

SOW 311
Community Organisation

Ibadan Distance Learning Centre Series

SOW 311 Community Organisation

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Vice-Chancellor's Message

I congratulate you on being part of the historic evolution of our Centre for External Studies into a Distance Learning Centre. The reinvigorated Centre, is building on a solid tradition of nearly twenty years of service to the Nigerian community in providing higher education to those who had hitherto been unable to benefit from it.

Distance Learning requires an environment in which learners themselves actively participate in constructing their own knowledge. They need to be able to access and interpret existing knowledge and in the process, become autonomous learners.

Consequently, our major goal is to provide full multi media mode of teaching/learning in which you will use not only print but also video, audio and electronic learning materials.

To this end, we have run two intensive workshops to produce a fresh batch of course materials in order to increase substantially the number of texts available to you. The authors made great efforts to include the latest information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly. It is our hope that you will put them to the best use.

Professor Isaac F. Adewole

Vice-Chancellor

Foreword

The University of Ibadan Distance Learning Programme has a vision of providing lifelong education for Nigerian citizens who for a variety of reasons have opted for the Distance Learning mode. In this way, it aims at democratizing education by ensuring access and equity.

The U.I. experience in Distance Learning dates back to 1988 when the Centre for External Studies was established to cater mainly for upgrading the knowledge and skills of NCE teachers to a Bachelors degree in Education. Since then, it has gathered considerable experience in preparing and producing course materials for its Programmes. The recent expansions of the programme to cover Agriculture and the need to review the existing materials have necessitated an accelerated process of course materials production. To this end, one major workshop was held in December 2006 which have resulted in a substantial increase in the number of course materials. The writing of the courses by a team of experts and rigorous peer review has ensured the maintenance of the University's high standards. The approach is not only to emphasize cognitive knowledge but also skills and humane values which are at the core of education, even in an ICT age.

The materials have had the input of experienced editors and illustrators who have ensured that they are accurate, current and learner friendly. They are specially written with distance learners in mind, since such people can often feel isolated from the community of learners. Adequate supplementary reading materials as well as other information sources are suggested in the course materials.

The Distance Learning Centre also envisages that regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks will find these books very useful. We are therefore delighted to present these new titles to both our Distance Learning students and the University's regular students. We are confident that the books will be an invaluable resource to them.

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

Best wishes.



Professor Bayo Okunade

Director

General Introduction and Course Objectives

Community organisation refers to various methods of intervention whereby a professional change agent helps a 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.

Community organisation and social planning refer to activities in which organisational methods of intervention are used to meet social needs and, therefore, counteract social problems. This requires that practitioners and the groups employing them find ways of redistributing resources, service functions and decision making power.

The activities include organising people to act together as well as devising policies and programmes to meet their objectives. These are linked in common enterprises in which painful approaches to the solutions of problems are fused with the mobilisation of people's capacities to deal with problems.

This course is to introduce the students to the concept of community organisation, community/situational analysis and the building of profile, participation in community development, community leadership, differences in terms of attitude and behaviour of social organisations in rural and urban communities.

The book is divided into fifteen lectures. Lecture One describes the concept of community and community organisation. Lecture Two focuses on the types of communities and community organisation. Lecture Three discusses population density; Lecture Four deals with the population growth and its problems, while Lecture Five deals with differences in terms of attitude and behaviour.

Lecture Six explains differences between rural and urban settlements, while Lecture Seven describes community/situational analysis and community building profile. Lecture eight deals with community building, while Lecture Nine explains the participation in community.

Furthermore, Lecture Ten deals with community leadership. Community empowerments are described in Lecture Eleven and Lecture Twelve deals with social organisations in rural and urban communities, while Lecture Thirteen of the course deals with community power structure. Decisional/issue-outcome methods are explained in Lecture Fourteen. Lecture Fifteen examines community decision behaviour.

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LECTURE ONE

The Concepts of Community and Organisation

Introduction

The concept of community is of great antiquity for it has been receiving attention since the time of socio- political philosophers like Plato and Aristotle. Furthermore, many centuries ago, men discussed the relationship of the size of the community to its quality of life and concluded that the good life could be realised only in a small community of not more than about 6,000 to 30,000 inhabitants. But in spite of the old vintage of the word and the frequency with which it is used in the literature and in ordinary discourse, there is considerable disagreement on its meaning. To put the myriad of definitions of community in clear perspective, some scholars have attempted to underline the sense or attributes which they embody by situating them in classificatory schemes. Community organisation, for example, involves the collaboration of separate community or welfare agencies with or without the additional.

Participation of statutory authorities, in the promotion of joint initiative. There must be a clear knowledge of the community phenomena; for example, before we can meaningfully talk about community development or organisation which emphasizes felt needs. Therefore, the concept of the community must be first clarified. Community organisations provide mutual strength and cohesion for people to decide among themselves what issues are important and, thus, systematically engage mega structures in an equal forum to pursue those issues. Community organising helps to identify a problem or sets of problems, identifies a solution, clarifies a set of objectives, develop a strategy and approach, develops leadership, mobilizes public support and launches campaigns.

Objectives

At the end of this lecture, you should be able to:

1. define the term “community”; and
2. describe community organisation.

Pre- Test

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?

CONTENT

What is Community?

In ordinary language, community is a geographical area where people cluster together and have more to do with one another than with people outside the cluster. Community is a network of voluntary associations and special interest groups, which allow members to join with like-minded people to promote special programmes, solve certain problems or meet the needs for participation. 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 Kahn (2007), community is an ecological, relating to place of residence and its associated variables (b) Community is an occupational variable denoting farming versus other occupations (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 neighborhoods to which people can belong. (e) Community is a socio-cultural, focusing on attitude and behaviour in rural and urban cultures. (f) Community is a distribution of power.

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.

Kahn (2007) viewed community as a collection of people differentiated from the total population with common interests. Equally reflective of this view is Lindeman's definition, which sees the community as any process of social interaction which gives rise to a more intensive or more extensive attitude and practice of inter-dependence, cooperation, collaboration and unification.

Mineri and Gestos (2007) had earlier insisted that the community has two related aspects, the geographical and the psychological. Geographically, it may be considered as a contiguous distribution of people with their social institution. Psychologically, we may think of the community in terms of the elements that combine to make it a dynamic and living entity. Since both of these elements are important, we may consider the community to be a complex social unity that has both a physical locus and a psychological consensus.

What is Community Organisation?

Community organisation is a planned process to activate community to use its own social structures and any available resources to accomplish community goals decided primarily by community representatives and generally consistent with local attitudes and values. 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.

Smith, (2005) expresses community organisation as a notion of furnishing a working relationship between the democratic process and the specialist. The democratic process expresses itself or is personified in the total community membership while the specialist expresses himself or is personified in the division of labour, which produces highly skilled persons and effectively. Community organisation is a value based process by which often low and moderate income people, previously absent from decision making tables, are brought together in organisations to jointly act in the interest of their communities and the common good. Ideally in the participatory process of working for needed changes, people involved in community organisation learn how to take greater responsibility for the future of their communities, again mutual respect and achieve growth as individuals (Kahn, 1982)

Community organisation is a term that is popularly employed in the social work community. However, scholars and practitioners have some 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 coordinate power structures, governmental agencies and also 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 (Biklen, 1983).

Community organising helps to identify a problem or sets of problems, identifies a solution, clarifies a set of objectives, develop a strategy and approach, develops leadership, mobilizes public support and launches campaigns (Mineri and Gestos 2007). They outlined ten main concepts of community organising which are power, relationship building (one-on-one relationship building and public relationship building), leadership development, political education, strategy, mobilisation, action, winning, movement building and evaluation.

