New York: Elsevier.
- Ani, B. M. (2009). Higher Education and Poverty reduction among youth in the Sub-Saharan Africa *European Journal of Educational Studies* 3(1): 149-155.

- Anyanwu, C.N. (2012). Introduction to Community Development. Gabesther Ibadan: Educational Publishers.
- Anyanwu, K. (1995). When does religion influence Fertility? *Population and Development Review* (1); 25-56.
- Anyika, J.W., (2010). Food demand in developing countries and the transition of world agriculture. *European Review of Agricultural Economics*, 15(4), p.419-436.
- Anyika, N.O. (2010). Improving the practice of Dialogue among conflicting Youths in Nigeria. Anambra: Macmillan.
- Ayako, C. (2012) Democratization Process in African Society. Owerri: Achago Publishers.
- Baall, M & Bass, F. (2010). Community Participation, Social Development and the State. London. Methuen.
- Bamidele, O.O. (2012). ñStrategy for Rural development: The Bendel State experience, ò A paper Presented at the First General Meeting, NITP, Benin.
- Barikor, M (2003). Enhancing leadership, local capacity, and youth involvement in the community building. *Youth and policy* (34):32-38.
- Barnett, R.V., & Brennan, M. A. (2006). Integrating youth into Community development: Implications for policy planning and program evaluation. *Journal of Youth Development* 1(2): 16-27.
- Bauer, U.K. (2005). Towards Understanding Community Development Through Selfhelp: Community Development. Lagos: Vesper Publishers
- Becker, C.F. (2010). The Organization of a Community Development Programmes. London: Oxford University.
- Bennett, C.O (2010). Participatory Communication for Development Groups, Rome: FAO Press.
- Bernard, C.N. (2010). Community Development in Action: An Eastern Nigeria Experiment. Owerri: Apex Publishers.
- Biao, T.O (1997). Fundamentals of Community Development in Nigeria. Port Harcourt: University of Port Harcourt Press.
- Borode, I. (2011). Infrastructure Development in Africa: Prospect and Challenges. Lagos: Edmond Publishers.
- Boyle, R. E. (2012). Partnering in Community Development: A Study of Three Rural Communities in Delta: University Press.
- Brager, O.C (2007). Social Capital Networks and Economic Development in Africa. South Africa: University Press.
- Brager, O.C (2007). Social Capital Networks and Economic Development in Africa. South Africa: University Press.

- Bucknor, N.O. (2011). *Elements of Development*. New York: University press.
- Carl, R. E. (2017). *Challenges in Community Development: A Study of Three Rural Communities in Delta*: University Press.
- Carry, J & Lee, B.F (2010). *Issues in Community Development*. Port Harcourt: Emhai Printing and Publishing Company.
- Chawla, L. (2002). *Growing up in an urbanizing world*. London: UNESCO/ Earthscan.
- Chitere, D.O. (2011). *Achieving Peace through Dialogue Security in Africa, Meeting the Sustainable University, Ile-Ife, Nigeria*. University Press.
- Chitere, U.K. (2001). *Towards Understanding Community Development Through Self help: Community Development*. Lagos: Vesper Publishers.
- Chithtalath, S. (2007). From periphery to center: Pathways for youth civic engagement in the day-to-day life of communities. *Applied Developmental Science*, 6, 213-220.
- Chukwuekere, O. (2008). *Community based organizations in sustainable development community development institute workshop*. Community Participation, September, 1997 Washington.
- Chukwuezi, B. (2000) *Issues in Community Development*. Mike Social Press No. 3 University Road Nsukka.
- Cloete, U.C. (1991). Reproductive motivations and family size preferences among Nigerian men. *Studies in Family Planning*, 25(3) 149-161.
- Collete, H.S. (2009). *Participatory development in Rural Nigeria*. Oxford University Press, London
- Daniel, D, O (2011) *Partnering in Community Development: A Study of Three Rural Communities in Nigeria* .Delta State: Macmillan.
- Daodu, K. (2011). *The Genesis Gains of better life programmers*. India: Blackwell Publishers.
- Davis, T. M. (2008). *Role of Rural Youths in Agricultural Development and their Constraints: A Case Study in Depalpur and Okara in Pakistan*. *Journal of Agriculture and Social Science* (3), p 53 ï 56. Friends Science Publishers.
- Della, O. (2009). *Partnering in Community Development: A Study of Three Rural Communities in Nigeria*. Delta State: Macmillan Development Projects Nigeria. Kano: Macmillan.
- Dennis, A,R. (2010). *Mass Media History of Nigeria*. Lagos: Pioneer Publishing Company.
- Diaodu, U. (2011) *Leadership and Underdevelopment in Africa* Enugu: Classic Publishers Limited.
- Dike O.A. (2010). Effects of Social Media on Credit Access among Cocoa Farming Households in Osun State, Nigeria. *Agricultural Journal*, 4: 184-191.

