



SOW106

Introduction to **COMMUNITY ORGANISATION**

Course Manual

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Introduction to Community Organization

SOW106



University of Ibadan Distance Learning Centre
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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Isaac Adewole

Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

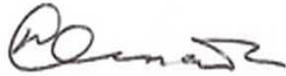
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre’s provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', written in a cursive style.

Professor Bayo Okunade

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About this course manual

Introduction to Community Organization SOW106 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Activity icons.
- Study Sessions.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing Introduction to Community Organization we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course Overview

Welcome to Introduction to Community Organization SOW106

This course will provide you with various methods of intervention in community action system composed of individuals, groups or organisations to engage in planned collective action in order to deal with social problems within a democratic system of values. It is concerned with programmes aimed at social change, with primary reference to environmental conditions and social institutions. It involves two major and interrelated concerns: (a) the process of working with an action system, which includes planning and organising, identifying problem areas, diagnosing causes and formulating solutions; and (b) developing strategies and mobilising the resources necessary to effect action. This course will therefore expose you to the concept of community organisation, community development theories, policies, processes and programmes of community development.

This course supplements and complements SOW106 on UIDLC open class at dlc.ui.edu.ng/oc

Course outcomes

Upon completion of Introduction to Community Organization SOW106 you will be able to:



Outcomes

- *describe* the concept of community and community organisation.
- *highlight* the characteristics and types of community organisations.
- *analyse* and build profile.
- *discuss* community development theories.
- *motivate* people to participate in community development.

Timeframe



How long?

This is a 15 weeks course. It requires a formal study time of 45 hours. The formal study times are scheduled around online discussions / chats with your course facilitator / academic advisor to facilitate your learning. Kindly see course calendar on your course website for scheduled dates. You will still require independent/personal study time particularly in studying your course materials.

Need help?



Help

As earlier noted, this course manual complements and supplements SOW106 at UI Mobile Class as an online course.

You may contact any of the following units for information, learning resources and library services.

Distance Learning Centre (DLC)

University of Ibadan, Nigeria
Tel: (+234) 08077593551 – 55
(Student Support Officers)
Email: ssu@dlc.ui.edu.ng

Head Office

Morohundiya Complex, Ibadan-
Ilorin Expressway, Idi-Ose,
Ibadan.

Information Centre

20 Awolowo Road, Bodija,
Ibadan.

Lagos Office

Speedwriting House, No. 16
Ajanaku Street, Off Salvation
Bus Stop, Awuse Estate, Opebi,
Ikeja, Lagos.

For technical issues (computer problems, web access, and etcetera), please send mail to webmaster@dlc.ui.edu.ng

Academic Support



Help

A course facilitator is commissioned for this course. You have also been assigned an academic advisor to provide learning support. The contacts of your course facilitator and academic advisor for this course are available at onlineacademicsupport@dlc.ui.edu.ng

Activities



Activities

This manual features “Activities,” which may present material that is NOT extensively covered in the Study Sessions. When completing these activities, you will demonstrate your understanding of basic material (by answering questions) before you learn more advanced concepts. You will be provided with answers to every activity question. Therefore, your emphasis when working the activities should be on understanding your answers. It is more important that you understand why every answer is correct.

Assessments



Assessments

There are two basic forms of assessment in this course: in-text questions (ITQs) and self assessment questions (SAQs), and tutor marked assessment (TMAs). This manual is essentially filled with ITQs and SAQs. Feedbacks to the ITQs are placed immediately after the questions, while the feedbacks to SAQs are at the back of manual. You will receive your TMAs as part of online class activities at the UI Mobile Class. Feedbacks to TMAs will be provided by your tutor in not more than 2-week expected duration.

Schedule dates for submitting assignments and engaging in course / class activities is available on the course website. Kindly visit your course website often for updates.

Bibliography

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of each study session; these may be books, articles or web sites.

Getting around this course manual

Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
Activity	Assessment	Assignment	Case study
			
Discussion	Group Activity	Help	Outcomes
			
Note	Reflection	Reading	Study skills
			
Summary	Terminology	Time	Tip

Study Session 1

The Concepts of Community and Organization

Introduction

In this Study Session, we will examine how community organisation involves the collaboration of separate community or welfare agencies with or without the additional participation of statutory authorities, in the promotion of joint initiative.



Learning Outcomes

When you have studied this session, you should be able to:

- 1.1 *define* and use correctly the terms in bold:
 - community
 - organisation
 - community organisation
- 1.2 *outline* the features of community organization.
- 1.3 *discuss* the types of community organization.

1.1 Concept of Community

In ordinary language, community is a popular word that is used in development circles, in the humanity. Community is the basic operational unit or the activity centre of mainly human services like community development, extension services, adult education, social welfare, etc. It is the unit to which practitioners address themselves in order to be relevant in the provision of basic needs to the people under local conditions. However, our discussion must evolve from a good clarification of what community is all about.

According to Ecklein (1984), community is a geographical area where people cluster together and have things to do with one another than with people outside the cluster. (b) Community is a legal entity or government in which people are governed by the same officials. (c) Community is a set of attitudes, beliefs, loyalties by which people feel as part of such a group. (d) Community is a collection of neighbourhoods to which people can belong. (e) Community is a network of voluntary association and special interest groups which allow people to join with like-minded people to promote special programmes solve certain problem or meeting the needs for participation. (f) Community as a social system.

It is noteworthy that there has been no agreement among people who have attempted to define community. However, it is general practice to use the term community to denote an area of local life.

Anyanwu, (1992) defined community as a group of people living in a given geographical environment, whether large or small and united by community interest. Hence, the term 'community' may be applied to a rural area, locality, city town, state or nation in which people share in common the basic conditions of life.

1.2 Community Organization

Community organisation involves the collaboration of separate community or welfare agencies with or without the additional participation of statutory authorities, in the promotion of joint initiatives. Community organisation is a term that is popularly employed in the social work community. However, scholars and practitioners have found difficulty in defining it. This is as a result of shifts in the area of focus and concern of community organisation.

In general, four major ideas are reflected in the various definitions offered for community organisation. First, the idea of cooperation, collaboration and integration; second, the idea of meeting needs; third, the idea that community organisation deals with programmes "relationships" as contrasted with the "direct service" of group work; fourth, the broad philosophical working relationship between the democratic process and specialism (Brager, 1973).

According to Ross (1955), community organisation is a process by which a community identifies its needs or objectives; orders or ranks, these needs or objectives; develops the confidence and will to work towards these needs or objectives; finds the resources to deal with these needs or objectives; takes actions in respect of them; and in so doing, extends and develops collaborative attitudes and practices in the community.

Community organisations provide mutual strength and cohesion in which people decide for themselves what issues are important and thus systematically engage mega structures in an equal forum to pursue those issues. They help connect people to corporate power structures, governmental agencies and teach people how to use the power of the community to make their common voices heard.