McQueen et al (2001) see community organisation as community action and defines it from public health perspective as “a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action. It is the term “joint action” that changes a field of shared meaning into a community of solidarity and joint action by definition does not come out of vacuums; it is always needs to be organised.

Summary

This lecture has discussed the concept of community. We noted that community is a population group, living within an identifiable geographical location having some degree of social needs and interest. Community organisation is a planned process to activate community to use its own social structures and any available resources to accomplish community goals, decided primarily by community representatives and generally consistent with local attitudes and values. Community organisation is 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. Community organising helps to identify a problem or set of problems, identify a solution, clarify a set of objectives, develop a strategy and approach, develop leadership, mobilize public support and launch campaigns.

Post- Test

1. Briefly define ‘community’.
2. Briefly explain the term “community organisation”.

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LECTURE TWO

Types of Communities and Community Organisations

Introduction

This lecture examines different types of communities; such as rural and urban communities. It also explains their differences; for example, the distinction between the two communities is a familiar one which is recognised in everyday language, and the differences appear very obvious on the surface, there is great difficulty in the real world in defining the differences so that they fit every case. However, different criteria are used in describing and analyzing them both at the abstract level of generality as well as the empirical level at the abstract level, Wirth (1938) stated the differences in terms of structural, cognitive and behavioural attributes. But, these attributes are difficult to operationalise accurately. Hardcastle *et al.*, (1997) identified three distinct types of community organisation. They are locality development, local action and social planning.

Objectives

At the end of this lecture, you should be able to:

1. identify different types of communities;
2. enumerate the differences between one community to the other; and
3. list different types of community organisations

Pre-Test

1. Describe the term “community”.
2. Briefly explain the characteristics of community organisation

CONTENT

Types of Communities

Communities differ in many ways and over the years there have been various classifications based on the differences they exhibit. The current definition of rural settlement in Nigeria, which dates back to the 1963 census, takes it as any settlement with a population not exceeding 20,000 inhabitants. What this means is that a community having a minimum of 20,000 persons has an urban status. This is also the standard figure used by the United Nations Organisation (UNO). Nelson et al (1972) observed that the re-designation of rurality and urbanity in 1963 in Nigeria resulted in classification changes in respect of over 2,350 communities with population of between 5,000 and 20,000 from urban in 1952 to rural in 1963.

The population criterion is not satisfactory for a number of reasons. In the first place, population figures used vary with time and from place to place, as various countries have their own statistics and as such, population cannot be an adequate yard-stick for making a differentiation between rural and urban communities.

Secondly, a demographic mono-definition cannot accord an empirical status to the complex syndromes of social, psychological and cultural attributes associated with the two types of communities. Thirdly, a large settlement with more than 20,000 inhabitants can be both rural and urban at the same time because it could have concentrations of people labelled urban as well as 'enclaves' with inhabitants exhibiting rural characteristics. Settlements with such dual characteristics are abounding in Nigeria. For example, Ibadan town which could be described as a "city village" has some enclaves like *Aremo* with inhabitants exhibiting rural characteristics within the larger urban area.

Fourthly, from the point of view of functional characteristics, many settlements with more than 20,000 inhabitants in Nigeria will not qualify as centres. As Mabogunje (1968) pointed out an urban centre should satisfy certain "urban responsibilities" one of which relates to its capacity to support certain minimum community services. But many settlements with populations exceeding 20,000 people in Nigeria "do not really perform urban functions as similar settlements in Western countries".

Because of the inadequacy of a demographic mono-definition of rural and urban areas, it has been suggested that the choice of any single

criterion for differentiating between rural and urban communities will inevitably lead to many inconsistencies, contradictions, uncertainties and mistakes. Consequently, it has been posited that an adequate distinction between the two communities can be made if it is based upon a series of mutually dependent fundamentally related characteristics.

Types of Community Organisations

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

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.

Local Action

This is employed by groups and organizations, 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).

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.

Summary

This lecture has discussed types of communities and different yardsticks use to determine them. The lecture also examined the different types of community organizations, such as social planning, local action etc.

Post- Test

1. Identify two characteristics of community organisation methods.
2. Identify and discuss two different types of community organisations.
3. Explain two yard-sticks to determine the type of community an area belongs to.

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LECTURE THREE

Population Density

Introduction

In contrast to urban settlements where large populations occupy small unit-areas, population density is generally found to be low in rural areas. Rural communities are essentially devoted to agricultural activities with majority of the residents engaged in farming usually within the framework of traditional techniques and observed. The principal criterion of the rural society or population is occupational collection and cultivation of plants and animals. In contrast, the urban communities are centres of manufacturing, services, white-collar jobs, trade and commerce.

Objectives

At the end of this lecture, you should be able to:

1. enumerate the differences between homogeneity and heterogeneity; and
2. describe the nature of urban area.

Pre-Test

1. Describe the term “communities”.
2. Briefly identify and explain different types of communities

CONTENT

Homogeneity and Heterogeneity

Heterogeneity was one of the concepts that Wirth (1938) introduced in characterizing the urban centre and in differentiating it from a rural setting. An urban centre has a heterogeneous population made up of

people with different backgrounds in terms of culture, language, occupation, religion, patterns of behaviour and experiences. As a result of these, social interaction is characterized by impersonality and casualness, with the individual counting for little. Besides, there tends to be high degree of psychological isolation in urban areas.

On the other hand, due mainly to the fact that rural settlements are comparatively small and are more or less inhabited by one linguistic, dialectic or cultural group with little or non-natives or stranger elements, rural communities exhibit greater similarity in social and psychological characteristics. Residents share, to a large extent, common beliefs, patterns of behaviours, language and occupational activities. In consequence of these, social interaction is characterised by primary group contacts and intimacy. Also in relative terms, there is much social cohesion in rural areas with villagers seeing themselves as belonging to the same family.

Closeness to Nature

When rural areas are compared to urban areas it will be found that the former are more dominated by nature. Rural dwellers are more exposed to natural elements like tick vegetation, animals, birds, etc. Their needs in the areas of food, light, water, drugs etc. are to a considerable degree met by nature.

In contrast, urban life considerably rests on artificiality with pipe borne water taking used instead of stream, electricity replacing sunlight and moon, air conditioners moderating the effect of heat in some homes and offices and packaged snacks or fast food edging out green vegetables and fresh fruits.

Social Control

Because of the relative small population in rural settlements, most inhabitants especially of hamlets and smaller villagers know one another. Anti-social and deviant behaviours such as armed robbery, drug abuse, prostitution and gambling rampant in urban centres are rare.

Infrastructural Facilities, Social Services and Standard of Living

Relative to rural areas, urban centres have greater concentration of infrastructural facilities, superior social services and higher standard of living. Facilities and services such as communication and transport networks, hospitals, schools, electricity, pipe-borne water and other public installations are overwhelming concentrated in the urban centres.

Urban centres have more workers in the public and private establishments and the informal sector is larger.

In contrast, rural communities lack infrastructural facilities and basic amenities like electricity, potable water, and modern means of communication, transport, schools, etc. Employment opportunities outside farming (or fishing in the riverine and coastal areas) are virtually non-existent.

Summary

When rural areas are compared to urban areas, it will be found that the former are more dominated by nature. In contrast to urban settlements where large populations occupy small unit-areas, population density is generally found to be low in rural areas.