- Dike, I. R. (2010). Improving agricultural productivity through Educational provision with public-private partnership. International Water Management Institute working Paper 66, Columbia, Sri-Lanka.
- Dseya, C. M (2005) Promoting Politics among Rural Communities in Africa .New York: Macmillan Publishers.
- Dube, C .N. (2017). Community Development Among Women .Ibadan: University Press.
- Egbo, JN (2006). Adoption of improved agricultural technologies disseminated via radio farmer in Enugu state. An M.Sc thesis submitted to the department of agricultural Extension, University of Nigeria, Nsukka, Enugu state.
- Egbue, N. G. (2006). Youth alienation and high incidence of sexual violence in Nigeria: A case study of Anambra State. Multidisciplinary Journal of Empirical Research 3(3) 115 - 119.
- Egenti, M. N. (2011). The influence of citizen participation in self-help projects on the welfare of people in Imo. Imo: University Press.
- Ejezie, B. (2011). Educational Structure and Living Conditions in Nigeria." *Journal of Education and Family* 4: 18-69.
- Eneh, T.O (2007). Fundamentals of Community Development in Nigeria. Port Harcourt: University of Port Harcourt Press.
- Enemuo, F.C. (2011) Political Participation and the Economic Empowerment of Nigerian Youths: Imperatives and Prospects. Human Development Initiatives by OVC Nigeria Ltd Lagos pp. 25 ï 37.
- Enwerem, O. (2008) Rise and Fall of Community Development in Developing Countries. New Jersey: University Press.
- Eze, U. (2010) Leadership and Underdevelopment in Africa Enugu: Classic Publishers Limited.
- Eze, U. (2001). Leadership and Underdevelopment in Africa. Enugu: Classic Publishers Limited.
- Ezeh, C.A. (2010). Theory and Practice of Community Development.Nsukka: Liberty Printing Press.
- Fashola, O. (2011). Social Capital and civil Society. Lagos: Apex Publishers.
- Fasola, N.W. (2007). Production Contracts and Productivity in the US Hog Sectorò. American Journal of Agricultural Economics 85 (1): 121ï 133.
- Fasoyin,N,O.(2012). Capital Networks and Economic Development. Ibadan: University Press.
- Fischler, R. (2000). Case studies of planners at work. Journal of Planning Literature 15(2): 184ï 95.
- Flanagan, C., & Van Horn, B. (2001). Youth civic engagement: Membership and mattering in local communities. Focus. Davis: 4-H Center for Youth Development, University of California.

- Foran, C.F. (2012). *The Organization of a Community Development Programmes*. London: Oxford University.
- Harrison, M. (2010). *Social Capital Networks and Economic Development*. Cheltenham: Edward Elgar Publishing Inc.
- Haub, O. & Kent, N.(2009) *Contemporary Issues in Community Development Education*. New Jersey: University Press.
- Hillman, N.(2010) *Principles and Practice of Political Ideology*. Ibadan: Spectrum Book L.T.D.
- Ibe, I. (2010). *Women in Agriculture: Problems and Prospects*, In *Agricultural Transformation in Central Educational Services*. Enugu: Fourth Dimension Publishers.
- Idakwo, C.O (2010) *The impact of Financial institution Among Adults in Enugu literacy centers*. Enugu: Fourth Dimension.
- Igbo, E. U. M. (2000). *Nigerian youth rejection of traditional values* Enugu: Desktop Publishing Company Ltd.
- Igbo, S. M. (2014). *A new era for the rural women of Nigeria*. Jos: Desktop Publishing Company Ltd.
- Ijere, C. (2010). *Acknowledging the Existence of Women--- Its Consequences*, In: *Women in Nigerian Economy*. Lagos: Central Educational Services.
- Ikedi, S. M. (2012). *A new era for the rural women of Nigeria*. Jos: Desktop Publishing Company Ltd.
- Imhabekhai, J. (2009). *What is community development*, *Journal for Rural Development*. Vol. 17 (42) 15-16
- Indabawa, S. and Mpofu, S. (2006) *Social Context of Adult Learning in Africa* by Creda Communications. New Jersey: McGraw-Hill Companies
- Indabawa, S. and Mpofu, S. (2006) *Social Context of Adult Learning in Africa* by Creda Communications. New Jersey: McGraw-Hill Companies
- Joan G, (1992). "Social learning theory and developmental psychology: The legacies of Robert Sears and Albert Bandura". *Developmental Psychology* 28 (5): 776-786.
- Johanson .R. (2009). *Structural and cultural approach to youths: structural theory and bridging the gap*. *Youths and policy* 72:59- 68.
- Kalusam, D. (2006) *Resource Mobilization available in (on-line)* Retrieved April 13, 2009 from the World Wide Web <http://en.wikipedia.org/wiki>.
- Karunwi .L (2007) *Appraisal of the Due Process in the Principles, Methods and Techniques of Managing* .Enugu: Auto-century publishing company.
- Kehinde, C. L. (2001) *Citizen Participation in Sustainable Rural*. London: Longman Publishers.
- Kehinde, C.L. (2001) *Citizen Participation in Sustainable Rural*. London: Longman Publishers.