Community organisations exist almost everywhere. Community organisations are mediating structures that stand with the individual and the neighbourhood, between the neighbourhood and organisational mega structures and society as a whole

1.2.1 Features of Community Organisation Methods

This sub-section will expose you to the features of community organisation methods. It also explains different types of community organisation; for example, locality development, local planning and social action.

- The first feature is the maintenance of multiple relationships with individuals and groups, simultaneously and often independently of one another. The latter is important because individuals and groups may be fearful or hostile to one another and yet may all be ready to get engaged in an activity to find a common solution to a common problem.

- The second feature is the use of professional judgments in timing the drawing into contract of these relationships, after the worker has been able to resolve or modify the issues between them through an individual approach.
- The third feature is the skill involved in knowing where to take action on a project and when to let go of a project.
- The last feature to be mentioned, the one that permeates the whole process is the skill in group thinking. Just as the interview is the primary tools for social casework, so the committee is the device in community organization work by which the worker initiates and furthers the larger area interaction.

1.3 Types of Community Organizations

Hardcastle et al (1997) identified three distinct types of community organisation. They are the following:

1.3.1 Locality Development

This typifies the methods of work with community groups used by settlement houses and in colonial community development work. A major focus is on the process of community building. Working with broad representatives across sections of the community, workers attempt to achieve change objectives by enabling the community to establish consensus via the identification of common interests. Leadership development and education of the participants are important elements in the process.

1.3.2 Local Action

This is employed by groups and organisations which seek to alter institutional policies or to make changes in the distribution of power. Civil rights groups and social movements are examples. Both leadership and expertise may be challenged as the symbolic enemies of the people (Anyanwu, 1991).

1.3.3 Social Planning

This is a method of community organisation traditional to health welfare councils, although its scope and arena were enlarged in the 1960s to encompass city planners, urban renewal authorities, etc. Efforts are focused primarily on task goals and issues of resources allocation. Initial emphasis of this approach was on the coordination of social services; its attention has now expanded to include programmes development and planning in all major social welfare institutions. Expertise is the cherished value although leadership is accorded importance as well.

Study Session Summary



Summary

In this Study Session, we examined the concepts of community and community organisation. We stated that community is a population group, living within an identifiable geographical location having some degree of social needs and interest. We also defined community organisation as a process by which a community identifies its needs or objectives; orders these objectives; develops the confidence and will to work towards these needs; finds the resources to deal with these needs, take actions in respect of them and in so doing extends and develops cooperation and conclusion in the community. Community organisation is a term that is popularly employed in the social work community.

Assessment



Assignment

1. What are your contributions to your family as a member?
2. What have you done in the area you live to contribute to the progress of the area?
3. Describe the term community “organization”.
4. Briefly explain the characteristics of community organisation.
5. Discuss the different types of community organisation you know.

Bibliography



Resources

Anyanwu, C.N. (1992) *Community Development: The Nigerian Perspective*. Ibadan: Gabesther Educational Publishers, 65- 71.

Anyanwu, C.N. (1992) *Community Development: The Nigeria Perspective*. Ibadan: Gabesther Educational Publishers. 74-83.

Study Session 2

Community / Situational Analysis and the Building of Profile

Introduction

This Study Session will expose you to community/situational analysis as the first step in community organisation. This is a process of understanding the current situation in a community. It helps to clarify the relevant social, economic, cultural and political conditions in a community.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 2.1 *justify* the need for analysing community.
- 2.2 *conduct* community analysis.

2.1 Community / Situational Analysis in Community Organisation

Community people and their leaders have to develop their communities in ways that will result in improvement. The first step in community organisation is community or situational analysis. This refers to the process of assessing and defining needs, opportunities and resources in a community. In other words, it is a process of understanding the current situation in a community (Harper, 1959).

2.1.1 The rationales for community / situational analysis are:-

1. Situational analysis sets the stage for the intervention development.
2. It provides an opportunity to understand the dynamics of a community.
3. It helps to clarify the relevant social, economic, cultural and political conditions in a community.
4. It enables the community groups to define the problems affecting the people and understand the need to effect the desired changes.

5. It provides the data needed to determine objectives, development project and implement them.
6. It provides an initial opportunity for the people involved from the community in defining the problems and issues to be addressed.
7. It provides the database for monitoring projects in order to achieve objectives.
8. It serves as a basis for evaluating the ultimate impact of projects completed.
9. Situational analysis enables community practitioners to gain insights regarding the prevailing circumstances community needs and also helps them to consider how changes could be made to achieve certain goals. It is use to produce a dynamic community profile. The result of this community profile is useful in making decisions about community readiness to intervene in development problems and recognising the actors who should be involved in intervention planning.

2.2 Community Building

Community building at different levels has different types of problems to tackle. In order to tackle these problems successfully, community people and their leaders have to develop their communities in ways that there will be result in form of improvement. This requires community building in the sense of developing the capacity to blend with other resources to accomplish important tasks.

2.2.1 Building Community Profile

The analysis may cover many areas or aspects in a community such as:-

1. political / administration structure;
2. demographic features, population and characteristics;
3. social stratification and power relation;
4. organizations, their functions and activities;
5. leadership pattern and its influence;
6. cultural facets or traditions;
7. health, sanitation and nutrition level;
8. education; and
9. critical issues and problems.

2.2.2 Data Tools for Building Community Profile

A variety of data collection techniques are available to help community practitioners build a community profile. The tools include the following.

1. key informant interviews;
2. focus group discussion and public meetings forum;
3. survey (e.g. Questionnaire); an

Study Session Summary



Summary

In this Study Session, we examined the significance of community/situational analysis. We also discussed the process of building community profile laying emphasis on the areas/aspects involved in the process. We highlighted the basic tools for building Community Profile.

Assessment



Assignment

1. Briefly define Community/Situational Analysis and Building Profile.
2. Explain the importance of situational analysis to a community organisation.

Bibliography



Resources

Anyanwu, C.N. (1991) *Introduction to Community Development* Ibadan: Gabesther Education Service, 42-61

Harper, E.B. and Dunham, A.(1959) *Community Organisation in Action*. New York: Association Press. 55-67

Hardcastle, D.A., Wenocur, S. power, P. R. (1997) *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.30-52.

Study Session 3

Community Development Theories I

Introduction

In this Study Session, you will explore the concept of ‘theory’ in relation to community development. You will focus on Maslow’s theory of needs.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 3.1 define the term ‘theory’
- 3.2 point out developmental needs of community.

3.1 What is Theory?

A theory involves propositions or hypotheses that are problematic and not verified (though they may be verifiable). A theory is constructed by formulating a coherent group of propositions designed to help our understanding of a phenomenon or making judgments about it. Theories in other disciplines at times may be relevant to community development. Therefore, community development theory has used and also continues to borrow from the theories of the standard disciplines. Theory is also a set of inter-related principles set up to explain some propositions. Dunham (1958) describes theory as bodies of knowledge that have been developed over time to explain the basis of a given phenomenon.