Post-Test

1. Identify ways of controlling population.
2. Briefly explain the term “heterogeneity”.

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LECTURE FOUR

Population Growth and its Problems

Introduction

The stagnated, deteriorated and poor standard of living in rural areas, on the one hand, and the greater social, economic and political opportunities in urban centres, on the other, create a 'push-pull' force in the population movement and distribution resulting in emigration of able-bodied persons from rural areas and their influx into urban centres. This in turn leads to rapid urban population growth with its attendant problems.

Objectives

At the end of this lecture, you should be able to:

1. enumerate causes of over-population; and
2. describe the problems of over-population and under-population.

Pre-Test

1. Describe the term "homogeneity".
2. Briefly explain difference between urban and rural area.

CONTENT

Problems of Population Growth

Mabogunje (1968) made a four-fold classification of the problems as follows; urban unemployment, livability, serviceability and manageability.

The first problem has to do with the high rate of unemployment in urban centres. A large percentage of the labour force in urban areas is not

in wage and salaried employment. However, many earn their living as hawkers, vendors, housemaids, etc

The problem of livability relates to the appalling physical situation in urban areas. There is a greater incidence of environment degrading in urban centres than in rural areas. The rapid increase in the population of urban centres brings with it poor environmental sanitation, over-crowded housing, slum dwelling and squatter phenomenon. For example, many rural migrants who cannot secure accommodation or even afford low-priced ones in urban centres erect illegal structures and squat in unauthorised sites. One dimension of live ability is the problem of worsening traffic congestion.

In Nigeria, for instance, many cities experience frustration to traffic hold ups and even the introduction of the odd and even number system of vehicular movement has not solved the problem in a city like Lagos. With respect to serviceability, urban areas as centres of large population concentration face the problem of inadequate provision and supply of basic and essential facilities and services like electricity, water, health and recreation.

Another problem worth highlighting is the fact that disproportionately urban centres have a high crime and delinquency rate. According to Oloko (1988), the factor responsible for this includes:

1. the generally high population density of many residential areas and streets of the cities;
2. the fact that a large proportion of the population of these cities is made up of many young male migrants in search of non- existing jobs;
3. the fact that many people in the cities live in crowded rooms and houses occupied by persons who are complete strangers to one another;
4. the fact that many migrants to the cities are urban bachelors who seek their sexual gratification by recourse to the services of female prostitutes who serve as fences behind which many criminal offences are perpetuated;
5. the juxtapositions of residential neighbourhoods of members of the elite and non-elite individuals and groups, especially in the cities which have expanded through the encroachment of their modern and planned sectors on existing village enclaves;

6. the existence of experienced and influential people who encourage and organise young criminals; and
7. the existence of ready markets for the disposal of stolen goods

Other variables that are at times considered in perceiving differences between rural and urban settlements include social differentiation, social mobility, social stratification and social interaction

Summary

This lecture has noted that the stagnated, deteriorated and poor standard of living in rural areas causes movement of people to urban areas, which make urban areas to be over populated. The problems of over-population are congestion and high rate of unemployment in the cities. Over- population in the urban areas causes under-population in the rural areas.

Post- Test

1. Describe the term “population growing”.
2. Briefly identify and explain the problems of over-population of an area”.

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LECTURE FIVE

Differences in Terms of Attitude and Behaviour

Introduction

One of the most significant aspects of studies on community relates to the characteristics of rural and urban people. It has been severally asserted that rural people are different from those inhabiting urban areas. In this connection, certain cognitive systems, attitudinal and behavioural patterns are associated with rural people and urban people respectively. The reason for drawing attention to the attitudinal and behavioural distinctions between rural and urban dwellers is to suggest that the differences have implications for social change and development.

Objectives

At the end of this lecture, you should be able to:

1. enumerate different attitudes of people from rural and urban areas; and
2. describe the behaviour of the dwellers of rural and urban areas.

Pre-Test

1. Describe the term “population growth”.
2. Briefly explain effects of under population.

CONTENT

Fatalistic Attitude

Rural people tend to manifest more fatalistic attitude and outlook to events and the future than urban dwellers. This is in the sense that they are wont to attribute whatever happens to them, whether it is good fortune, success or disaster like flood or fire outbreak to fate and supernatural forces

outside and beyond their control. People who have fatalistic outlook to happenings believe that events are predestined and predetermined (Mabogunje, 1968).

Pessimism and Passivity

Related to fatalism is pessimistic attitude, which is associated more with “rural people” than “urban people”. This orientation expresses itself in the unwillingness of rural people to take initiative, seize opportunities and be innovative. This has implications for development. There is much correlation between people’s belief in their aspiration for change.

Familism and Communalism

Unlike the urban dwellers that are by and large, individualistic, the rural man is familistic and communalistic, subordinating his person and resources to family and communal interest, extended responsibilities and parasitic tendencies. The spirit of communal identity and cooperation is higher, with villagers in a given rural community regarding themselves as members of the same family.

It is often claimed that familial and communal tendencies and attitude of the rural man have negative consequences on development, a claim that is rebuked by the experiences of the Republic of Korea and Japan.

Modern and Traditional Orientations

In respect of modern and traditional orientations, urban and rural dwellers differ in the following ways. Urban dwellers are more cosmopolitan in their world-views, having and exhibiting attitudinal and behavioural patterns that are more or less, modern (Oloko, 1988). They are more future-oriented believing and expecting that life would improve in the future and are as a result, more open and receptive to innovative norms, values and ideas.

Also, urban dwellers are by and large more tolerant of deviant social behaviours particularly in the areas of sexual morality, pre-marital sex, abortion, divorce, prostitution, alcoholism, etc (Wirth, 1938). This has affected the peoples’ way of live. Take environmental cleaning and sanitation, for example. But in traditional times environmental cleaning and sanitation were highly valued with defaulters visited with sanctions.

Tradition is a significant factor in the life of individuals in rural communities. Rural people believe in and maintain indigenous culture and traditional way of doing things.

Summary

This lecture has noted that the stagnated, deteriorated and poor standard of living in rural areas causes movement of people to urban areas, which make urban areas to be over populated. The problems of over- population are congestion and high rate of unemployment in the cities. Over-population in the urban areas causes under-population in the rural areas.

Post- Test

1. Describe the term “population growing”.
2. Briefly identify and explain the problems of over-population of an area”.

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LECTURE SIX

Differences between Characteristics of Rural and Urban

Introduction

The differences of the characteristics of rural and urban settlements, and rural and urban people are not an easy task because there is great difficulty in distinguishing accurately between the two worlds. Rural and urban world do not exist themselves in a vacuum and do not therefore constitute exclusive categories. It will be inaccurate characterization if we perceive rural communities as static and unchanging entities.

Objectives

At the end of this lecture, you should be able to:

1. enumerate differences between the characteristics of rural and urban; and
2. describe the behaviour of the dwellers of rural and urban areas.

Pre-Test

1. Describe the term “fatalistic attitude”.
2. Identify five amenities that can be find in an urban area.

CONTENT

Different between Characteristics of Rural and Urban

It is a bit difficult to accurately distinguish between rural and urban worlds because the impression of rural urban as being two totally distinct forms of territorial and social organisation is simply not the case. In Nigeria, for

example, there are socio-cultural as well as economic linkages between the rural urban areas. Also, there is considerable communication and interaction across rural/urban boundaries, with certain individuals in pursuance of their differentiated roles forming vital parts of rural urban communities. For example, the Igbo urban dweller belongs to his family and natal village community to whom he hopes to eventually return to either alive or dead. In spite of his residence or domicile in urban centres, he still senses common identity and bond with villagers in his home community and accepts his ancestors' culture and tradition (Mabogunje, 1968).

