

Socio-Demographic Factors and Youth Participation in Community Development Programmes in Calabar Municipality, Cross River State, Nigeria

Legbel Ogar

Department of Social Work, University of Calabar, Calabar, Nigeria
P.M.B 1115, Calabar, Nigeria

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Abstract

This study investigated socio-demographic factors and youth participation in community development (CD) programmes in Calabar Municipality. The objectives of the study were to examine the influence of age, gender, educational status, marital status, and employment status on youth participation in CD programmes. Five (5) research questions and hypotheses were formulated to guide the study. Data were obtained by administering questionnaire to three hundred and ninety-nine (399) youths and in-depth interview with ten (10) community leaders, bringing the total number of participants to 409. Data were presented using descriptive statistics, charts, frequencies and percentages. The hypothesis were tested for significance 0.05 level of significance using Chi-square (X^2) test, while the possibility of youths' participation in CD programs was predicted using regression analysis. Results of the study showed that: majority of youths(79.9%) in Calabar Municipality have participated in CD programmes, mostly at the implementation stage. There is no significant influence of age, gender, employment status and marital status on youth participation in CD programmes; however, there is a significant influence of educational attainment on youth participation in CD programmes in Calabar Municipal LGA. In conclusion, there is need to educate and create awareness so that youths can participate effectively in CD programmes. Based on the findings, it is recommended that Government should join efforts with policy makers to formulate and implement policies that will focus on educating the youths in general, especially those within 18-27 years, less educated and students/unemployed on the need to participate in CD programmes. Social workers should sensitize community leaders on the need to provide youths the opportunity to participate in all levels of CD programmes. They should work with youth to develop their capacity and provide them with training to enhance their community development and leadership potentials.

Keywords: Socio-demographic factors, Youth participation, Community development programmes

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1. Introduction

Globally, community development (CD) is facilitated by the extent to which the local people can mobilize their resources to address local needs. These resources include human and material resources. Over 50 percent of the world population are youths estimated at about 1.8 billion (The Commonwealth, 2016). The role of the youths in facilitating community development (CD) programmes has been recognized, particularly, in local communities where they have played pivotal role in education, health, environmental sanitation, mass mobilization, religious activities and many others (Udensi, Daasi, Emah, Zukbee, 2013).

The notion of youth participation in community development (CD) programmes has been gaining momentum in the process of human empowerment and development. Contemporary development scholars have been advocating the inclusion of youth participation in development programmes as they believe that the objectives of any programme cannot be fully achieved unless the youth meaningfully participate in it (United Nations, 2015). Stone (2011) noted that youth participation in developmental programmes may help bring effective social change rather than impose an external culture on a society.

For the past two decades, there have been concerns about the future of young people globally, particularly on the African continent. The focus on participation of young people in community development programmes has been reiterated in various United Nations meetings and initiatives. In line with this global focus on youth participation in CD programmes, the African Union (as a regional body) declared 2008 as the Year of the African Youth, and 2009-2018 as the African Youth Decade (2009–2018) with the theme: “Accelerating Youth Empowerment for Sustainable Development”.

In spite of global, international, regional and national efforts to integrate youth into community development programmes, it has been observed with dismay that in some African countries youths have not been fully integrated into community development(CD) programmes because they are considered not to be adequately skilled and knowledgeable to handle these programmes (United Nations Economic Commission for Africa, 2017). In some African countries, for instance Kenya, the government launched the Kazi Kwa Vijana (work for the youth)

programme in Nyeri County. Despite the government's effort to empower youth so that they can participate, it proved abortive. The youths could not participate in the meeting to discuss the programme they intend to be part of (Kempe, 2012). In South Africa, almost two thirds of young people aged 15-24 have limited access to some basic resources and services that could assist in their development (Matsela, 2015).

The involvement of today's youth in community development programmes especially in its decision-making and implementation is critical to sustainable youth development. But in Nigeria, youth participation in community development programmes is low. Thomas and Eforuoku (2016) reported that youths have favourable attitude towards community development programmes, but are constrained by a number of factors including inadequate training facilities. As noted by Akpomuvia (2010), the Nigerian communities have not been able to achieve sustainable CD because youth organizations have not discovered the need to change their own misdirected priorities, shed their dependency thinking, gain skills and knowledge for self-empowerment, decision making, planning and conscientization in order to enhance sustainable CD in rural communities.