3.2 Community Development Theories

Community development theories include assumptions, ideologies, principles and positions that govern the practice of community development. A theory provides a guide to what should be done in a given situation in relation to community development. In other words, in order to ensure sensible community development, we need the application of descriptive, explanative, predictive and heuristic theories. Community development theory heavily depends on general systems and on social systems’ conceptual framework to organise and relate ideas, intelligence and information uncovered and created in the process of community developments. There are different types of community development theories which we shall examine in this course. However, we shall focus on Maslow’s theory of needs in this Study Session.

3.2.1 Maslow's Theory of Needs

This theory of needs was proposed by Abraham Maslow in 1954. It states that all people have needs that vary and are arranged in a hierarchical form. He stated that the variety of needs for human beings can be classified into seven. These are in order of importance, starting from the bottom to the top.

Physiological Needs

These are often referred to as the survival needs. They are based on primary needs, which include hunger, thirst, sex, love and other internal drives. Maslow opined that when these physiological needs are fully satisfied, all other needs will appear.

Safety Needs

The need for safety will appear after satisfaction of the physiological needs. Safety needs are mainly concerned with maintaining order and security in relation to the life and property of the individual in whatever situation he may find himself.

Belongingness and Love Needs

These are purely social needs, and they include need to affiliate with others, need to be accepted and belong. These needs become satisfied after safety needs are fully met.

The Needs for Self-Esteem

These consist of needs to achieve, be competent and gain approval and recognition. These needs are also social and will not appear until the physiological, safety and belongingness have probably been satisfied.

Cognitive Needs

These are made up of needs to know, understand and explore. They become satisfied after the satisfaction of the above mentioned needs.

Aesthetic Needs

These are needs for symmetry, order and beauty. They also become satisfied after the satisfaction of the needs mentioned above.

Self-Actualisation Needs

This is the highest need. It is the need to find self-fulfilment and realise one's potential. It is not of course easy to reach this height; not all individuals can reach the top.

3.2.2 Implication of Maslow's Theory of Needs to Community Development

The relevance of the Maslow's theory to this study is that as needs become satisfied, an individual becomes dissatisfied as higher and greater needs are desired. It is necessary to point out that community or groups stay together to meet either one or more of these needs.

Moreover, they are motivated by the category of needs that they desire at a particular point in time. Hence, felt needs are identified and rated before appropriate programmes are put in place to satisfy those needs within the community involved. Also, it is clear from the theory that the successful completion of one developmental project will lead to interest in more because human needs are many.

It is important to note that any existing community development agents are in need of one thing or the other. Their need is based on the rationale behind Maslow's theory of needs. An understanding of Maslow's theory will help the social worker to clear some blockages that would prevent them from achieving their individual goals. Maslow's theory is also with the opinion that as change agent unblocked the barriers to achieving their goal, so also the client (community Development agents) should unblock barriers to their success.

Study Session Summary



Summary

In this Study Session, we examined the relationship between community development and theories. Specifically, we employed the Maslow's theory of human needs to explain that just as human beings, communities also have needs, and these needs must be properly identified and attended to, before community development can take place.

Assessment



Assignment

1. Briefly explain the term "theory".
2. Explain the term "community development theory".
3. Discuss the Maslow's theory of human needs in relation to community development.

Bibliography



Resources

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Study Session 4

Community Development Theories II

Introduction

In the previous Study Session we discussed the relevance of theory of community development and examined the implication of Maslow's theory of needs to community development. In this Study Session, you will explore the diffusion, basic resources export-led and empowerment theories. You will also explore how participation can be evolved within the community.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 4.1 *describe* diffusion theory of community development.
- 4.2 *explain* basic resources theory of community development.
- 4.3 *explain* export-led theory.
- 4.4 *discuss* the features of empowerment.
- 4.5 *present* how you can promote participation.

4.1 Diffusion Theory

It is a process whereby ways of life and ideas spread from one community or nation to another. For example, the modern day marriage ceremony in Nigeria is greatly influenced by foreign cultures. It is a mixture of traditional marriage, payment of dowry etc. and the modern system of going to church, mosque or court. Culture easily spreads from one nation to another. By nature, human beings are very imitative. All nations borrow from one another to advance in modern civilisation. Cultural diffusion is therefore, for cultural enrichment through influences and practices of other cultures (Abiona, 2003).

The diffusion theory encourages the community members to arrive at, or embark upon a project after examining and re-examining their felt-needs, assessment and identification. Nevertheless, the theory is not without the flaw or shortcoming of delay at embarking on agreeable felt-needs. It is time consuming. This theory also believes that the application of the technology to raise productivity of people and land depends on the socialization of the masses, to a large extent, to the community's well-to-do citizens, especially, people of substance in the society. The argument is that the more this exercise is successfully conducted the more the

community transformation and social development through the active participation of the people.

4.2 Basic Resources Theory

This theory places emphasis on the role of basic natural resources or environmental resources in the development of any community. It states that economic growth or any growth at all depends, to a large extent, on the presence, quality and magnitude of the basic natural resources within a particular community set up. It states that there is no way communities that have little or no natural or environmental resources would develop as fast as those that have basic resources.

In spite of the importance of natural resources in community development, some scholars have argued that the mere availability of basic resources is not sufficient or adequate to guarantee development in a community. They contend that in the long run, what really counts in community development is availability of citizen participation, initiative, cooperation and a sort of leadership that is strongly dedicated to the objectives being proposed, rather than the mere availability of environment or natural resources.

This theory helps community to identify and assess the available human, material or financial resources in their locality and utilise them for meaningful development. Members of the community would be motivated by the community development officers- the change agents to make initiate and implement their felt-needs. The citizen should be encouraged to cooperate with one another, and with the change agents. Also, the community members, through the cooperative efforts, should participate very actively in almost all the aspects of development of their society. With this theory, the target community would be mobilised and sensitised to tap and utilise very well the financial, material and human resources in their locality.



Tip

Diffusion theory is a process whereby ways of life and ideas spread from one community or nation to another. The diffusion theory encourages the community members to arrive at or embark upon a project after examining and re-examining their felt-needs, assessment and identification but basic resources theory places emphasis on the role of basic natural resources or environmental resources in the development of any community.

4.3 Export-Led Theory

This theory speaks of the role external factors or agents such as the governmental, non- governmental organizations and other external agencies in bringing about social economic changes in a community. (Anyanwu, C.N. 1992) supports this theory with his submission that “although communities are expected to execute their programmes with reliance on their resources, contributions of external agencies must be considered as quite important.” With the active participation of the community members in the community development programme, this theory would create awareness for the external factors mentioned above,

about their roles and dedication to the growth of the communities. On many occasions, members of some communities have their developmental spirits and initiatives killed when there is little or no supportive efforts from the government to external agencies. Lack of funds and other material resources has contributed in no small measure to the failure or abandonment of many projects. The target community may not know is the adequate, necessary or correct buttons to press that can bring about external resources either from the government or other external factors.