A second factor has to do with the fact that the differences between the rural and urban modes of living are not the product of one simple characteristic or factor but the result of a number of closely integrated and functionally related attitudes

It is also important to state that the contrasting attitudinal and behavioural patterns observable in the two types of communities are due largely to differences in the environment impinging upon them. The wind of change is fast blowing on rural areas, igniting a process of metamorphosis and social change that is narrowing the gap of differences between urban and rural life styles (Wirth, 1938).

Similarly, communication and transportation systems in rural areas are being modernised. Also, motor parks and their attendant touting practices are easily noticeable while beer drinking palours are sprouting up in a good number of the rural communities.

Technological development, rural development programmes, improvements in communication technology and contact and interaction between the ruralites and urbanites are among the factors responsible for the changes taking place in rural areas. For example, urban dwellers who visit to their home communities invariably introduce new ideas, skills and modern practices and usages their people (Oloko, 1988). The process of diffusion of these innovative ideas, norms and values is facilitated by the fact that returnee urban people are held by their people as reference points and role models to be followed and imitated.

Summary

This lecture has noted that rural and urban world do not exist in vacuum, and do not therefore constitute exclusive categories. Communication and transportation systems in rural areas are being modernised. Technological development, rural development programmes improvements in communication technology and contact and interaction between the ruralites and urbanites are among the factors responsible for the changes taking place in rural areas.

Post- Test

1. Enumerate the reasons why there are mass movements from rural to urban areas.
2. Briefly explain two characteristics of rural and urban area”.

References

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LECTURE SEVEN

Approaches of Community Organisation towards Development

Introduction

This lecture examines different approaches of community organisation towards development. For examples, social work approach, political approach, and neighbourhood maintenance or community development approach.

Objectives

At the end of this lecture, you should be able to:

1. identify different types of approaches; and
2. enumerates the significant of these approaches to development .

Pre-Test

1. Describe the term “community”.
2. Briefly explain rural community
3. What are the yard-sticks for categorising communities?

CONTENT

Approaches of Community Organisation towards Development

There have been various approaches to community organisation. They are social, political and the neighbourhood maintenance or community development approaches.

The Social Approach

The social approach sees the community as a social organism with certain needs that must be coordinated and met if the neighbourhood is to survive and remain viable. The focus in this approach is on building a sense of community by gathering together existing social services and by delivering and lobbying for needed social resources. To the extent that this approach identifies a problem in the community or neighbourhood as one social disorganisation. Falling out of this neighbourhood, the role of the organizer is either as an “enabler” to help the community gather itself together or as an “advocate” of the community to secure additional services.

Political Activist Approach

The political activist approach sees the community as a political entity and as a social organism. It views the community as a potential power base capable of getting power, keeping power or developing alternative institutions apart from those in power. To the extent that this approach identifies a problem in the community, it is framed as an absence of power. In this regard, the role of the organiser is to help the community understand the problem in terms of power and then to mobilise it around this understanding. Needless to say, this approach is less consensual than the social work approach in that many times gaining power for the community puts it in conflict with groups, interest, elites, who have something to lose from this power (Michael, *et al* 1981).

This approach also draws distinctions between organisers and leaders (unlike the social work approach which sees the community almost like a collective client that needs to be “administered to”). Organisers frequently come from outside the community and their job is to identify and support indigenous community leaders. This approach is very sensitive to maintaining equality of power relations in the community organisation. Therefore, leadership positions should come from within the community (Valocchi, 2003)

Neighbourhood Maintenance/Community Development Approach

The neighbourhood maintenance or community development approach sees the community as a space that has intrinsic or commercial value. It is neither a site of service provision nor a site of power accumulation. The

function of organizing is simply to maintain and improve the physical and commercial value of the property. In recent years, this approach talks not only about maintaining the value of property but developing space to better meet the needs of the neighbourhood residents.

These neighbourhood maintenance efforts have typically come from within the neighbourhood itself (unlike the political activist and social work approaches) in the form of civic associations. These associations usually involve peer pressure to maintain property or assist in providing services to the neighbourhood. Sometimes, they work with local officials or when necessary applying pressure on local officials to get needed services. Again, sometimes this approach spills over into a political activist approach as civic associations learn that their interest can only be achieved through more confrontational strategies with power holders in the city (Valocchi, 2003).

This approach of community organisation is perhaps the loosest of the categories. Included in this category are the neighbourhood associations and civic clubs that emerged in the 1950s in the new suburbs throughout the United States. These associations and clubs were designed to enhance and protect property values and to lobby locals' officials and business to improve services to the neighbourhood.

Summary

This lecture has discussed various approaches to community organisation. Those approaches are social, political and the neighbourhood maintenance or community development approaches.

Post- Test

1. Identify three types of community organisation.
2. Identify and discuss three approaches of community organisations

References

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LECTURE EIGHT

Community/ Situational Analysis and Building Community Profile

Introduction

This lecture examines community or situational analysis. It refers to the process of assessing and defining needs, opportunities and resources in a community. In other words, it is the process of understanding the current situation in a community. The analysis may cover many areas or aspects in a community, such as; political/administrative structure, economic activities and demographic features etc. A variety of data collection techniques are available to help community practitioners build a community profile. For example, they could use existing data, observations and survey.

Objectives

At the end of this lecture, you should be able to:

1. identify different types of approaches;
2. enumerate the significance of these approaches to development; and
3. list the data tools for building a community profile.

Pre-Test

1. Describe the term “community organisation”.
2. Briefly explain urban community According to Chambers (1994)
3. What are the differences between social work and political activist approach?

CONTENT

Rationale for Community/ Situational Analysis

According to Chambers (1994), the rationale for community/situational analysis can be summarized as follows;

- i. Community situational analysis sets the stage for the intervention development.
- ii. It provides an opportunity to understand the dynamics of a community.
- iii. It helps to clarify the relevant social, economic, cultural and political conditions in a community.
- iv. It enables the community group to define the problems affecting the people and understand the need to effect the desired changes.
- v. It provides an initial opportunity for involving people from the community in defining the problems and issues to be addressed
- vi. It provides data needed to determine objectives, develop projects, and implement them.
- vii. It provides a database for monitoring projects in order to achieve objectives.
- viii. It serves as a base for evaluating the ultimate impact of projects completed.

Community analysis enables community practitioners to gain insights into the prevailing circumstances and community needs and help them to consider how changes could be made to achieve certain goals (Miller, 2000). The outcome of community analysis is to produce a dynamic community profile. The results of this community profile will be useful in making decisions about community readiness to intervene in development problems, the actors who should be involved in intervention planning, the best model for organising the intervention and particular opportunities, resources and circumstances that will foster effective intervention strategies tailored to the social, cultural and political characteristics of the community (Hayghe, 1991)

Building Community Profile

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

- i. Political/administrative structure
- ii. Demographic features and population characteristics.

- iii. Economic activities.
- iv. Social stratification and power relations.
 - v. Organisations and their functions and activities.
- vi. Leadership pattern and its influence
- vii. Cultural facets or traditional
- viii. Health, sanitation and nutrition levels
- ix. Education
- x. Critical issues and problems.

Data Tools for Building a Community Profile

- i. Use of existing data
- ii. Key informant interviews
- iii. Focus group discussion (FGD)
- iv. Public meetings, fora
 - v. Survey (e.g. questionnaire)
- vi. Observations

Summary

This lecture has discussed community/situational analysis as a process of assessing and defining needs, opportunities and resources in a community. It explained the areas of community that it covered and also identified the data tools for building a community profile, such as public meetings, etc.