- Keyon;D.O. (2010). The Role of Youth Skills Development in the Transition to Work: A Global Review. Report HDNCY No. 5, Children & Youth Department, Washington, D.C., World Bank.
- Korten R, A. (2002) .Gender at Work: Organizational Change for Equality, West Hartford: Kumarian Press.
- Korten, C.N. (2000). Community Development in Action: An Eastern Nigeria Experiment. Owerri: Chimes Publishers.
- Kwapong, , T. (2005) Case Study of grassroots community development: Sustainable flexible and cost effective responses to local needs. Community development Journal, vol. 41 No 2.pp 234-245.
- Lam, U. M. (2007). Entrepreneurship education in home economics.*Journal of home economics research*. (9) Pg.27 -28.
- Leffert, C.I. (2006) An assessment of the Development on Youths in Developing Countries. NewYork: Herpers Publishers.
- Madu, S. (2011).*Participatory Community Development and Leadership Skills*.Nairobi: PremeseOlivex Publishers.
- Makoju, S. (2010).*Participatory Community Development and Leadership Skills*.Nairobi: PremeseOlivex Publishers.
- Malthus, F. (2009) *Community Participation, Social Development and theState*. London. Methuen Press.
- Marshal, L. (2012). Strategic industrial relations & human resource management: distinction, definitions & reorganizations. *Journal of Management Studies*, 24 (4), 347-361.
- Martin ,O. (2010). *Elements of Development*. New York: University press
- McNeal, N.O. (2011). *Elements of Development*.New York: University press.
- Micheal, F. (2003).*Community Participation, Social Development and the State*.London.Methuen Press.
- Miller, M. (2009).Empowering women through education. New York. Macmillian.
- Mintzberg, D.U. (2005) *Approaches to Adult Literacy* . Onitsha: Meks
- Mohd, D, A. (2011). A non-technical paper delivered to farmers and extension workers at a client consultation workshop in Enugu and Kastina as a part of the appraisal of MATs. P. 11.
- Mukie, C. (2010). Sustainable Grassroots Development: Enugu Auto-Century Publishing Company.
- Ndumanya, C. (2012). SME finance in Nigeria. Paper presented at the Roundtable on making small business finance profitable in Nigeria. Access at <http://www.YAforum.org/news.carpenter> on 25/3/2014
- Nnam, N. (2014). *Nigerian Women Mobilized*. Ibadan: Crucible Publishers.

- Nwadiuto, L. T. (2011). ñEconomic Efficiency of Leafy Vegetable Production in Anambra State Nigeria.òReport and Opinion 3(1). [Http://Www.Sciencepub.Net/Report](http://Www.Sciencepub.Net/Report).
- Nwaduito, J. R., & Feder, G. (2011). Extension Education: Good intentions and hard realities Enugu. Macmillan Publishers.
- Nwafor, N. H. A. (2006). Youth violence in the Niger Delta and its educational implications. *Journal of Education in Developing Areas* 15(2): 227 ñ 234.
- Nwafor, N. H. A. (2006). Youth violence in the Niger Delta and its educational implications. *Journal of Education in Developing Areas* 15(2): 227 ñ 234.
- Nwafor, O. N. (2010). Educational Research. Environment and Classroom Assessment Techniques: A Handbook For College Teachers (2nd edition). San Francisco :Jossey-Bass Publishers.
- Nwaji, B.F (2007) Issues in community development, Emhai Printing and publishing company, Port Harcourt
- Nwani, I.U. (2012). *Enabling Strategy and Sustainable Urban Housing in Benin City*. University Press.
- Nworgu, B.G. (2006). *Educational Research: Basic Issues and Methodology*. (2nd Enlarged Ed.)Nsukka: University Trust.
- Nwosu, D. U. (2009). *School Learning: Theories and Application*. Enugu: Nig. Ltd.
- Oakley , I.G. (2004) . *Community development learning and actions*. Toronto: University of Toronto Press.
- Obadan, I. (2011). *Role of Self-Employment in Job Creation in Nigeria*. Lagos: Macmillian.
- Obaje, R. E. (2007). Partnering in Community Development: A Study of Three Rural Communities in Delta: University Press.
- Obi, C.I. (2001) Critical Issues in Women's Political Participation through Economic Empowerment. Human Development Initiative by OVC Nigeria Ltd Lagos pp 1-14.
- Obi, C.O (2005) Participatory Communication for Development Groups, Rome: FAO Press.
- Obi, G.O (2006). Dimensions and Issues in Adult Literacy by Ephrata Publishers Nsukka, Enugu state.
- Obiano, B. (2006). *Brice Overview of Nigeria Women's Studies in Amama*.
- Obibuaku, O.C. (2010) . *Economic Growth and Development: International Edition*. New York. McGraw-Hill Companies.
- Obiecheta, S. (2007) People's Participation in Community Development, TDRI Quarterly Review, 11 (3) 19-25.
- Ochu, A.O. (2008) Agricultural education as panacea to poverty and food crises eradication in Nigeria. Implication for Teacher Preparation Zaria, Ahmadu Bello University, Faculty of Education seminar series II.
- Ogbene, O. (2006). *The Impact of Development Strategies on the Rural Poor*. Enugu, Nigeria: Acena Publishers.
- Ogbu, A. T. (2012), Agricultural Extension Participatory Methodologies and Examination Ethics Commission, Imo State Government, Ministry of Education, Owerri..
- Ogbuka, M. (2005). *Women and Literacy*. Lagos: Macmillian.