It is responsibility of the change agent representing the government interest in the community, as well as the community development associations, to organize educational programmes through active community in seeking for or tapping the external aids and resources to supplement the community generated ones- human, material and financial resources.

Theory of Empowerment as Related to Community Development

Empowerment has become a popular concept in regeneration strategies for disadvantaged communities (Allan, B. 1955). The concept is often and easily used among ideologies and different schools of thought but with different meaning.

1. Community members taking more direct role over their lives and areas.
2. They should have more control over their lives and areas.
3. Participate actively in identifying and responding to local needs and opportunities.
4. Participate actively in the delivery of services and control and ownership of local assets.

Therefore, if communities obtain more influence or control over the definition of the response to them, then such communities are seen as having been increasingly empowered. This observation informal reason, why (Bar, 1995) described empowerment as the degree to which or process by which mobilization of local self-interest is seen as the primary mechanism for empowerment.

4.4 Empowerment Theory

The key features, which a purposive empowerment process must underscore in any community development effort, are:-

1. Empowerment must take place at different levels and must take into consideration the different interests of people in a community, such as age, gender, race, e. t.c.
2. Empowerment process must recognize conflict of interest- real or imagined between such conflict often direct energies of disadvantaged groups into self- defeating and mutually disempowering activity. Such conflicts frequency requires meditation as a prerequisite to empowerment.
3. Empowerment process must seek to develop local skills and knowledge so that communities will have skill and knowledge to

undertake both analysis of need and assessment of the efficacy of different strategies.

4. Empowerment process must ensure communities have assessed to resources which are made available to local interest and must be effectively managed.

4.5 Participation and Community Development

The terms ‘participation’ and ‘empowerment’ are highly synonymous and are often used interchangeably by scholars. There appears to be no difference in the conceptualization, usage and in practice between the two terms since their meaning is interwoven. However, we shall still attempt to show the difference in the meanings of the two terms.

Participation is one out of the many procedures used in the processes of empowerment. Buttressing this view, Oyebamiji (2000) argues that participation enables individuals to exercise some controls over planned change. The implication of the definition given by Anyanwu (1992) is that community participation is an instrument per excellence for community mobilisation. This is because it will help to elicit the interest, willingness and preparedness of the people to participate either in cash or in material to their own community development.

4.5.1 Needs for Encouraging Community Participation

Community participation may be encouraged by governments as well as non-government organisations for the following reasons:-

Empowerment Purpose

This is, seeking to increase local control over resources, and decisions affecting the lives of the people living within a community.

Capacity Building Purpose

This involves ensuring active involvement in project planning and implementation especially through self-help or formal training and consciousness awareness activities.

Effectiveness Purpose

Government and non-governmental organisations may want to involve the community so as to ensure that the project achieves the set objectives and that the benefits derivative from the implemented project goes to the intended groups.

Cost Sharing Purpose

Beneficiaries may be asked to contribute money or labour or goods during the implementation of the projects so as to share the burden of cost.

Efficiency Purpose

This aims at reducing costs and wastes as well as maximising project benefits. It is believed that beneficiary consultation during planning will ensure that needs of people are met while beneficiary involvement during implementation will reduce waste and costs.

4.5.2 Elements of Community Participation

Intensity of Participation

The intensity of community participation can vary from information sharing through consultation and decision-making to initiative-taking.

Methods of Participation

The methods include leadership training programmes, learning by practice consciousness awareness activities, through their own needs and identifying possible solutions.

Stages of Participation

Beneficiaries can be involved at any point in the project cycle. A number of World Bank operational manual statements acknowledge the need to take social factors into consideration and therefore provide a framework within which it can promote local-level participation at all stages of identification, design, implementation and sustainability of development projects

Agents of Participation

These include field workers of the project agency, paid or voluntary community workers, groups created for a specific purpose (self-help house construction groups) or existing community organisations.

Level of Participation

The community can be involved either in programmes (which are made up of several related projects), projects or activities, at the national, state or local levels.

Target of Participation

Participants in this respect refer to the member community which includes men, women youth and the poor. Efforts should be made to identify whether the project is being co-opted by powerful economic, political or cultural groups to the exclusion of certain groups of intended project beneficiaries. There are various examples of where project organisers were unaware that large segments of the target population were effectively excluded from participation in the project and access to its benefits.

4.5.3 Strategies for Successful Promotion of Community Participation

Ross, (1955) enumerates some strategies for successful promotion of community participation as follows:-

- 1) As a developmental strategy to combat poverty, citizen participation must be kept distinct from classical charity and welfare approaches which attempt to channel aids to the poor. Participation can be promoted effectively among the underprivileged such that with external assistance from change agencies, they can modify their present living conditions by means of self-help organisations.

- 2) Participation should be in design as well as in execution. Participation starts at the stage of deciding what to do and how to do it. It should continue throughout the project implementation, allowing feedback, control and adjustment.
- 3) Participation should impose no obligatory model. The rural population should be given the opportunity to develop their organisations.
- 4) A priority set pace of development should not be determined. Every rural organisation should be allowed to proceed at its own pace of development.
- 5) Participation means response to felt-needs. The objectives of organised people's participation should be an expression of the aspiration of group members to improve and to control circumstances of their lives.
- 6) Participation should produce tangible benefits within a foreseeable period. Identification of appropriate take-off activities for local organisation is crucial.
- 7) Members should be called upon to voluntarily contribute from their resources. No matter how members are materially deprived, beneficiaries have to make some voluntary contributions in form of capital, labour and land.
- 8) The organisation should be socially viable. Participants must see themselves as a group with common interests and needs, and must be able to work together. The organisation must see themselves as partners in common action and enterprise.
- 9) There must be adequate concern for economic viability.
- 10) Education should be used as a tool of remedy. The purpose of any educational programme offered by a promoting institution should be to equip members of the organisation with sufficient information and tools to facilitate meaningful community participation in decision-making.
- 11) Community participation should foster leadership from the membership ranks.

Study Session Summary



Summary

In this Study Session, we discussed diffusion theory of community development as a theory that encourages the community members to arrive at or embark in a project after examining and re-examining their felt-needs assessment and identification. This study session also examined the basic resources theory, which states the significance of the basic natural resources or environmental resources in the development of any community.

We also examined export-led theory which speaks about the roles of external factors or agents such as the governmental, non-governmental organizations and other external agencies in bringing about social economic changes in a community with the active participation of the community members in the community development programme, this theory would create awareness for the external factors mentioned above, about their roles and dedication to the growth of the communities. We

discussed the theory of participation in relation to community development. In the process, we noted the reasons for encouraging community participation, and also mentioned elements of community participation as well as the methods of community participation. We also discussed stages of participation, agents of participation, level of participation as well as target of participation. Lastly, we discussed various strategies for promotion of community development.

Assessment



Assignment

1. Briefly explain the term “community development theory”
2. Identify three types of community development theories.
3. Explain two of the identified theories of community development.
4. Briefly discuss diffusion theory.
5. Explain basic resources theory.
6. Enumerate the steps in Maslow’s theory.
7. Enumerate two features of empowerment.
8. Identify four theories of community development.
9. Discuss two of the theories identified above.