The Nigerian government has experimented with various CD programmes like the Operation Feed the Nation, Rural Basin and Rural Development Authorities, National Green Revolution, and National Directorate of Employment among others. All of these programmes were established for the development of rural communities. Isah (2007) noted that these programmes did not succeed because the youth were not captured at the planning stage and the rural community members that were supposed to be beneficiaries of such programmes did not have access to the programme because government officials and stakeholders in charge of such programmes rather than involve the youth and community members, they sideline them for their own selfish interest.

In Cross River State, youth have not been viewed as essential contributors to communities, due to misconceptions about their level of awareness, educational qualifications, decision making abilities, not getting assistance from government and other developmental capacity (Udensi et al, 2013). Policies relating to youth and community development in the state tend to fall into categories, either youth are seen as the marginal and dependent category or they are considered dangerous to themselves and a problem to the community. Though many programmes had been executed with the intention of involving the youth, but the youth were not properly incorporated into the developmental processes.

Several CD programmes have been established for the development of rural communities in Cross River State. For example in a study carried out in Cross River State by Udensi et al. (2013), revealed that agricultural programmes like the cashew, pineapple and castor seed farms, oil palm plantation, fish farming etc that were established by the former governor of Cross River State Mr. Donald Duke, geared towards the improvement of the lives of the youth failed because the youth were not given adequate assistance in the management, they were not included in the decision making plan, they were not properly trained and they were not skilled enough to handle such programmes.

Studies have also been conducted on the factors influencing youth participation in community development programmes in Cross River State. One of such study is the study of Effiong (2012), which revealed that youth are not properly involved in their community development programmes due to inadequate awareness, low level of exposure, non-challant attitude, insufficient training, lack of encouragement by chiefs and elders of the community, intermittent change of government, and selfishness on the part of the youth leaders. However, none has been conducted in Calabar Municipal LGA of Cross River State. Hence, this study is aimed at bridging the gap considering the fact that youth constitute a clear asset to community development programmes. Given that youth participation in CD programmes is limited, this study investigates the demographic factors influencing youth participation in community development programmes in Calabar Municipal LGA of Cross River State.

1.1 Research Questions

- 1 What is the influence of age on youth participation in CD programmes in Calabar Municipal LGA.
- 2 How does gender influence youth participation in CD programmes in Calabar Municipal LGA?
- 3 To what extent does educational attainment influence youth participation in CD programmes in Calabar Municipal LGA?
- 4 How does marital status influence youth participation in CD programmes in Calabar Municipal LGA?
- 5 To what extent does employment status influence youth participation in CD programmes in Calabar Municipal LGA?

1.1.1 Objectives of the Study

The general objective of this study is to explore the socio-demographic factors influencing youth participation in CD programmes in Calabar Municipal LGA of Cross River State. Specifically, the study seeks;

- 1 To ascertain the influence of age on youth participation in CD programmes in Calabar Municipal LGA.
- 2 To examine the influence of gender on youth participation in CD programmes in Calabar Municipal LGA.
- 3 To determine the influence of education on youth participation in CD programmes in Calabar Municipal LGA.
- 4 To investigate how marital status can influence youth participation in CD programmes in Calabar Municipal LGA.

- 5 To examine how occupation influence youth participation in CD programmes in Calabar Municipal LGA
- 1.1.2 Statement of Hypotheses
 1. There is no significant influence of age on youth participation in CD programmes in Calabar Municipal LGA.
 2. There is no significant influence of gender on youth participation in CD programmes in Calabar Municipal LGA?
 3. There is no significant influence of educational attainment on youth participation in CD programmes in Calabar Municipal LGA?
 4. There is no significant influence of marital status on youth participation in CD programmes in Calabar Municipal LGA?
 5. There is no significant influence of employment status on youth participation in CD programmes in Calabar Municipal LGA?