- Ogundepe, C.S. (2010) *Rural and Urban Infrastructure in Nigeria*: Anambra: Chimex Publishers.
- Ogunyomi, M.O. (2011). Small and Medium Scale Enterprises Development in Nigeria.Seminar paper on Economic Policy Research for Policy Design and Management in Nigeria.Lagos :Macmillian.
- Ojo, J. (2006). What is community development, *Journal for Rural Development*. 17 (42) 15-16.
- Ojo, S. N. (2009). The influence of gender and location on occupational
- Ojoko, F.A. (2010). Community development: rural development and planned social change. pp. 1-44.
- Okorie, S.U. (2009) *Infrastructure Development in Africa: Prospect and Challenges*. Owerri: Achugo Press.
- Okoye, L. (2009). Strategic Industrial Relations & Human Resource Management: Distinction, Definitions & Reorganizations. *Journal of Management Studies*, 4, 347-361.
- Okunna, C. (2010). *Democratization Process in African Society*.Owerri: Achago Publishers.
- Olaleye, C. (2008) *Sustainable Grassroots Development*: Enugu Auto-century publishing company.
- Olinja, M. N. (2002). *The influence of citizen participation in self – help projects on the welfare of people in Imo*. Owerri: Macmillan.
- Olisa, O.C (2012). Social Capital Networks and Economic Development in Africa South Africa: University Press.
- Oluwole, E. (2011). *Research method in organizational behaviour*. Lagos: Macmillian Publishing Inc.
- Omoruyi (2002). ñEconomic Globalization and Women's Status in the Labor.
- Omoruyi, M.O., (1999). *Leading issues in rural development*. Enugu: Acena Publishers.
- Oni, R, A. (2009). *Gender at Work: Organizational Change for Equality*. West Hartford: Kumarian Press.
- Onibokun, A. (2010). *Community Based Organizations in Nigerian Urban Areas*. Onitsha: Joanne Educational Publishers Ltd.
- Onu, C.B. (2012). *African women in Rural Development: Research Trends and Priorities*. London: Macmillan Ltd.
- Onuoha, E. (2009). Motivation for participation in non-formal education projects.Abia.Mex Press
- Onwuka, N. (2012). *Principles and Practice of Political Ideology*. Ibadan: Spectrum Book L.T.D.
- Onyema, J. K. J. (2010) *Development Administration and Management Development*. Abakaliki: Ugubõs Printing and Publishing Co. Ltd.
- Openjuru, G. (2004). Adult Literacy and Development link: A perspective from a Non-Literates Literacy practices and Environment. *Journal of Adult Education and Development IIZ DVV* (61) pp 9-18.
- Oreh,C.I (2003) Adult Education and Community Development . Lecture Note Unpublished Material UNN.
- Osinem , M. (2007) *Social Capital Networks and Economic Development* .Cheltenham: Edward Elgar Publishing Inc.

- Osinem, E.C. (1998). The role of Adult education in community development. *The Nigerian Journal of Rural and Community Development*. 23(1): 15-19
- Osuji, F. C. (2010) *Theory and Practice of Public Organizations*. Enugu: John Jacob Publishers.
- Osunde, A.U and Omoruyi F.E.O (1999). An Assessment of the Factors Militating against Active Participation of Rural Women in Development Oriented Education Programmes in Midwestern Nigeria. *Journal of Adult Education and Development* (52) pp 81 ï 87 IIZ DVV.
- Owolabi, E. O (2008) Dimension in the application of Literacy Education for Human Empowerment. Obosi: Pacific Publishers.
- Oyitoso, I. (2010). Indigenous Institution and Sustainable Development Initiatives. Ibadan: Mindex Publishing Company.
- Pandit, S. T. (2017). Education of the Nigerian youth: An imperative to national development. *The Gurara Journal of Humanity Studies* 2(1): 15-19.
- Philips, C. N. (2012) *Manpower Development and Utilization in Nigeria: Problems and Policies*. Lagos: University Press.
- Phipps, P.J. (1981) Handbook on agricultural education in public schools. Danville, Illinois, USA; The interstate printers and publishers, Inc.
- Poulton, H. S. (2010) Participatory development in Rural Nigeria. . Oxford University Press, London.
- Powell, O, P & Geoghegan, N. (2006) Imperatives in financing Adult and Non Formal Education in Nigeria. New York: Wisdom Publishers.
- Puja, G. W. (2017). *Family-peer relationships: Modes of linkage*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Robert, C. F. (2010). ñNutritional Poverty Analysis of Households in Ekiti State.ò Msc Thesis, Department of Agricultural Economics and Extension, FUTA, Akure.
- Robinson, D. E. (2005). Obstacles to effective nation-building in Nigeria: The role of social studies. *Nigerian Journal of Social Studies Review* 4(2): 102 ï 107.
- Rogers, J. N (2010) .The empowerment of adults through literacy education for Economic Development. Lagos: Emancipation Publishers
- Rowland, B.C. (2010). ñDeterminants of Labour Productivity on Small-Holder Cocoyam Farms in Anambra State, Nigeria. ” *Scientific Research and Essay* 3(11): 559ï 561.
- Sadik, C.S. (2009). *Rural and Urban Infrastructure in Nigeria*. Anambra: Chimex Publishers
- Samuelson, H. & Nordhaus E.M. (2010). Agricultural Extension in Gazankulu. In Hinzen (Ed). Adult education and development, Germany: German adult education association.
- Sani, A.I (2014) Planning and Development of Adult Literacy Programme London: Alen and Umvin Publishers.
- Schiefelben, C. N. (2012). *Rural Adult Education in Nigeria*. Ibadan: Ibadan University Press Ltd.
- Seya, P.T (2005) Adult Education and African Development in the context of Globalization. *Journal of Adult Education and Development and Development* (65) pp 95-118.