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Study Session 5

Theories of Leadership

Introduction

The Study Session will expose you to theories of leadership as part of community development theories. These include: ‘great man’s’ approach, trait approach, situation theory of leadership and contingency theory.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 7.1 *define* the term “leadership”
- 7.2 *analyse* different types of theories of leadership.

5.1 Leadership

Leadership is a relationship that pervades every human grouping. Thus, we find manifestations of leadership in the family, clubs, union, communities and nation. Since the turn of the century, the phenomenon of leadership has been the subject of considerable attention and extensive study by theorists and researchers in a number of disciplines, especially sociology, political science, social work and psychology. This interest results from the fact that leadership is an important variable in human services and development activities (Ross, 1955).

5.2 Theories of Leadership

5.2.1 The “Great Man’s” Approach

The earliest and simplest view of leadership was the “great man’s approach”. This approach assumed that leaders were born and not made. This view of leadership dates back to ancient Greek and Roman times. The great philosopher, Aristotle, believed in this approach when he commented that “from the hour of birth, some theory was lost when later theories came into prominence, some communities in Nigeria especially those with less educated people still believe that leaders are born.

5.2.2 The Trait Approach

As the study of leadership grew, the “great man’s” theory lost much of its acceptability. The theory that quickly followed was the “trait approach” to leadership. Like its predecessor, the trait approach assumes that

leader's personal attributes are the 'key' to leadership success. Anyanwu (1992) identified five related traits that enhance leadership ability such as intelligence, energy, good appearance, height and ability. He also observed that personality traits, such as adaptability, aggressiveness, enthusiasm and self-confidence are important.

5.2.3 Situation Theory of Leadership

The dis-satisfaction with the "trait approach" to understanding leadership has given rise to the situational approach to the study of leadership. The theory states that leadership is strongly affected by the situation from which the leader emerges and in which he operates. The profile of the successful leader varies with situations. Different group activities require different types of leaders.

5.2.4 Contingency Theory

The study of leadership on the basis of situation is re-emphasized by the contingency theory of leadership propounded by Amadike (1989). Amadike's contingency theory of leadership stipulated that group performance or effectiveness depends upon the interaction of the leadership style and the favourableness of the situation. This implies that leadership is any process in which the ability of a leader to exercise influence depends upon the group, task, situation and the degree to which the leader's style, personality and approach fit the group.

Leadership derives from the breadth of the morality upon which it rests. This implies that leadership in a community depends on the cooperative personal attitudes of individuals within the community, on the one hand, and on the system of communication in the community, on the other hand. A community leader becomes what he is by the action and interaction of a number of factors, among which are his relationship with his followers and the effects of the environment on the structure of the community in which he operates (Anyanwu, 1992).

Study Session Summary



Summary

In this Study Session, we identified and discussed different theories of leadership as part of community development theories. Specifically, we treated the "great man's" Approach that assumes that leaders are born but not made. The trait approach, assumes that leader's personal attributes are the 'key' to leadership success. We also examined the situational theory

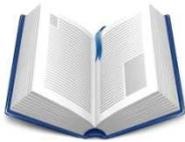
Assessment



Assignment

1. Briefly explain the term 'leadership'..
2. List different theories of leadership you know.
3. Discuss two of the theories identified above.

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Study Session 6

Community Development

Introduction

Community development has come into international usage to connote the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the economic social and cultural conditions of communities so as to integrate these communities into the life of the nation. In this Study Session, we will examine the nature and objectives of community development. We will also discuss the implication of social changes and how community development operates on the premises that people need change, not only to improve their communal life but also their whole community.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 6.1 *describe* the nature community development.
- 6.2 *highlight* the objectives of community development.
- 6.3 *discuss* the implication of social changes in community development.
- 6.4 *discuss* the components and operations of community development.
- 6.5 *explain* the nature basic elements that guide the process of community .
- 6.6 *explain* the principle of evaluation that guide community development.

6.1 The Nature of Community Development

Community development is a method by which the people of a village are involved in helping to improve their own economic, social conditions and thereby become effective working groups in programmes of their national development. Robert (1979) and Stumpf (1971) perceive community development programme as the process within a given community of broadly raising the structures stimulating latent local initiative and self help abilities, directing energies on selected major aspects of community life.

Khinduka (1971) states that programmes covered by community development include agriculture, irrigation, sanitation, health education, cottage industries, employment and youth development. Anyanwu, (1999) also list the components of community development to include agriculture, irrigation, rural industries, education (including literacy), health, housing, social welfare, youth and women's programmes, cooperatives and the training of village leaders. This indicates that

community development covers a wide range of human activities in rural and urban areas.

Community development has to be seen, therefore, as marking the process in the life of the community by which the people learn and act together for the satisfaction of their felt-needs. Essentially, community development is movement for a better living. Community development remains a weapon for social changes (Khinduka, 1971). Its purpose is to bring about an improvement in the life of the people through changes in their living conditions. Its main aim is the willing cooperative effort of the people themselves in measured design to improve their community.

Community development is the tool for the induction of desirable ages in the society. It helps to resolve issues in situations demanding the promotion of change deliberately carried out by the people (Adewale, 1996). It has been observed that community development is concerned with the two fold study of the value system and the structural functioning of a community. As a result of this, some methods of classifications may be identified in the examination of its impact (Anyanwu, 1992)

6.2 Objectives of Community Development

In the implementation of community development, some people lay emphasis on the material improvement of communities and achievements of tangible goals such as school, well, dam, or road, while some other people insist that the importance of community development does not lie so much on material improvement but to build up community through improvement in the life of the individuals and make them the builder of their own villagers and the architects of their own well being (Anyanwu, 1992)

The first objective of community development is to educate and motivate the people for self-help. This is done through working willingly for it and developing the will to win them. In this process of education, people will learn and appreciate that community development means self-development by the community as a whole.

The second objective is to develop responsible leadership among the people. This is done during the first stage by looking for a person who is knowledgeable and also has the skill for such task.

The third objective is to inculcate knowledge in the sensible way to people who have been conscientised about the programme. By combining this with technical resources of government, the goals of the programme will be achieved. The people should know that any community development programme is their own programme that is designed for their development and benefit, and they should participate in it.

The fourth objective is to introduce and strengthen democracy from the grass roots level through the creation of institutions designed that are to serve as an instrument of local participation (Anyanwu, 1999). This is compulsory because community development has to make use of organisation and institutions at the level of locality in which it operates. This is why it has to rely on local leader who will carry community development to the grass roots and can help local communities to develop

their skills in relation to their traditional employment, communal organisation such as age, grade etc. can be encouraged to set their authority and power behind community development, religion leader can be of high advantage.

The fifth objective is to initiate self-generative, self-sustaining and enduring process of growth. This is an essential objective, which teaches the community not to rely on readymade solution of others; they should diagnose their own problem, and initiate actions towards it solution.