2. Literature Review

2.1 The Concept of Youth Participation

Youth participation has variously been conceptualized by different individuals, groups and agencies. The concept has been used to examine the active role of young adults in community development. The United States National Commission on Resources for Youth In 1975, defined youth participation as “The involving of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and/or decision-making affecting others in an activity whose impact or consequence is extended to others...”. Youth participation is the active engagement of young people in community development programmes in their community. In the opinion of Checkoway (2011), youth participation strengthens personal and social development of youths as well as provides them with the required expertise for youth programs and service.

Youth participation refers to efforts by young people to plan programmes of their own choice, and by adults to involve young people in their community and by youth and adults to work together in intergenerational partnerships (Driskell, 2007). Youth participation, also known as youth involvement, deals with the active engagement of young adults in developmental activities in schools, sports, government, community development and economic other activity (Gretschel, et al., 2014). Youth participation, according to Lopez, Najafi, Rogoff and Mejia-Arauz (2012) refers to the active involvement of young people in ongoing community development activities in their own communities. In the opinion of Cornwall (2010), youth participation refers to the involvement of youth in responsible and challenging action that meets their needs, with opportunities for planning and making decision that affect others in an activity that have positive impact beyond the youth participants themselves.

2.1.1 The Concept of Community Development

The United Nations (2014) defines community development as "a process where community members come together to take collective action and generate solutions to common problems." Community development seeks to empower individuals and groups of people with the skills they need to effect change within their communities. It is a broad term that refers to the practices of involving citizens and professionals to improve the various aspects of communities, typically aiming to build stronger and more resilient local communities. Community development is a holistic approach that leads to socio-economic advancement of people. Community development is grounded in the principles of empowerment, human rights, social inclusion, social justice, self-determination and collective responsibility (Kenny, 2007). Community development considers every member of the community to be important in the developmental process of the community. In community development community members should be involved and carried along at every stage, from decision-making to implementation, and evaluation.

Community development is a dynamic process involving all segments of the locality, including the often-overlooked youth population (Niven, 2011). Community development is a process and a movement. As a process, it lays emphasis on what happens to people psychologically in the course of CD. Individuals in this process are assisted through organized effort to acquire the attitude, skills and concept required for their participation in the programme design to promote their well-being (Oyebamiji, 2011). Thus CD process is a problem solving process. And as a movement, community development is seen as involving movement from one point of dissatisfaction to a point of satisfaction in the life of the community members. This means CD ideas are being initiated and promoted by members of the community.

The Australian Institute of Family Studies (2019) defined community development as a process where the members of a community are supported by agencies to identify and solve community problems by taking collective action. It is appropriate to adopt community development when addressing social and community issues in order to create change in the community or its neighbourhood. For example, if your goal is to improve community safety, increase community cohesion, reduce social isolation or create communities that are better for children. Community development is important the development process of communities because it can enable communities to attain self-determination and build the capacity of local Indigenous organizations and community groups (Higgins, 2010). Community development initiatives are important because it can help communities to alleviate

their suffering, thereby building social capital and social inclusion (Ife, 2016).

2.1.2 Youth Participation in Community Development Programmes

Akandinda, Kankya and Atekyereza (2016) evaluated participation of the youth aged 15-30 years in community development programs in Uganda by comparing NAADS and HPI programs in Mbale district. Findings showed limited involvement of youth in development process at all stages, save for implementation stage where 83% confirmed that they are involved. Also in a related study on youth participation in CD programmes in Florida, USA, Brennan (2014) reported that the adult, government and stakeholders are basically in control of community development programmes with the youth at the background. Aminu (2012) reported that the level of youth participation in community development is low and that the problems associated with community development activities in Nigeria are the same problems affecting youths' participation in development projects. He enumerated some of the problems to include: lack of adequate funding, lack of basic equipment, politics, rivalries and envy, inability to accept change in traditional and cultural practices, fraud, dishonesty, and corruption among members/leaders.