Post-Test

1. Identify two types of communities.
2. Identify and discuss the rationale of community analysis.
3. enumerate five data tools for building a community profile.

References

Chambers, R. (1994). The Origins and Practice of Participatory Rural Appraisal. *World Development* 5 (7), 953-969

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LECTURE NINE

Community Building

Introduction

This lecture examines communities of different levels, neighbourhoods, wards; local government areas etc have one form of development problems or the other. There may be water problem, land problem, health care problem and others. To successfully, tackle these problems community people and their leaders have to develop their communities in ways that will result in other improvements whether social, economic, housing, health, educational, safety etc. This requires community building in the sense of developing the capacity to blend with other resources to accomplish important tasks.

Objectives

At the end of this lecture, you should be able to:

1. identify success factors in community building; and
2. enumerate the characteristics of the community building process.

Pre-Test

1. Describe the term “community analysis”.
2. Briefly explain the rationale of community analysis.
3. Identify four data tools for building community profile.

CONTENT

Success Factors in Community Building

There are categories of success factors. They include the following:

- i. Characteristics of the community
- ii. Characteristics of the community building process
- iii. Characteristics of community building organisers

Characteristics of the Community

Characteristics of the community in which a community building effort takes place comprise one set of factors related to success. These factors include social and psychological attributes of the residents of the community (Miller, 2000) the more that these factors are present in a community, the greater the likelihood of success.

Successful efforts more likely occur in communities where residents recognise the need for some type of initiative. A community building effort must address an issue which is important enough to warrant attention the residents must know that the problem or issue exists.

Perception of a problem or an issue catalyses groups. It heightens interest; it motivates initial participation; and it sustains motivation a time goes by, or as challenges become great. A community building initiative competes with existing obligations and inclinations. It may also create some risks. A community building initiative will only reach priority status among residents if they perceive a likely payoff. An initiative will more likely reach its goals if it promises positive change or the resolution of an issue of significant importance to most community residents.

Successful efforts more likely occur in communities where organised groups and individuals exhibit flexibility and adaptability in problem solving and task accomplishment

Characteristics of the Community Building Process

Characteristics of the process used to accomplish a community building effort comprise a second set of factors related to success. Many different activities may produce the same results. The more that these factors are present in a community building process, the greater the likelihood of success. Successful efforts occur more often in communities that promote widespread participation in the community building process

Communication helps participants in a community building initiative to assemble quickly when necessary. Community building efforts may sometimes confront an unexpected obstacle or crisis- a shift in politics, an imminent funding cut, the loss of a key leader, or an attempt to derail the project (Ecklein, 1984)

Successful community building efforts are likely to occur when participants receive training in the skills needed to increase their community building skills. This training may be self directed; it may come

from an outside specialist; or it may be delivered by a formal community organiser.

Technical assistance can increase the speed and efficiency of community building work. It can increase the quality of a community building effort with respect to planning, organisational development and leadership development (Valocchi, 2003)

Characteristics of Community Building Organisers

Every community building effort has individuals who design, implement and manage the effort. They may be people who live in the community, or people from outside the community. It is the characteristics of these individuals that comprise the third set of factors related to success. The more these characteristics are present in organisers, the greater the likelihood of success. It enables the organisers understand the community they serve which include an understanding of the community's culture, social structure, demographic, political structures and issues (Brager and Spechs, 1973)

It also enables the organisers to develop trust with community residents. Trust is an element of all human relationships, so little surprises should result from the documentation by research of its importance for community building.

Community organisers are sometimes members of government bureaucracies. Organisers from government programmes often hinder the community building process because of inflexible rules, agendas and their inability to adapt to the needs of the communities they are working with.

Summary

This lecture has discussed communities of different levels, neighbourhoods, wards, local government areas. It also explained the success factors in community building. For example; characteristics of the community, characteristics of the community building process and characteristics of community building organisers

Post-Test

1. Identify three success factors in community building
2. Briefly explain the characteristics of community building process.

References

Brager, G. and Spechs (1973). *Community Organising*. New York: Columbia University Press, 31-40

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LECTURE TEN

Participation in Community Organisation

Introduction

This lecture examines participation as the organised efforts to increase control over resources and regulative institutions in given social situations on the part of groups and involvement of those hitherto excluded from such control. Participation is seen as a system effort to re-distribute power or control over resources. It is a process whereby project beneficiaries are seen to be directing and executing development projects for their own good. Valocchi, (2003) views participation within the context of community development as a process of sensitizing people to increase the receptivity and ability to respond to development programmes. The understanding is that participation is a way of promoting the interest and enhancing the ability of beneficiaries to partake in the development process.

Objectives

At the end of this lecture, you should be able to:

1. identify success factors in community building; and
2. enumerate the characteristics of the community building process

Pre-Test

1. Describe the term “community building”.
2. Briefly explain the community building process

CONTENT

What is Participation?

Miller, (2000) viewed participation with regard to rural development as including people involvement in decision-making process, in implementing programmes and their involvement in the efforts to evaluate such programmes. Brager and Spechs (1973) enumerated what should be included in the involvement of project communities as follows:

- i. Taking part in decision- making to identify felt needs and then prioritize them;
- ii. Taking part in the mobilisation of resources and planning of projects to be undertaken in accordance with the identified needs in their order of priority.
- iii. Taking part in activities to implement and put the projects in place, and
- iv. Taking part in the monitoring and evaluation of projects.

Objectives of Participation

- i. **Project Efficiency:** Participation is seen as a means of promoting efficient use of resources available to develop projects.
- ii. **Project Effectiveness (output/input ratio):** It is also seen as a mean to enhance the achievement of project's objectives. According to Ecklein, (1984), the involvement of beneficiaries contributes to better project design and implementation and also leads to a better match of project services with beneficiary needs and constraints
- iii. **Sharing of Project Costs:** It provides an opportunity to share project cost with beneficiaries.
- iv. **Project Coverage:** It helps to ensure a wider coverage of the benefits of among potential beneficiaries.
- v. **Project Sustainability:** Participation is seen as a mechanism for developing a self-sustaining project. When beneficiaries share in the management tasks by taking on operational responsibility, they enhance their interest and management competence and can contribute to the sustainability of a project beyond its stipulated duration (Miller, 2000)

- vi. *Self-reliance*: It is a veritable mechanism for empowering the excluded, as it seeks to increase their skills and abilities, their control over the resources and decisions affecting their lives.

Who Participates?

Valocchi 2003 has identified four general types of participants. He argues that the rural population is a heterogeneous group and there are significant differences in their occupation, location, land tenure status, sex, caste, religion or tribe, which relate in different ways to poverty status. Four groups of participants were:

- i. Local residents which include men and women of various occupational/social backgrounds' both old and young. This group of people is usually the target of a rural development project.
- ii. Local leaders such as elite farmers, merchants and professionals.
- iii. Government personnel who are assigned to an area for a certain period of time, for example, agricultural extension agents and social workers.
- iv. Foreign personnel such as foreign employees, heads of NGOs, missionary personnel, expatriate who live and work at the local level.

Stages in the Participation Process

Participation has series of stages. They are as follows:

Stage 1: These are projects that methodologically follow a conventional project planning cycle and seek to make it more participatory. Projects in this category are initially planned centrally and subsequently modified to make them more sensitive to people, consultative and less than entirely top-down process. Such projects are known to exhibit the following methodological approach:

- i. grouping together a number of rural people around an activity;
- ii. injection of capital(usually loans)
- iii. formation of groups into a formal association e.g. cooperatives;
- iv. linking associations up with banks

Stage 2: In this stage, there are projects which seek to involve people in externally managed development projects. Such projects make provision from the beginning for people's involvement in project activities. Stages in methodology of participation include:

- training of catalysts (development workers);
- conscientisation and awareness creation;
- group formation;
- provision of support for group activities;
- involvement of groups in planning of project activities; and
- involvement in monitoring and evaluation.