The sixth objective is to enable people establish and maintain cooperative and harmonious relationship in their community. In community development cooperation is really needed so that their desire for changes for better living among the people in their community can be achieved. Cooperation among people brings togetherness and promotes healthy communication and interaction among the people, which involve introduction of new idea among the people.

The seventh objective is to bring about self chosen change in the life of a community with a minimum of stress. Self-chosen change is important because nothing good can be achieved from an outsider to a community without the involvement of the people in such community, since they are in the best position to identify their needs and assess what is good for them. This is possible when there is effective communication, which can be used to share experience.

6.3 Implication of Social Changes in Community Development

The purpose of community development is to bring about an improvement in the life of the people through changes in the living conditions of the people in the community. Its main aim is the willing cooperative effort of the people themselves in measured design to improve their community.

Community development was to replace mass education, village development and fundamental education. It was designed to make people cooperate to be effectively close to their local government bodies. The reason why mass education was replaced with community development was that Africans knew and believed that such an education was for primitive people. The term mass education was misleading and inadequate because the word education by that time was not true to its meaning (Adewale, 1996).

Community enhances any group, small or large that lives together in such a way that its people share things together while development is at optimum realisation of the well-being of the people in that community. Community development denotes changes, that is, it involves a movement from one point to another point.

Changes can be modified or induced i.e. when it is really planned in order to achieve projected goal. Community development refers to improvement of the community, which can be upward or downward. The

community development implies that changes occur from a situation less good to one better in the life of the community.

The implication of community development for social changes marks the stage in the life of a community, at which people plan and work together to satisfy their felt- needs, which reduce to social change. Such a change will enable men and women to work together to control their physical environment and make use of their resources in order to improve their standard of living.

Community development is a process by which efforts of the people are united with that of government to improve the economic, social and cultural conditions of communities. Community development involves social changes because its primary purpose is to bring change for better living within the community (Robert, 1979).

6.4 Operations of Community Development

The main element of community development is to identify and decide what to do in order to achieve development. This is possible if the people in the community can identify their problems and be prepared to do something to solve these problems. In other words, project selection is an important feature of community development, since it deals with problem identification, it also involves mobilisation of local manpower to execute the projects.

The first stage is on systematic discussion of common felt-needs by members of a community. The desire of the people may be raised so as to make meaningful achievement to satisfy their needs and the needs can be felt in the way the people live. Therefore, discussion is centred on how people can make effort to better their conditions. This can be achieved through discussion with individual or a few group of people later tentatively shared with others Anyanwu, (1992).

The first stage of discussion can become the beginning of diagnosis and later identify other people who can carry the discussion to wider public for further discussion and plan for positive action to bear upon the needs.

The second stage usually emphasizes systematic planning to select what people want to do to satisfy their felt needs, which have to be within the community, self-help capacity. At this point, there will be wider discussion on what causes the problem and the options left to the community. This will lead to the project that is selected to satisfy the community needs (Adebagbo, 2006)

The main elements here are to identify and decide what to do to achieve development. This is possible if they can identify their problem and prepare to do something to solve this problem. Project selection is an important feature of community development, it deals with practical that, involves mobilisation of local manpower who are to execute the project of development.

It is the stage that mobilises community to do something for itself and another important thing here is the efficiency of the local leader to direct the organisation of the community project in order to explain the aims of the project to their people and people should cooperate actively.

The third stage is the mobilization of the physical, economic and social resources from the community to build up social services. This process usually comes from the people voluntary labour with technical and monetary assistance from the government and other agencies wherever possible. Once a community starts to work on a project, which is hoped, will yield benefits to the whole community, members of such community shall start contributing to its successful completion. The essence of governmental and non-governmental agencies is to encourage a sense of initiative, self-help and mutual assistance among the people and make community efforts productive. It is at this stage that people know that community development means self-development by the community as a whole and not development of the community by government or any extraneous body (Adewale, 1996).

The fourth stage is identifying more resources needed for maintenance of the previous stage. It is at this stage that community interest and effort are known. Some people will also make efforts to provide public services maintenance at his stage.

The fifth stage of community development is identification and evaluation. Evaluation will point out the progress, and it will show whether the objectives of making the project meet the needs of the people, the people capacity to absorb change for better living and their participatory potentiality in the programme, whether or not the project has changed the people's general conditions or it has improved their patterns of behaviour of the people or whether they acquire more knowledge, skill and attitude, or it has promoted human development as well. All these will be known through evaluation process.

The evaluation will enable the community to know the next step to follow and this must have relation with the objective (Anyanwu, 1992).

Community development marks the stage in the life of a community, at which people plan and work together to satisfy their felt-needs, that is, social change. Such a change will enable men and women work together to control their physical environment and better make use of their resources in order to improve their conditions of living. Such a change must be directed such that it brings about in the citizen self-respect, moral and mental progress.

6.5 The Process of Community Development

Community development operates on the premises that people need change, not only to improve their communal life but also their whole community. It is a people-centered process. This means that community development first of all resolves around the felt-needs of the people in a community. Local participation and involvement are important things of community development. This means that the people who will enjoy this effort should recognise in themselves that they should commit themselves to the programme.

Identification of leadership should be the first thing to recognise at the early stage of community development process. Although the communities will make use of their own resources, they still require

government and other external assistance to self-help projects. Where villagers are not interested or apathetic to the progress, you should let them be aware of their need and let them know that things can change for betterment (Amadike, 1989) Community development relies on community leaders because these local leaders are important who act as the agents of change in their community? These local leaders may be volunteers; they are the real agents of social improvement in their community.

Leadership is a factor that ensures cooperation among the people in any community. It is a leader who has assessed to interact and convince his members about any programme. He can create incentives that make other people effectively. He creates faith in a number of things that may generate community development (Anyanwu, 1992).

The relationships among rural people are personal and in most cases face to face. The leaders know more about people individually and have a better knowledge and understand them better. He is able to recognise more readily if there is any conflict within the community than a leader in a complex urban community. This is possibly because the motives and rights of a group and individuals in a rural area can be easily detected. Rural community is an ideal place for democratic leadership to work.

The leader in any community is part of the group or community. A leader must have the ability to lead not to drive. He exercises authority smoothly. He must function as a member, accept and uphold the sanctions of the community. In organising people to develop their leadership role by their relationship with one another, he must lead them to know how to work together cooperatively. He should be able to summarise the objectives of his community and to help them analyse the one they have met, on and also help them bring the resources at their disposal to bear on their needs. He must understand the principal purpose of bringing about changes for better living among the people of his community. He must work and help the people identify their problem and lead them to the resolution of the problem. This is the starting point of community development. He has to be sure that the people too participate by cooperating with him in planning, execution, utilisation and assessment of any project. This will give the pride of ownership after completing the project.