Udensi, Daasi, Emah & Zukbee (2013) conducted an investigation into youth participation in community development (cd) programmes in Cross River State, Nigeria, with implications for sustainable youth development. This study was conducted in Cross River State, South – South Nigeria. Data for the study were using qualitative and quantitative methods. Qualitative data was obtained through Focus Group Discussion (FGDs) carried out in three (3) local government areas (Calabar, Ikom and Ogoja), one from each of the three (3) senatorial districts of the State. Each FGDs consist of 10 youths purposively selected from the 3 LGAs selected for this study. Also, data was obtained using structured questionnaires. The study employed survey design using descriptive statistics to analyze quantitative data. Results of the study revealed that the level of youth participation in community development programmes was low. The factors associated with low participation included: improper and inadequate awareness, low level of exposure, Non-challant attitude, insufficient training, lack of encouragement by chiefs and elders of the community, intermittent change of government, and selfishness on the part of the youth leaders

2.1.3 Demographic Factors and Youth Participation

Fakere and Ayoola (2018) examined socioeconomic factors influencing participation in community infrastructure provision in Akure, Nigeria. Data were collected through structured questionnaires and observations and analyzed using a single-factor descriptive analysis and categorical regression analysis. Findings showed that level of education, marital status, gender, and employment status were significant predictors of levels of participation in community development projects. A study conducted by Onweagba (2011) on influence of education on youth participation in Washington DC revealed that education is linked to attitude towards participation. It was further expressed that effective participation obviously requires communicative and human relational skills which must be learned; hence those who are better educated would be better empowered for participation because their attitude would likely be favorable.

Mukarumashana, Mbabazi and Shukla (2016) determined the factors influencing youth participation in community based development projects in Rwanda. The study findings revealed that educational attainment has significant influence on youth participation in community development projects. Abdinor, Mohamud, Muturi and Mohamed (2018) found out after investigating the factors influencing youth participation in community development initiatives of Garowe District, Somalia, that educated youth are better empowered for participation in the community development initiatives, which means that there is close relationship between youth educational level and their contribution to the community development initiatives.

Ikoro (2016) examined constraints to gender participation in rural community development in Abia. Results of the multistage study showed that a significant difference existed between rural community development constraints of males and females ($t=2.4$, $p\leq 0.05$). Male youths had higher rates of participation than their female counterparts. Age of respondents affect participation in community development projects (Angba, et al., 2009). Younger youths are more likely to participate in community development activities than their older counterparts. It was observed that the younger an individual, the more favourable attitude they have towards participating in community development programmes. Whereas, the older an individual the less likely he is to participate fully in arduous and physical tasks.

A study was carried out by Adesida and Okunlola (2015) to ascertain the effects of rural households' participation in the sustainability of rural infrastructural development in Ondo State. Findings revealed that age, marital status and gender have no significant relationship to participation in the Community Development based Projects. Furthermore, occupation correlates positively and significantly with age. The coefficient though low, suggests that occupation and age have some influence on respondents' attitude towards participating in community development projects. Though it may be difficult to state categorically that a particular occupation will influence youths' attitude towards participating in community development projects, but from the findings of this study most respondents are secondary school and college students. It could then imply that since students are most likely working in groups, peer group influence may affect them in participating favourably in community development

projects.

2.1.4 The Role of a Social Worker in the Participation of Youth in CD Programmes

The National Association of Social Workers (2014) elucidates that social workers are empowered to uphold the rights of youth and support them in their participation in CD programmes. This according to Brennan (2014) is due to the fact that social workers have been trained to show belief in youth and stand as role model to them.

Social workers should understand the youth and work to build their capacities and strength to fulfill their social desire. Social workers should focus on generating opportunities for youth to express themselves because in developing countries the youth work under the elders, and as such they cannot use their creativity and potential to develop their community. Youth are not getting the opportunity to participate in decision-making, planning and monitoring of community development programmes. Therefore, social workers can focus on organizing programmes and activities to pressurize the authorize sector to provide opportunity for youth to participate in all levels of CD programmes (The International Federation of Social Workers, IFSW, 2016).