- Stigel, B. (2009). *Principles and Practice of Community*. New York: Green Wood.
- Stromquist, N (2002) Romancing the State. Gender and Power in Education .Comparative Education Review 39 (4) 423 ï 454
- Taimni, F.M. (2010). *The Role of Gender Context in Shaping Reproductive Behaviour in Nigeria; In H. B. Presser and G. Sen (eds) Women's Empowerment and Demographic Processes*. New York: Oxford University Press.
- Torre,O , D (2007) Schooling , Labour force Quality and the Growth of Nation Through Adult literacy Education. Keya: Macmillan
- Ude, L., A. (2012). *Youth Participation in Community Development (CD) Programmes: Cross river state, Nigeria*
- Umar A. N (2005) *The Impact of Adult Literacy Education in rural Areas*. Kano: Zimax publishers.
- Umehukwu, P.O.J. (2004) ñThe Role of the Mass Media in Political Mobilization: The case of April 12 and 19, 2003 General Elections in Nigeria pp 8 ï 10
- Umobong ,R, N. (2007) Adult Literacy programme in Uganda. Washington DC: Macmillan publishers.
- Umoh-Mac (2006) Handbook on youth Organizations in agricultural education. Abuja: Hil-venture.
- UNICEF (2008) *The Urban Informal Sector in Nigeria: Towards Economic Development, of Rural Areas of Africa* . London: Macmillian.
- United Nations Organization. (2010). World Science Report, World Bank: Paris.
- Utomi, O, A (2011) Literacy Development in Africa. Challenges and Prospects. Calabar: Auto Century Publishers
- Uwa,O. I. (2011) Infrastructure Development in Africa: Prospect and Challenges. Lagos: Edmond publishers
- Uzoagwu, B. (2009). *Report on Women Development Initiative in Kenya*. Kenya: University Press.
- Wagner,U. B. (2010). What is community development, *Journal for Rural Development*. 17 (42) 15-16.
- Wartman, F.S. (2009). *Agriculture in Nigeria: identifying opportunities for increased commercialization and investment*. IITA, Ibadan: IITA.
- Zoharah,O, N (2015) Literacy Empowerment for poverty reduction in Africa. Newyork.: Macmillan.

Appendix A

Population Distribution of Members of Registered Youths Organizations in Enugu State

S/N	Location (L.G.A) Communities)	Names of Registered youths organizations	Number of members
1	Nsukka	Nguru Youth Association	580
	Obiomo	Age grade development Union	520
	Obukpa	Amori Youths Association	430
	Okpuje	Ochiudo Youths Development Union	290
	Edem	Edem Youths Association	230
	Eha- Alumona	Eha- Alumona Youths Association	560
	Alo- Uno	Alo- Uno Youths Association	490
2	Igbo ï Eze South	Igbo ï Eze South Youths Association	330
	Ibagwani Aka	Amaeze Youths Development Union	250
	Iheakpu - Awka	Iheakpu - Awka Youths Development	470
	Uhunowere	Uhunowere development Union	300
	Ovoko	Ovoko ï Uno progressive Union	450
	Iheaka	Iheaka Youths Association	300
	Total	13	5,200

Source: Ministry of Information and State Orientation Enugu State (November, 2017).

Appendix B

Sample Distribution of Members of Registered Youths Organizations in Enugu State

S/N	Location (L.G.A) Communities)	Names of Registered Youths Organizations	Number of Members	10% of Registered Members
1	Nsukka	Nguru Youth Association	580	58
	Obimo	Age grade development Union	520	52
	Opukpa	Amori Youths Association	430	43
	Okpuje	Ochiudo Youths Association	290	29
	Edem	Edem Youths Association	230	23
	Eha- Alumona	Eha- Alumona Youths Association	560	56
	Alo - Uno	Alo- Uno Youths Association	490	49
2	Igbo ì Eze South	Igbo ì Eze South Youths Association	330	33
	Ibagwa Aka	Amaeze Youths Development Union	250	25
	Iheakpu -Awka	Iheakpu - Awka Youths Association	170	17
	Uhunowere	Uhunowere development Union	300	30
	Ovoko	Ovoko ì Uno progressive Union	450	45
	Iheaka	Iheaka Youths Association	300	30
	Total	13	5,200	520

Appendix C

QUESTIONNAIRE

Department of Adult Education

& Extra- Mural Studies,

University of Nigeria,

Nsukka.

15th November, 2017.

Dear Respondents,

Letter of Introduction

I am a Postgraduate student of the above named department. I am conducting a survey research on "Mobilization Strategies for Active Participation of Youths in Community Development Programme in Enugu State". The purpose of this questionnaire is to get reliable answers on mobilization strategies for active participation of youths in community development programmes in Enugu state.