Stage 3: This includes projects that seek to promote a base for continuing people's participation. It is in this stage of projects that a more distinct and innovative methodology of participation can be found.

Participation at the stage in the methodology includes:

- i. entry-observation initial-contact-exposure to village life-identification of project group
- ii. problem analysis-mobilisation-orientation to village context-context diagnosis
- iii. development and strengthening of people's structure-setting up coordination mechanisms-emergence of appropriate organisation .
- iv. preparation-awareness creation-animation-leadership training-identification of internal cadres-briefing
- v. progressive advance on key issues-group action-making outside contacts
- vi. programme management- doing something concrete
- vii. linking up-replication-building alliances-articulation-outside support-expansion
- viii. Stabilisation-establishing base-autonomy-functioning alone.

Summary

This lecture has discussed participation as a process whereby project beneficiaries are seen to be directing and executing development projects for their own good. It also explained the stages of participation process. It identified the objectives of participation

Post-Test

1. Identify three stages of participation
2. Briefly explain the term “participant”
3. enumerate the objectives of participation

References

Brager, G. and Spechs (1973). *Community Organising*. New York: Columbia University Press, 60-68

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LECTURE ELEVEN

Community Leadership

Introduction

This lecture examines community leadership as a relationship that pervades every human grouping. In every system-organisation, community or family certain individuals have been referred to as leaders. A leader is a person initiating interaction with other members of a group or a person who moves the group towards group goals.

Objectives

At the end of this lecture, you should be able to:

1. identify different types of leaders; and
2. enumerate the characteristics of a responsible leader.

Pre-Test

1. Describe the term “leadership”.
2. Briefly explain types of leader you know.

CONTENT

Who is a Leader?

A leader is a person who is distinguished in his/her role in the group, as well as possessing much influence and social power. The concept of a leader therefore implies role-playing. Thus, for someone to be styled a leader one must be performing leading roles repeatedly. According to Miller (2000), leader is a person initiating interaction with other members

of a group/ person who initiates interaction more frequently than anyone else in a group and a person, who moves the group towards group goals.

Valocchi, (2003) on his own part, says that a leader is:

- i. A person who exercises influence on others;
- ii. A person who focuses on the behaviour of group members;
- iii. A person in a given office;
- iv. An individual who exercises more important positive influence than other members of a group or organisation he is in;
- v. An individual who exercises more influence in goal-getting or goal-achievement of the group; and
- vi. An individual elected by a group as a leader.
- vii. An individual in a given office or position of apparently high influence potential.

Having explored the concept of leaders, let us return to leadership. Most definitions point to the fact that leadership is a relational attribute, which lays emphasis on the behaviour of the leader vis-à-vis the behaviour of the persons being led. For example, Ecklein (1984) sees leadership as the process of influencing the activities of an organised group towards goal-setting and goal-achievement. Thus, while the term “leader” refers to a person or an actor, leadership is a process. It is essentially a group phenomenon and occurs in a situation calling for interaction between a group of people, the leader or leaders, the problem or task. Implicit in the concept of leadership is the act of leading towards a common goal. As such, four elements in the leadership relationship stand out. They are:

1. The leader
2. The followers
3. The situation, and
4. The task

The Leader

The concept of leader involves a role relationship with members of the group and interaction over a varying period of time during which leader may repeatedly perform functions and acts of leadership in the group. The fact that the leader assumes leadership role does not preclude other

members of the group from performing similar functions from time to time in various ways. Leadership can be dispersed among the members of the group but lies particularly in the leader.

The Followers

Other than the leaders in the group, the followers also have active roles and are not merely an aggregate that does not include the leader. Their active interaction is essential towards the achievement of the group goal. The expectation of followers and their acceptance of the leader are essential to efforts to achieve group goals.

The Situation

This refers to a set of various values and attitudes that have to be faced by the individual or group and in terms of which activity for achievement of goal has to be planned and implemented. The situation includes:

- a. Interpersonal relationship within the group
- b. Characteristics of the group as a unit
- c. Characteristics of the culture within which the group exists and from which members have drawn
- d. Physical conditions within which the group is to act, and
- e. The perceptual representations of these elements and the attitudes and values held by the members within the group and among themselves. The situation has influence on determining leadership within the group.

The Task

This defines the activities, which are to be performed in common movement and achievement of desired goals by the group. These tasks set varying demands and requirements for leadership; hence, their value is of importance to the motivation of leaders.

Types of Leaders

1. Path of attaining leadership position
2. legitimacy and scope of influence

3. visibility
4. orientation

By Path to Leadership Position

A. Situation Leadership

This refers to a person who, after foreseeing a problem or crisis, immediately initiates actions or takes steps to tackle the problem in order to rectify the situation. It is on this ground that people argue that leaders are not born but are made by situations.

B. Dictatorial Leadership

A person who steps into leadership position may decide to impose himself on the group even when the situation that made him no longer exists. Such a person may feel that he has the obligation to remain at the helm of affairs and dominate others irrespective of their feelings or wishes. He might feel that the only way the group could show gratitude to him is to allow him remain as the leader. If there is any opposition, he uses everything in his power to subdue or suppress opposition. He would want to control all aspects of the members of the group and would not welcome any suggestions unless such suggestions are in his own favour.

C. Traditional Leadership

This is a leader who is born into leadership position, which is sanctioned by tradition and custom. The authority of such a leader is based on tradition. His position is therefore ascribed and not achieved. The individual may not have leadership qualities or may be too young. Nonetheless, he commands respect and obedience because of tradition.

D. Charismatic Leader

This is the type of leader whose authority is based on his personal qualities and personal character that enable him to wield influence. He may have such qualities as courage, audacity, handsomeness, oratory, high level of intelligence or commitment to certain ideals.

E. Professional Leader

This is one who derives his leadership position by virtue of his expert knowledge and technical skill or competence. The community development worker, the agric extension worker, the rainmaker at the village level is professional leaders. People have certain expectations of them.

F. Visible Leader

These play roles, which are perceived and known by the community at large and are therefore visible. Their influence therefore rests on what they know and can do rather than on whom they know.

G. Concealed Leaders

The influence of such leaders is more recognised by leaders than by non-leaders. In other words, they have more influence within the leadership circle.

H. Symbolic Leaders

These leaders do not wield much influence in the community as the masses within the community think they do. They are assigned more prestige by non-leaders than by leaders. They may not hold political offices. They read to keep up with development generally and for self improvement. Their influence, therefore, rests on what they know and can do rather than on whom they know.

I. By Orientation

Leaders are classified according to whether they are local or cosmopolitan in their orientation. In other words, the extent to which they are mainly interested in matters inside or outside their community in what is used in the classification.

J. Local Leaders

These are leaders whose interests centre on the community and whose leadership rests on an elaborate network of personal relationships. They join voluntary organisations in order to make contact; tend to hold

political offices. Their influence depends on whom rather than what they know.

K. Cosmopolitan Leaders

These are leaders whose interests are broader than their local communities. They function on behalf of their communities because they are able to transcend their given limits. They tend to use organisation membership to improve and exhibit their skills and knowledge.