Also, social worker can work with youth to develop their capacity and to enhance their potentials. To enhance these potential of youth, social workers should focus on practical knowledge as well as skills where they can use their creative abilities. Social worker should connect youth with their communities, build their self-esteem, and provide them with training on leadership to develop and enhance their leadership skills (National Association of Social Workers, 2015).

3. Research Methodology

3.1 Research Design

The research design utilized in this study is the cross-sectional survey design because it permits the researcher to obtain useful data in a short period of time from a sample as well as generalization of research result to the entire population of the study.

3.1.1 Area of Study

This study was carried out in Calabar Municipality, Cross River State. It has an area of 142km². Calabar Municipal is the capital of Cross River State as well as the headquarters of the municipal government. Calabar municipal lies between latitude 04° 15 and 5° N and longitude 8° 25' E in the North. It is bounded by Odukpani LGA in the North-East by the great Kwa River. Its southern shores are bounded by the Calabar River and Calabar South LGA.. Two ethnic groups (the Quas and the Efiks) formed the indigenous population. However, because of its cosmopolitan status, people from all parts of the state, Nigeria and foreign countries live in the city. By virtue of its location along the water front, the Efiks are good fishermen, producers of palm wine and cola nut which formed their major cash crops. The Quas on the other hand occupy the bulk of hinterland of Calabar Municipal where farming, hunting and blacksmithing are their major occupation (Cross River State Diary, 2009). The choice of Calabar Municipal is due to proximity in the sense that the researcher lives in the LGA and it is one of the major urban areas in the state.

3.1.2 Study Population

The target population for this study is the population of youth (males and females) who are between the ages of 18 to 35 years resident in the study area. According to National Population Commission of Nigeria (2011), the total population Calabar Municipality is 110,170 (NPCN, 2011).

3.1.4 Sample Size

The sample of this study is three hundred and ninety-nine (399) youths aged 18-35 year. The sample was selected using stratified and purposive sampling techniques. The sample size was determined statistically from the population of the study using the Cochran (1963) formula for sample size determination.

3.1.5 Instruments for Data Collection

The researcher employed both quantitative and qualitative techniques. Therefore the instruments of data collection were a structured questionnaire, which contained both close and open ended items, and focus group discussion guide. The focus group discussion contained open-ended guide questions with probes providing wider exploration of the issues relevant to the study.

3.1.6 Methods of Data Analysis

Data were analyzed using the statistical package for the social sciences (SPSS) version 20. They were presented using descriptive statistics such as percentage, frequencies and charts. Cross tabulation were used to determine relationship between some key independent variables and dependent variables. The chi-square (χ^2) test was used to test the hypotheses, while regression analysis was employed to determine the effect of some selected independent variables on the dependent variables.

4. Results and Discussion

4.1 Results

4.1.1 Socio-Demographic Characteristics of Respondents

Table 1. *Distribution of the respondents by sex (N=585)*

Sex	Frequency	Percentage (%)
Male	215	53.9
Female	184	46.1
Total	399	100.0
Age		
Below 21	102	25.6
21-25 years	91	22.8
26-30 years	118	29.6
31-35 years	88	22.1
Total	399	100.0
Educational Qual.		
No formal	17	4.3
FSLC	23	5.8
WASC	54	13.5
NCE/ND	117	29.3
B.Sc./HND	142	35.6
Higher degree	46	11.5
Total	399	100.0
Marital status		
Single	220	55.1
Married	167	41.9
Separated	6	1.5
Divorced	3	.8
Widowed	3	.8
Total	399	100.0
Occupation		
Student	63	15.8
Civil servant	114	28.6
Trader	98	24.6
Artisan	78	19.5
Unemployed	46	11.5
Total	399	100.0

Results in Table 1 revealed that over half of the respondents (53.9%) were males, while 46.1% were females. In the age category, the Table shows that respondents within the ages of 26-30 years were more (29.6%) than those in any other age bracket, followed by those aged 15-18 (25.6%), those who identified that they were in the age intervals of 17-20 years were 25.6%. Finally, those in the age intervals of 21-25 years were least in the sample and were 22.8%. Also, majority of the respondents (35.6%) were B.Sc/HND holders. This is followed NCE/ND holders (29.3%). Next are those with WASC (13.5%) and those that have higher degrees (11.5%), those with no formal education (4.3%), while 5.8% were FSLC holders. Also, majority (55.1%) of the respondents were single; 41.9% respondents were married, 1.5% were separated, divorced (0.8%) and widowed (0.8%). Furthermore, the percentage of the respondents that were civil servant (28.6%) was higher than the others and it is followed by those that were traders (24.6%), unemployed (11.5%), artisans (19.5%) and the students (15.8%).