He should lead his people to understand that their reliance on the resources of the community will lead to an appreciation and good management of the resource from outsiders as government agencies give them to help them during their project in order to achieve their felt- needs (Anyanwu, 1999). He should lead them to appreciate the principle of self-help which is the end product of community development. This self- help enable the people make use of their resources judiciously to achieve social development.

The community leader should work closely with the development agents so that democracy can come in than mere political mechanism so that there may be proper cooperation among them and the people they are leading. He must lead his people to appreciate the fact that the involvement of the masses in development programme will help to remove the feelings that the government is removed from the people.

Even popular involvement in any development programme gives the people a sense of identity with the government. Furthermore, popular involvement in community development enables the people concerned to reason together and understand themselves. This ultimately leads to social cohesion.

As community development has been defined as a process by which the efforts of the people with those of the government are used to improve the social changes of any community. The whole idea is that if people want development, they must sacrifice their time and contribute money to achieve their desires. The government has to direct local effort to national objectives by policy formulation, financial assistance, and technical support programme and also monitor in order to ensure that the services of government are effective. Government should eradicate poverty and stagnance in the village which has adopted better living and it should create a sense of responsibility and involvement in the development of their community and their country Adebago, (2006). In the process, the government helps the people at the village level to use their local initiative and resource to achieve increased production and higher standard of living. The people have to define, solve, and actually work out their problems, and rely on their local resources. People can feel the impact of social change through the democratic process.

The essential thing above community development is that; it is people centered. Human factor in national development is one of the basic factors in national planning. The improvement of human factor at the village level tends to alleviate some problems of economic and social adjustment at the grass root level. It promotes the effort of the government to tackle the problem of unemployment in the rural areas. Human factor also minimises the alarming flow of the youths from rural areas to towns. It highlight the social and political values of community development as a means of strengthening the democratic process through encouraging people to discuss and act together to solve their own problems.

Community development touches all the activities of government ministries such as agriculture, health, commerce, industry, housing, social welfare, education and cooperative. The implication is that all the activities of government ministries have to integrate with the overall development needs of local communities. The extension workers have been specifically trained by the government to act as change agents and, thus, contribute greatly in the development of community, which in turn promotes innovative approaches for community transformation.

These change agents are involved in the method and techniques by which the local community links its development to the wider plans of the national government through self- help and the extension worker from various ministries. Local community can learn how to generate economic and social growth. In this process of doing or executing their project, local communities can expand their activities and increase the self confidence and involve themselves in economic and social life of their country (Anyanwu, 1991)

Local governments play the role of providing things for the people under their communities and they act as a link between their people and the

state government. The local government that is nearer to the people and provides information from the government to its people and from his people to the government.

It is through the local government that the daily activities of the state come to the local communities; hence, some people at the local level take the local government to be real government.

In the field of agriculture, local governments enable the people to adopt better methods of soil conservation, better methods of crop farming and better care of livestock. Improvement in agriculture will provide income and employment for many people in local communities by making use of modern technology equipment for farm. Local government will succeed in changing from traditional form of production to modern forms through giving guidance to modern demand for cash crop (Adewale, 1996).

In the field of health, the local government may introduce programmes to safeguard the health of the people by promoting the betterment of the people through better sanitation, provision of better water supply, proper hygiene and improved infant and material welfare in the communities. Education in this line will enable people to know the importance of good health and food and also know the importance of balance diet. In the field of civic and political development, the role of the local government is to educate people about elections and allied matters. The local government should let them know the importance of civic awareness, promote programmes about government-community betterment, voting and political affairs. They will know the importance of national security, the evil effects of smuggling and corruption on national development. Local governments also transform the life of communities through the integration of education and training.

6.6 Evaluation in Community Development

Evaluating a programme simply means how well a job has been done that is, judging the worth of any contribution, and it is essential for any organisational process. It is mainly to point to the progress of any programme and make work more effective and enable us to know whether the objectives or goals are achieved. It helps to modify or change a system if the objective is not yet achieved by re-planning again until the objective is achieved. Evaluation in community development involves an assessment of result of human action and achievement.

Community development also involves the use of resources outside their community like the government or non governmental agencies, these are injected into the community as a means of supplementing the resources for the improvement of the economic, social and cultural condition of the people. Even some experts who direct the course of community development are from outside. It is therefore necessary to evaluate all the outside efforts injected to know whether they achieve their goals (Anyanwu, 1992)

Evaluation in community development follows a process of assessing the development that the community has achieved or undertaken. The exercises become a form of action research whose practical purpose is to help participants in improving their knowledge and promote their well-

being. This has to be a participatory activity. At the planning stage, a general idea is formed around the problem, and the problem is examined later. A plan of action is formulated with some specific objectives steps are taken to carry out the plan as laid down by the community. In the process, the needs are evaluated to know whether the objectives are achieved. Following this initial assessment, a recycle of planning, execution evaluation is used to know whether to modify or alter the motivation, it has injected into the community at this stage. The findings from the initial assessment will now guide the people in the process of completing the programme and taking more programmes if need be.

Study Session Summary



Summary

In this Study Session, we discussed the concept of community development as a conscious effort to bring about change for better living within a community. Furthermore, we examined the objectives of community development, that is, the purposes the project of community is to serve. This section also examined the nature of community development. In the process, we discussed the implication of social changes in community development.

We discussed the components of community development as well as the operations involved in the project of community development. In other words, we examined the stages involved in the implementation of any community development project. Finally, we explored how community development projects can be evaluated.

Assessment



Assignment

1. What do you normally do on the day of environmental sanitation?
2. What are your contributions to the development of your area or community?
3. Briefly define the term “community development”.
4. List four objectives of community development.
5. Briefly explain the components of community development.
6. Explain the operations of community development.
7. Identify two identities of community.
8. Briefly explain “community development as a process”.
9. Discuss the nature of community development.
10. Identify two identities of community.
11. Briefly explain “community development as a process”.
12. Discuss the nature of community development.

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Study Session 7

Motivation in Community Development

Introduction

The word “motivation” comes from the Latin root word “mover” which means to move, against the background of general meaning of the historical background of the word “motivation”. As a concept, motivation is used to describe the forces acting on or within a person to explain the initiation, direction, intension and persistence of behaviour”. Motivation is the process of arousing movement in the organism.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 12.1 *discuss* the term “motivation”
- 12.2 *identify* the implications of motivation in community development.
- 12.3 *enumerate* the factors of motivation

7.1 The Concept of Motivation

Motivation as a concept used to describe the forces acting on or within a person to explain the initiation, direction, intension and persistence of behaviour (Korman, 1974). Perception of motivation comports with the general motion of renowned psychologists on motivation. Many psychologists opine that motivation as a force determines the basis for the varied activities of individuals and groups. The love for learner’s participation in community development therefore depends on the motivating factor.

Motivation is the process of arousing movement in the organism. The movement is proceeded by and regulated through, the release of energy within the tissues. In his attempt to give an operational definition of motivation, (Akande, 1987), asserts that motivation is the degree of personal involvement in the learning process. Such personal involvement is based on a burning desire to do what one is told or compelled to do. Motivation according to Akande (1997), could be low or high depending on the interest, perception, hope and aspirations of a person viz-a-viz the relevance of a given learning activity to the satisfaction of such hopes and aspirations.