I humbly solicit your assistance in providing necessary information needed in this questionnaire for the success of this project work. All information provided will be used for academic purposes only and will be treated confidentially. Thanks for your anticipated co-operation.

Yours sincerely,

Ezugwu, Onyinye .G.

Section A

Instruction: Please indicate by ticking (ã) on the appropriate option that best represent your choice.

Characteristics of the Respondents

1. What is your age range? (Tick `on the box)

a) 18 ï 23 ()

b) 24 ï 29 ()

c) 30 ï 35 ()

2. Marital Status

a) Married ()

b) Single ()

c) Divorced ()

d) Separated ()

3. Highest Educational Qualifications

a) None ()

b) FSLC ()

c) WAEC/GCE or NECO ()

d) NCE/Diploma ()

e) HND/University First Degree ()

4. What is your Occupation?

- a) Farmer ()
- b) Trader ()
- c) Civil Service ()
- d) Student ()
- f) Any other (specify) _____

SECTION B

Responses mode:

Very high Extent (VHE) 4

High Extent (HE) 3

Low Extent (LE) 2

Very Low Extent (LE) 1

Tick (ã) against each statement on the space provided according to how you agree with the following statement. Below are some of the research questions used for the study, and answers for you to choose

Research Question One

To what extent can workshop be used as a mobilization strategy for active participation of youths in community development programmes?

S/N	Item Statement	VHE	HE	LE	VLE
1	Workshop helps in the medical empowerment of rural youths.				
2	Workshop enlightens youths on environmental sanitation practices.				
3	Workshop makes the youths to be aware of how to use prescribed drugs.				
4	Workshop helps many rural youths to treat their health problems.				
5	Workshop enables youths to determine the number of children to bear with their husbands.				
6	Workshop assists in the provision of improved seeds and enhances youths participation in agriculture for community development.				

Research Question two

To what extent can internet and social media be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State?

S/N	Item Statement	VHE	HE	ME	LE
7	Internet and social media help youths to interact and communicate on issues such as health care and civic education.				
8	Through Internet and social media youths can bring the world to their door step which helps in community development.				
9	Internet and social media help youths to identify the target audience which will bring about community development.				
10	Internet and social media help youths to build capabilities for strong relationship and partnership leading to community development.				
11	Internet and social media help youths to engage in business transactions such as buying and selling of products.				

Research Question three

To what extent can education be used as a mobilization strategy for active participation of youths in community development programmes in Enugu State?

S/N	Item statement	VHE	HE	ME	LE
12	Education assists youths to understand their rights and duties as citizens of a democratic country.				
13	Education is a medium which helps the youths to release their potentialities for community development.				
14	Education promotes youths competitiveness and help in decision making for effective participation in community development.				
15	Education helps the youths to set their goals and strive to achieve them which lead to community development.				
16	Education is essential and necessary in helping youths to choose the right paths in life which leads to community development.				

Research Question Four

To what extent can dialogue be used as a mobilization strategy of for active participation of youths in community development programmes in Enugu State?

S/N	Item statement	VHE	HE	ME	LE
17	Dialogue helps youths to sharpen their critical thinking and communications for active participation in community development.				
18	Dialogue increases the interest of the youths about the constitution and reforms, and increases their interest on how public policy affects their daily lives for active participation in community development.				
19	Dialogue helps youths to work as leaders in their various communities groups thereby encouraging active participation in community development programmes.				
20	Dialogue gives youths sense of belonging in the communities by allowing them to air their view for active participation in community development.				
21	Dialogue helps youths to understand the importance of participation in community development programmes which leads to community development.				

Research Question Five

What are the challenges associated with the mobilization of youths for active participation in community development programmes in Enugu State?

SN	Item statement	SA	A	D	SD
28	It requires an intense commitment of resources and leadership which most times are not readily available.				
29	It brings about internal tension because youth mobilization can challenge the status quo mindset of the adults.				
30	It challenges the adult on the kind of partnership it wants in working with at the community level.				
31	It require new training programme for youths and the resources are not always available.				
32	The cost of training and sensitizing these youths are usually high thereby posing a great challenge for youths to participate actively in community development programme.				

APPENDIX D

TEST OF RELIABILITY, CLUSTER A

Case Processing Summary

	N	%
Cases	30	100.0
Valid	0	.0
Excluded ^a	30	100.0
Total		

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.682	.730	6

Item Statistics

	Mean	Std. Deviation	N
VAR0000 1	3.4667	.62881	30
VAR0000 2	3.7333	.44978	30
VAR0000 3	3.4333	.93526	30
VAR0000 4	3.4667	.86037	30
VAR0000 5	3.2333	.85836	30
VAR0000 6	3.5000	.73108	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	17.3667	5.551	.718	.850	.554
VAR00002	17.1000	6.714	.497	.434	.639
VAR00003	17.4000	7.007	.039	.715	.785
VAR00004	17.3667	5.275	.521	.804	.600
VAR00005	17.6000	5.628	.420	.451	.640
VAR00006	17.3333	5.609	.558	.503	.593