4.1.2 Data Analysis

Table 2. Responses to question on the types of community development programme going on in Respondents communities

Type of CD programme	Frequency	Percentage (%)
Health programme	50	12.5
Skill acquisition programme	96	24.1
Recreation park	9	2.3
Borehole	196	49.1
Housing programme	8	2.0
Agricultural training prog.	40	10.0
Total	399	100.0

Source. *Field work 2019*

Table 2 shows that when asked about the community development programme going on in respondents communities, 12.5% of the respondents mentioned health programme, 20.8% mentioned skill acquisition programme, 2.1% said recreational park, 49.1% respondents mentioned borehole, 2.0% respondents mentioned housing programme, while 10.0% said agricultural training programme.

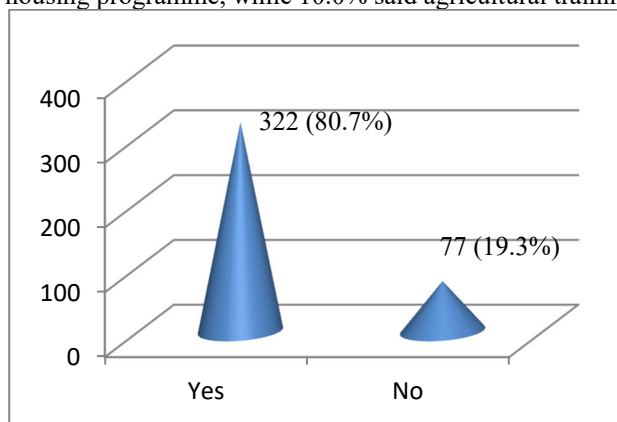


Figure 1. Stack Cone showing whether youths are involved in community development programmes or not

Figure 1 shows that majority 257 (64.4%) of the respondents asserted that youths were involved in the community development programmes, while 142 (20.1%) did not. This finding was supported by the data from in- depth interview with an elder from Diamond hill when he said:

Our youths are trying; they are involved actively in CD programmes in this community, starting from planning, implementation and even evaluation of the projects. For example, when the construction of this road you are looking at was going on, it was the youth that dug the sewage, the community did not give anybody penny for them to do it for us, it was our youth that did everything. In the night they will still do night watch, endure to ensure that the materials that were bought for the road construction were not stolen by armed robbers. They are the one that clear the pathways that lead to our stream every last Saturday of the month.

Table 3. Responses indicating the stages at which youths are involved in community development programme

Stage involved	Frequency	Percent (%)
Decision making stage	31	12.1
Planning stage	43	16.7
Implementation stage	142	55.2
Evaluation stage	31	12.1
Monitoring stage	10	3.9
Total	399	100.0

Table 3. shows that 12.1% of the respondents affirmed that youths are involved in community development programmes at the decision making stage, 16.7% said at the planning stage, 55.2% mentioned the implementation stage, 12.1% mentioned the evaluation stage, while 3.9% said youths are involved at the monitoring stage. From the above result, it can be seen that most (55.2%) of the respondents asserted that youths are involved in community development programmes at the implementation stage.