In an effort to have good understanding of the concept of motivation, it is requisite to grasp the term such as “motives”, “drive” and ‘ needs”.Aiken (1969) submits that “ motives refer to an inferred internal state of the

organism, which arouses activity and directs the organism's behaviour towards certain objects or conditions called goals"

Furthermore, in understanding the concept of "motive", we need to consider the meaning of the concept, "need". Effort has been made above to consider the conceptions of psychologists on "motive" and "need" For example, lack of sufficient sugar makes the tea tasteless and this may necessitate looking for some sugar to add to the tea; the need is the lack of water in the tea, the tastelessness of the tea in the mouth is the motive; while sugar searching and consumption are behaviours.

7.2 Implications of Motivation to Community Development

Community development faces the problem of ignorance that is why community development is not being accorded with prestigious consent. This is probably due to its interconnection with adult education. The fact remains that development is far away from the people who refuse to come together and jointly find a solution to their common problems.

Motivation is such an appropriate strategy of introducing substantial innovation to the status of community development. Community participation cannot take place in community development without the adults been motivated accordingly. Anyanwu, (1992) asserted that community participation can be assured where the initiative of the people is sufficiently stimulated to arouse their enthusiasm and whole hearted involvement. It is the burden of this part of the work to examine the implication of motivation to community development.

In general, motivation at its core deals with why people behave as they do. Many motivational theories have been propounded as ways to x-ray and explain human behaviour. Even though motivation is an elusive term, its powerful influence in the lives of individuals can not be denied. For this work, effort shall be made to examine the major motivational factors to participate in community development.

Uses of Motivation to Community Development

Psychologists have found motivation to be very useful for several reasons. Motivation helps to account for variability of behaviour, to relate biological processes to behaviour; to make observable behaviour; more intelligible; to assign personal responsibilities for actions, to explain perseverance of behaviour despite adversity Akande, (1985).

7.3 Motivational Factors to Community Development

7.3.1 Attitude

Attitude is one of the motivational factors for an adult's participation in community development. Attitude guides thought, feelings and behaviour. It is a powerful influence on human behaviour. Attitude is

learnt through experience, direct instruction, identification and role behaviour; hence, they can be changed (Korman, 1974).

Attitude with a knowledge basis is acquired in conjunction with competence motives, that is, the motives to acquire a clear, stable and consistent picture of the world. The attitude of an adult determines what motivates him to participate in community development that is, learning about and developing their community. If an adult has an attitude with an utilitarian basis, he or she will participate to have his or her needs met. He will be seen discussing his value-laden attitude. Such a person develops natural repugnance against those whose world view is indecisive in relation to community development.

Community development leaders or agents of change can talk, show evidence, list logical reasons for the programme, and if necessary give testimony to the positive results of community development.

7.3.2 Need

Houston (1967) argues that satisfying one's needs is bound to involve a certain amount of difficulty. Many factors such as limited resources, ineffective need satisfaction pattern, etc. may be responsible for the difficulties in needs satisfaction. However, one is highly motivated to have his needs met. Therefore, one takes several steps in satisfying the pressing needs.

The motivating factor of needs may be defined as normative when it constitutes a deficiency or gap between a desirable and the standard that actually exists. Maslow's hierarchy of needs is one of the most commonly used theories to explain and organise the motivational strategies in community development. Anyanwu, (1992) pin-points the essence of participatory research technique in community development.

7.3.3 Stimulation

Stimulation is any change in our perception or experience with our environment that makes us active; for example, we are attracted to the colourful object. When we hear something new, we tend to listen more carefully to the sound. When we touch something like an electric wire unexpectedly and we retract our hands from it. All these are stimulating experiences. Stimulating experiences can be interesting, frustrating, invigorating or irritating. Whatever their quality, they will get our attention and tend to keep us actively involved (Akande, 1985).

Stimulation sustains the interest of the adult to participate meaningfully in community development. Another motivational strategy for enhancing and sustaining stimulation is to let the adult participants in community development realize their accountability. For community development, some which can act as a sort of motivation should be promoted. It is stimulating to tackle community problems in various ways to maximize learner's participation.

7.3.4 Emotion

As one of the motivating factors, emotion may serve to direct behaviour either towards some desired object or condition or away from some

objects or situation. One becomes highly emotional as he confronts emergency situations; for example, one would be emotional seeing fire burning in a house very early in the morning. It is the emotion that drives a person forward in coping with a situation over a longer period of time than it would be possible if he were entirely calm Akande, (1985).

Emotion also enables an individual to exert maximum strength momentarily. Strong emotion renders an individual less sensitive to pain; for example, a person who sees a lion advancing to attack, will run faster and longer for safety without feeling the pain of the protracted duration the running may take. He is able to endure the stress imposed by running because he does not want to die.

A community leader will increase emotional responsiveness in adults in a community if he tells them that the building of market stalls will help boost their economic status. People are ready to participate in those activities that have immediate relationship to their personal daily living.

Community change agent is conducting a seminar on alcoholism as a community problem. What are the implications of this information to the communities of those adults present and more importantly, for their families. The closer we bring our programmes and skills to the adult people here and now, the more they will emotionally participate in the programme.

7.3.5 Competence

Competence is defined as the concept of major motivation factor that describes our innate desire to take the initiative and effectively act upon our environment rather than remaining passive and allowing the environment to control and determine our behaviour. It is generally held that human beings inherently desire to gain competence over their environment.

The level of competency of adult learners rises as they are being provided with consistent feedback regarding their mastery, progress and responsibility as they participate in community development.

7.3.6 Reinforcement

Reinforcement is one of the motivating factors responsible for the community developer participation in community development. It is defined as any event that maintains or increases the probability of the response it follows. Community development agent of change should therefore help adult learners to be aware of the positive changes that have occurred in them due to their participation in various developmental programmes.

The interest of adult participants increase in community development, as they share together what they have gained in their participation in the programme Korman, (1974). As they share their experiences of these things gained by participating in their programme, the phlegmatic adult learners can then wake up and participate fully. This will enhance high motivational force in the adult learners to participate meaningfully in community development.

Study Session Summary



Summary

In this Study Session, we examined the significance of motivation to community development. We first defined motivation as the process of arousing movement in the organism. We noted that the love for learner's participation in community development therefore depends on motivation factor. Motivation is such an appropriate strategy of introducing substantial innovation to the status of community development. Community participation cannot take place in community development without the adults been motivated accordingly.

Finally, we discussed some of the factors in motivation that are very fundamental to community development. These factors include: attitude, needs stimulation, reinforcement, emotion and competence.

Assessment



Assignment

1. What method do you use to make your children / followers / younger ones work?
2. Briefly explain the term "motivation".
3. Identify and discuss the implications of motivation to community development.

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