Scale: Cluster B**Case Processing Summary**

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.614	.614	7

Item Statistics

	Mean	Std. Deviation	N
VAR00007	3.6333	.66868	30
VAR00008	3.1667	.74664	30
VAR00009	3.1000	1.06188	30
VAR00010	2.8000	.76112	30
VAR00011	2.9333	.90719	30
VAR00012	3.1000	.88474	30
VAR00013	3.2333	.67891	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00007	18.3333	5.471	.367	.335	.725
VAR00008	18.8000	7.200	-.172	.256	.650
VAR00009	18.8667	4.326	.365	.475	.719
VAR00010	19.1667	6.902	-.103	.314	.747
VAR00011	19.0333	5.826	.096	.127	.739
VAR00012	18.8667	4.809	.380	.468	.720
VAR00013	18.7333	5.582	.320	.320	.718

Scale: Cluster C

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.704	.712	8

Item Statistics

	Mean	Std. Deviation	N
VAR0001 4	3.1000	.84486	30
VAR0001 5	2.9667	.66868	30
VAR0001 6	3.3333	.88409	30
VAR0001 7	3.0667	1.08066	30
VAR0001 8	3.3333	.92227	30
VAR0001 9	2.9000	.92289	30
VAR0002 0	3.3667	.66868	30
VAR0002 1	3.3333	.71116	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00014	22.3000	10.562	.679	.666	.609
VAR00015	22.4333	14.047	.102	.113	.725
VAR00016	22.0667	11.513	.452	.626	.662
VAR00017	22.3333	9.609	.631	.619	.608
VAR00018	22.0667	10.754	.562	.659	.633
VAR00019	22.5000	16.052	-.256	.287	.810
VAR00020	22.0333	11.689	.628	.566	.636
VAR00021	22.0667	11.582	.603	.494	.637

Scale: Cluster D**Case Processing Summary**

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.740	6

Item Statistics

	Mean	Std. Deviation	N
VAR0002 2	3.8333	.59209	30
VAR0002 3	3.1333	1.00801	30
VAR0002 4	2.9667	.99943	30
VAR0002 5	3.1000	.88474	30
VAR0002 6	3.7000	.46609	30
VAR0002 7	3.8000	.40684	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR0002 2	16.7000	4.700	-.067	.042	.740
VAR0002 3	17.4000	3.421	.118	.251	.733
VAR0002 4	17.5667	2.875	.296	.137	.815
VAR0002 5	17.4333	2.737	.464	.320	.701 ^a
VAR0002 6	16.8333	4.213	.234	.355	.667
VAR0002 7	16.7333	5.099	-.210	.347	.742

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item coding.

Scale: Cluster E**Case Processing Summary**

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
VAR00028	3.2333	1.10433	30
VAR00029	3.9333	.25371	30
VAR00030	3.4667	.62881	30
VAR00031	3.6333	.61495	30
VAR00032	3.8000	.55086	30
VAR00033	3.5000	.50855	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00028	18.3333	2.437	-.187	.859	.732
VAR00029	17.6333	2.861	.102	.609	.813
VAR00030	18.1000	2.231	.206	.644	.800
VAR00031	17.9333	1.375	.874	.881	.788 ^a
VAR00032	17.7667	2.116	.370	.877	.712 ^a
VAR00033	18.0667	3.651	-.461	.652	.744

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item coding.

Scale: Cluster F**Case Processing Summary**

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.856	4

Item Statistics

	Mean	Std. Deviation	N
VAR0003 4	3.4667	.62881	30
VAR0003 5	3.7333	.44978	30
VAR0003 6	3.4333	.93526	30
VAR0003 7	3.4667	.86037	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00034	10.6333	1.895	.882	.824	.862
VAR00035	10.3667	3.206	.254	.214	.859
VAR00036	10.6667	2.644	.098	.627	.741
VAR00037	10.6333	2.102	.391	.769	.945

Scale: Overall Cluster**Case Processing Summary**

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.866	.866	37

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.4667	.62881	30
VAR00002	3.7333	.44978	30
VAR00003	3.4333	.93526	30
VAR00004	3.4667	.86037	30
VAR00005	3.2333	.85836	30
VAR00006	3.5000	.73108	30
VAR00007	3.6333	.66868	30
VAR00008	3.1667	.74664	30
VAR00009	3.1000	1.06188	30
VAR00010	2.8000	.76112	30
VAR00011	2.9333	.90719	30
VAR00012	3.1000	.88474	30
VAR00013	3.2333	.67891	30

VAR0001 4	3.1000	.84486	30
VAR0001 5	2.9667	.66868	30
VAR0001 6	3.3333	.88409	30
VAR0001 7	3.0667	1.08066	30
VAR0001 8	3.3333	.92227	30
VAR0001 9	2.9000	.92289	30
VAR0002 0	3.3667	.66868	30
VAR0002 1	3.3333	.71116	30
VAR0002 2	3.8333	.59209	30
VAR0002 3	3.1333	1.00801	30
VAR0002 4	2.9667	.99943	30
VAR0002 5	3.1000	.88474	30
VAR0002 6	3.7000	.46609	30
VAR0002 7	3.8000	.40684	30
VAR0002 8	3.2333	1.10433	30
VAR0002 9	3.9333	.25371	30
VAR0003 0	3.4667	.62881	30