Leadership Style

Leadership is a phenomenon that is supposed to result in the motivation of the people to perform their tasks to the best of their ability. Leadership style refers to the pattern of leadership behaviours that characterise a given leader. A leader always formulates or develops consciously or unconsciously, certain behavioural patterns which he/she adopts in the performance of his/her leadership role in the group. This always determines the degree of effectiveness of the leader.

The style adopted by a leader depends on variables that include the personality of the leader and his/her qualities. While some leaders are self-centred and arrogant and also carry themselves as if they possess a monopoly of wisdom, some other leaders are altruistic, gentle and always consultative, since they believe that others may have something of value they may benefit from.

There are various typologies of leadership style. However, the authoritarian-democratic distinction is perhaps one of the most prominent and socially significant typologies of leadership, particularly, as it describes the major kinds of leadership prevalent in the world today.

Authoritarian Leadership Style

The leader with authoritarian style habitually makes his own decisions and announces them to his followers or subordinates, expecting them to carry them out without questions.

Democratic Leadership Style

Democratic leadership demonstrates respect for every person in the group and leadership responsibilities are shared. In addition, decision-making and communication are based on consultation, deliberation and participation among members of the group

Summary

This lecture has discussed community leadership as a relationship that pervades every human grouping. It also explained the different types of leaders and leadership styles.

Post- Test

1. Identify four types of leaders.
2. Enumerate the role of a good leader.
3. Briefly identify and explain two leadership styles.

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LECTURE TWELVE

Community Empowerment

Introduction

Community empowerment is a process aimed at changing the nature and direction of systematic forces which marginalise the poor and the disadvantaged in the society. Empowerment means to give official authority or legal power to someone on development issues, such as raising productivity, combating poverty, widening access to education, employment, health facilities, agricultural extension programmes, providing legal and political recognition, enjoying peaceful co-existence, while maintaining cultural values. Empowerment is the intentional on-going process, centred on local community involving mutual respect, critical reflection, caring and group participation through which people lacking in a proportional share of the resources gain greater access to, and control over, those resources.

Objectives

At the end of this lecture, you should be able to:

1. define the term “empowerment”; and
2. enumerate the elements of empowerment

Pre-Test

1. Describe the term “community empowerment”
2. Identify and explain three elements of community empowerment.

CONTENT

What is Community Empowerment?

Community empowerment is the expansion in people's ability to make strategic life choices in a context where this ability was previously denied to them. It can also be defined as the process through which disenfranchised social groups work to change their social surroundings, change detrimental policies and structures and work to fulfill their needs. Interestingly, the word "empowerment" can be dis-empowering when it is understood to mean the giving of power by the powerful to the powerless (Miller, 2000).

World Bank (2002) sees community empowerment as a process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Empowered people have freedom of choice and action. This in turn enables them to influence the course of their lives and the decisions, which affect them. When people are empowered, they can easily form themselves into collective viable groups which can influence decision-making process at the community level; they can re-examine their lives and environment, recognise the structures and sources of power, discover their strengths and initiate actions to right the wrong and improve their situations (Ecklein, 1984).

Women Empowerment

Women have been described as mothers, sisters, aunts, wives, daughters-friends, confidants and the building blocks of the nation. The means that women have critical and crucial role of play in nation-building and in the development process. It is a multi-dimensional process involving the transformation of the economic, social, psychological, political and legal circumstances of women. This entails not only positive change in these critical respects but also the dismantling of the cultural norms and practices that devalue, dis-empower and dispose women (Valocchi, 2003)

Elements of Community Empowerment

- i. local self-reliance, autonomy in the decision making process of communities at village level and direct participatory democracy in the larger process if representative governance;

- ii. provision of space for cultural assertion and spiritual welfare and experimental social learning;
- iii. access to land and other resources, education for change and housing and health facilities;
- iv. access to knowledge and skills (both endogenous and exogenous) for the maintenance of constant natural stock and the environmental sink capacity;
- v. access to skills, training, problem solving technique and best available appropriate technologies and information; and
- vi. Participation in decision-making process by all people in particular women and youth.

Model of Community Empowerment

- i. social awareness education, which provides villagers opportunities to analyse their situation with a view to fighting against fatalistic outlook, indifference, lack of confidence and also developing group identity;
- ii. legal awareness education focusing on the rights of the community, people, inheritance, laws, family laws, criminal procedures etc.;
- iii. monthly issue-based meetings of village organizations;
- iv. training in managerial, leadership and community skills, with members of local communities and leaders as the targets of such trainings in which participants are encouraged to analyse their problems and seek solutions
- v. economic development activities;
- vi. functional literacy; and
- vii. health education intended to enable the people to take preventive health measures.

Summary

This lecture has examined the process of community empowerment. We saw that community empowerment is the intentional on-going process, centred in local community involving mutual respect, critical reflection, caring and group participation through which people lacking in a proportional share of the resources gain greater access to and control over those resources. This lecture has also discussed the elements and models of empowerment.

Post- Test

1. Identify the element of community empowerment
2. enumerate the model of community empowerment
3. briefly describe community empowerment

References

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LECTURE THIRTEEN

Social Organisations in Rural and Urban Communities

Introduction

In rural and urban communities, various social organisations may be found. By virtue of their different interests and objectives arising out of their different aspects of life, individuals residing in rural and urban areas belong to various types of social organisations. Membership of spatial social organisations is usually voluntary and motivated by the interest of the individuals seeking membership. Apart from the fact that membership offers certain rights, privileges and responsibilities to individuals, social organisations are utilizable asserts for mobilization and development. It is important for such organisations to be identified so as to know how to harness their resources, actual and potential for development.

Objectives

At the end of this lecture, you should be able to:

1. identify different types of social organisations in rural and urban communities; and
2. enumerate the functions of associations to their community

Pre-Test

1. Define the term “social organisation”
2. Identify and explain types of social organisations

CONTENT

Communal/Ethnic Associations

The following are some of the social, cultural and economic organisations found in rural and urban communities in Nigeria.

Urban-based unions, whose binding force is ethnic or kinship relation and descent, constitute an important feature of urban communities in the country. Individuals from the same natal community or ethnic group organize themselves into unions or associations which in most cases are projections of the traditional towns or natal communities of migrants in urban centres. Membership of the unions is not age or sex specific. In most cases, membership is open to men or women, which parents may be required to register their children.

Functions of Unions/Associations

1. Formal welcome of new migrants to the city and assistance of members to find jobs, housing or initial capital to set up business enterprises.
2. Promotion of solidarity among people by the enforcement of regular attendance at periodic meetings of the associations and social occasions involving members, such as wedding, christening of new born babies, burials and other important ceremonies.
3. Socialisation of members to the norms of urban life and exercising a degree of social control and enforcement of these norms.
4. Economic and social development of the home community or towns by means of both periodic monetary contributions for investment in building schools, churches or other infrastructural facilities like roads or pipe-borne water.
5. Granting loans to deserving members either to help them through a difficult period in their business or to invest in a promising project
6. Lobbying on behalf of their members for post or their towns for provision of essential services by government (Llody, 1967; Mabogunje, 1977, and Salau, 1988)

Types of Organisations

Age – Grade Organisation

Age-grade organisations are found mainly in rural communities. They are organisations that group together people that are born within the same age range usually 4-5 years, and in most cases each age-grade organises rites for its members. The system is an honoured tradition and has been and is still being relied upon mainly in Eastern and Western parts of the country for the maintenance of community cohesion, promotion of harmony, socialisation of the youth, adjudication of cases, provision of basic facilities and services etc. The contributions that the age grade system could make to community self-help development activities have been well documented.