VAR0003 1	3.6333	.61495	30
VAR0003 2	3.8000	.55086	30
VAR0003 3	3.5000	.50855	30
VAR0003 4	3.4667	.62881	30
VAR0003 5	3.7333	.44978	30
VAR0003 6	3.4333	.93526	30
VAR0003 7	3.4667	.86037	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	120.9333	131.375	.698	.	.856
VAR00002	120.6667	138.092	.335	.	.863
VAR00003	120.9667	132.309	.402	.	.861
VAR00004	120.9333	130.685	.529	.	.858
VAR00005	121.1667	135.109	.300	.	.864
VAR00006	120.9000	131.128	.608	.	.857
VAR00007	120.7667	134.875	.419	.	.861
VAR00008	121.2333	142.599	-.074	.	.871

VAR0000	121.3000	123.803	.715	.	.852
9					
VAR0001	121.6000	140.731	.029	.	.869
0					
VAR0001	121.4667	138.947	.097	.	.869
1					
VAR0001	121.3000	132.838	.403	.	.861
2					
VAR0001	121.1667	132.833	.546	.	.859
3					
VAR0001	121.3000	126.562	.766	.	.852
4					
VAR0001	121.4333	144.047	-.166	.	.872
5					
VAR0001	121.0667	131.237	.485	.	.859
6					
VAR0001	121.3333	124.092	.688	.	.853
7					
VAR0001	121.0667	130.892	.478	.	.859
8					

VAR0001	121.5000	143.155	-.098	.	.874
9					
VAR0002	121.0333	133.689	.498	.	.860
0					
VAR0002	121.0667	133.789	.458	.	.860
1					
VAR0002	120.5667	136.392	.368	.	.862
2					
VAR0002	121.2667	138.340	.105	.	.870
3					
VAR0002	121.4333	130.806	.439	.	.860
4					
VAR0002	121.3000	134.424	.323	.	.863
5					
VAR0002	120.7000	136.286	.490	.	.861
6					
VAR0002	120.6000	141.145	.054	.	.867
7					
VAR0002	121.1667	128.971	.464	.	.860
8					

VAR0002 9	120.4667	140.740	.171	.	.865
VAR0003 0	120.9333	137.582	.262	.	.864
VAR0003 1	120.7667	132.392	.641	.	.858
VAR0003 2	120.6000	138.386	.243	.	.864
VAR0003 3	120.9000	145.886	-.351	.	.873
VAR0003 4	120.9333	131.375	.698	.	.856
VAR0003 5	120.6667	138.092	.335	.	.863
VAR0003 6	120.9667	132.309	.402	.	.861
VAR0003 7	120.9333	130.685	.529	.	.858

ANALYSIS PRINTOUT FOR CHAPTER FOUR

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	520	2.00	4.00	3.6981	.46784
VAR00002	520	1.00	4.00	1.9827	1.07238
VAR00003	520	1.00	4.00	3.3115	1.01200
VAR00004	520	1.00	4.00	3.9019	.34000
VAR00005	520	1.00	4.00	3.4173	.63979
VAR00006	520	2.00	4.00	3.6327	.61897
VAR00007	520	2.00	4.00	3.7769	.56576
VAR00008	520	1.00	4.00	3.4827	.52278
VAR00009	520	1.00	4.00	3.2731	1.09582
VAR00010	520	2.00	4.00	2.7173	.70430
VAR00011	520	1.00	4.00	2.9288	.88486
VAR00012	520	1.00	4.00	3.0077	.99514
VAR00013	520	1.00	4.00	1.8673	.96554
VAR00014	520	1.00	4.00	3.2077	.77729
VAR00015	520	1.00	4.00	3.0000	.54472
VAR00016	520	1.00	4.00	3.6923	.49422

VAR00017	520	1.00	4.00	3.4077	.84156
VAR00018	520	1.00	4.00	3.7615	.46543
VAR00019	520	1.00	4.00	3.5885	.63600
VAR00020	520	2.00	4.00	3.4269	.50665
VAR00021	520	2.00	4.00	3.5596	.63025
VAR00022	520	1.00	4.00	3.9231	.28758
VAR00023	520	1.00	4.00	3.0750	1.03137
VAR00024	520	1.00	4.00	1.8519	.97126
VAR00025	520	1.00	4.00	3.0692	.96120
VAR00026	520	3.00	4.00	3.7154	.45167
VAR00027	520	3.00	4.00	3.7865	.41015
VAR00028	520	1.00	4.00	3.2865	1.02972
VAR00029	520	3.00	4.00	3.9288	.25733
VAR00030	520	3.00	4.00	3.7154	.45167
VAR00031	520	2.00	4.00	3.6442	.61010
Valid (listwise)	N 520				

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
healthbenefit	urban	349	3.2827	.37924	.02030
	rural	171	3.2645	.38779	.02965

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Healthbenefit	.006	.941	-0.9824	518		-.12567	.03566	-.19573	-.05561

Independent Samples Test

Equal variances assumed			-3.497	331.134	.001	-.12567	.03594	-.19636	-.05497
Equal variances not assumed									

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
agricultural benefit	Urban	349	3.4452	.35368	.01893
	Rural	171	3.4766	.34726	.02656

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Agriculture benefit	.057	.811	-.957	518	.339	-.03141	.03282	-.09588	.03307
Equal variances assumed									
Equal variances not assumed			-.963	343.385	.336	-.03141	.03261	-.09555	.03274