Occupational and Professional Organisations

These are associations of people of similar occupations and professions. This is to say that membership is open to those in the same professional specialisation and practitioners of the same profession. They are formed to foster and promote the interest and welfare of their members.

Religious Organisations

These are formed to foster and propagate the tenets of members' religion which means that only practitioners of the religion concerned can be members. In addition to their concern with the moral and spiritual interest of their members, religious organisations often deliver welfare services and financial assistance to their members. At times, they embark on development projects for the benefit of the large community.

Social Clubs

Social clubs are established to foster the social and economic well being of their members. Some of them emerge as small elite groups to cater for members' ego trip, self esteem and social interests.

Other relevant organisations that could be found in rural and urban communities include neighbourhood associations, vigilante groups titled societies which also provide basis for social action and could equally be utilised for mobilisation and community development.

Summary

This lecture has noted that social organisations are utilizable asserts for mobilization and development. Urban-based unions whose binding force is ethnic or kinship relation and descent constitute an important feature of urban communities in the country.

Post- Test

1. Identify the functions of unions/associations
2. briefly describe two types of social organisations

References

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Mabogunje, A.I. (1968). *Urbanisation in Nigeria*. University of London Press, 45-49.

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LECTURE FOURTEEN

Voluntary Youth Associations

Introduction

Youth organisations have various types, such as Boys Scout, girls guide, boys brigade etc. These various organisations are founded by volunteers out of the direct interest in the affairs of young people and their communities in general.

Objectives

At the end of this lecture, you should be able to:

1. identify different types of voluntary youth associations; and
2. enumerate the functions of voluntary youth associations

Pre-Test

1. Describe the term “social organisations”.
2. Outline five voluntary youth organizations you know.

CONTENT

Voluntary Youth Associations

Various youths organisations were formed in order to meet the needs and aspirations of young people as part of their contribution to the development of their communities. One of the main aims of the associations was to develop the individual moral, physical and mental and also to make them responsible citizens who will contribute to the development of their immediate community and country (Salau, 1988).

Their programmes of activities include physical exercise, sports, literacy activities and community services. These voluntary organisations bring youths together and make them know and take interest in one another, irrespective of their tribes. The organisations aim at developing individuals' relationship towards the community.

Voluntary youth organisations are the vehicle of development in our communities. Their joint efforts have helped to modernise many communities through their direct labour and other means (Mabogunje, 1968). For example, the Boys Scout is one of the voluntary youth organisations set up for youth in order to train them for future better life.

Roles of Voluntary Organisations as Change Agents

The idea of voluntary organisations embraces a wide range of human collections. Some voluntary organisations perform dual role. One as a change agent, the other as an independent. Rotary Club international, Zonal Federation of boys and girls Club; religious voluntary organisations, YMCA, FOMWAN, etc. are examples of voluntary organizations.

Voluntary organisations as an inter-locking set of institutions can either be economic, educational religious, recreational etc. All voluntary organisations involves in contributing to the general development of the community in which they operate. They render voluntary services for social progress in their neighbourhood. They are not thinking solely or even mainly at helping or benefiting only themselves but they are trying to help other members of the community because, in some ways, they feel responsible for their welfare (Lloyd, 1967).

Summary

This lecture has noted that various organisations were started by volunteers out of the direct interest in the affairs of young people and their communities. Voluntary organisations as an inter-locking set of institutions can either be economic, educational religious, recreational etc. Voluntary youth organisations are the vehicle of development in our communities.

Post- Test

1. Identify the roles of voluntary organisations as change agents.
2. Enumerate five voluntary youth organizations.

References

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LECTURE FIFTEEN

Community Power Structure

Introduction

In exploring the meaning and characteristics of the community, it is important to give a prominent place to the discussion of community power structure because of its significance as an important aspect of any community especially in the areas of leadership and decision making. Community structure is woven around leadership, which manifests itself in its capacity to determine action of others through influence, authority and power.

Objectives

At the end of this lecture, you should be able to:

1. explain the term “community power structure”; and
2. enumerate some techniques of community power structure.

Pre-Test

1. Describe the term “community power structure”
2. Identify and explain two techniques of community power structure

CONTENT

Community Power Structure

The organisation of a community, like any other system of social relationship, has a locus of authority somewhere and thus the “warp and wool” of community power structure is woven around leadership which

manifests itself in its capacity to determine action of others through influence, authority and power (Miller, 2000).

Change agents and development practitioners would be making a mistake and running into problems in terms of effective role performance if they attempt to 'enter' a community with the uncritical assumption that anyone who calls himself a 'chief or is called by some people and who, perhaps enjoy some iota of respect in a community is in fact repository of power and authority in that community (Ecklein, 1984).

None of the techniques alone can give an accurate picture of power distribution in a community. Each of them is capable of exposing only one type of power hierarchy. For example, while the reputation method is best suited for exposing those who are reputed to be influential, the issue-outcome method can only be used to identify individuals who are instrumental to the resolution of key community problematic issues.

The identification of those who exercise power in a community is by no means easy. The attempt to come up with an acceptable technique for the identification of power holders has been marked by disagreements which, at times border, on acrimony, with the disciplinary background of the scholar.

Techniques of Community Power Structure

The Positional Method

The thrust of this method is the identification of community leaders by focusing on the top normal leadership, which functions through the institutional structure. It involves the identification of individuals in the community who are in a formal position to exercise power. The method assumes a priori that formal role incumbents in a community are the real power holders.

Criticisms of Positional Method

- i. It presents only a very partial and narrow view of community power structure, excluding informal leaders who do not hold official positions of power but have the capability to influence decision outcomes of community issues. If such influential persons are not reckoned with, they could thwart community development programmes in their community.

- ii. It has also been pointed out that the method does not pay attention to the analysis of patterns of community power.

The Reputation Method

The technique consists of asking knowledgeable individuals designated as judges to list those influential in the community. The process of compiling the list of influential may take a number of steps. The method produces a pyramidal power structure in which business, economic and social influential were identified as political dormant because of their reputation for power.

Criticisms of Reputation Method

- i. Reputation technique may not accurately identify community leaders because reputation for power may not be related to actual power and also because of inaccuracies in respondents' perception of the real leaders.
- ii. With the focus on power as a quantifiable property of the individual rather than as a relational phenomenon that could be analyzed.
- iii. Another criticism is that the method does not distinguish between areas of influence.

The Decisional or Issue-outcome Method

The pluralists started by viewing power as the capacity of one actor to do something affecting another actor which changes the probable pattern of specified future events. Powers can analyze only after a careful examination of a number of concrete decisions. Decisional or issue outcome method focuses on the exercise power as reflected in activities bearing directly upon the making of decisions.

Criticisms of Decisional or Issue-outcome Method

- i. It ignores the processes by which issues were reached or were excluded from the agenda of local politics
- ii. The possibility that power may be more effectively used in preventing an issue from being politicised or made public was discountenanced

- iii. The pluralists discarded the possibility of the mobilisation of bias, which could reduce the chances of success of issues challenging the dominant values with little or no overt activity on the issue of dominant social interest. (Wirth, 1938)

Agger *et al.*, (2000) have broken decision-making into six stages as follows:

- i. policy formulation
- ii. policy deliberation
- iii. organisation of political support
- iv. authoritative consideration
- v. promulgation of decisional outcome
- vi. policy effectuation

Summary

In this lecture, we have noted that community structure is woven around leadership which manifests itself in its capacity to determine action of others through influence, authority and power. The lecture also explain the techniques of community power structure.

Post- Test

1. Identify the techniques of community power structure
2. Briefly describe two the criticisms of reputation method

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