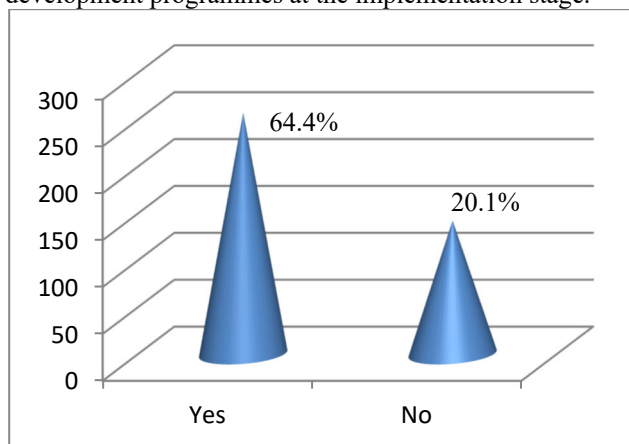


Figure 2. Stack Cone showing the number of youths that have participated in community development programmes
 Results in Figure. 2 revealed that majority 257 (64.4%) of the respondents agreed that they have participated

in community development programmes, while 142 (35.6%) did not.

4.1.3 Test of Hypotheses

Hypothesis One

There is no significant influence of age on youth participation in CD programmes in Calabar Municipal LGA.

Table 4. Age and participation CD programme

Participation in CD programmes	Age		Total
	15-22	23-30	
Participated	107(41.6%)	150(58.4%)	257(100.0%)
Did not participate	69(48.6%)	73(51.4%)	142(100.0%)
Total	76(44.1%)	23(55.9%)	399(100.0%)

$\chi^2 = 1.796$; $df=1$, $p < .180$, critical value = 3.841

Table 4 revealed that out the 257 respondents that indicated that they have participated in CD programmes, 41.6% were within the ages of 15-22 years while 58.4% were within the ages of 23-30 years. Of all those that indicated that they have not participated in CD programmes, 48.6% were within the ages of 15-22 years while 51.4% were within the ages of 23-30 years. The result however revealed that more respondents that were within the ages of 23-30 years have participated in CD programmes. The test shows that there is no statistically significant relationship ($P < .063$) between age and participating in CD programmes. As a result, the null hypothesis which states that there is no significant influence of gender on youth participation in CD programmes in Calabar Municipal LGA was upheld. We therefore conclude that age category of youths does not influence participation in CD programmes.

Hypothesis Two

There is no significant influence of gender on youth participation in CD programmes in Calabar Municipal LGA. The result is presented in Table 5.

Results in Table 5 revealed that 57.6% males and 42.4% female respondents participated in community development programmes. On the other hand, respondents who are 47.9% males and 52.1% females did not participate. The result of chi-square test revealed that calculated χ^2 of 3.466 is lesser than the critical χ^2 value of 3.841 at 1 degree of freedom ($df = 1$). The test shows that there is no statistically significant relationship ($P < .063$) between sex and participating in CD programmes. As a result, the null hypothesis which states that there is no significant influence of gender on youth participation in CD programmes in Calabar Municipal LGA was upheld. We therefore conclude that one's sex does not influence participation in CD programmes.

Table 5. Gender and participation in CD programme

Participation in CD programmes	Sex		Total
	Male	Female	
Participated	148(57.6%)	109(42.4%)	257(100.0%)
Did not	68(47.9%)	74(52.1%)	142(100.0%)
Total	216(54.1%)	183(45.9%)	399(100.0%)

$\chi^2 = 3.466$; $df=1$, $p < .063$, critical value = 3.841

Hypothesis Three

There is no significant influence of educational attainment on youth participation in CD programmes in Calabar Municipal LGA.

Table 6. Level of education and participation in CD programme

Participation in CD programmes	Level of education		Total
	Lower	Higher	
Participated	45(17.5%)	212(82.5%)	257(100.0%)
Did not participate	49(34.5%)	93(65.5%)	142(100.0%)
Total	94(23.6%)	305(76.4%)	399(100.0%)

$\chi^2 = 14.673$; $df=1$, $p < .000$, critical value = 3.841

Result in Table 6 revealed that 17.5 percent of respondents with lower and 82.5 percent of those with higher level of education participated in community development programmes. Also, 34.5% of respondents with lower and 65.5% of those with higher level of education did not participate. The result of chi square test shows that the calculated χ^2 value of 14.673 is higher than the critical χ^2 value of 3.841 at 1 degree of freedom ($df = 1$). The result is statistically significant; therefore, the null hypothesis which states that there is no significant influence of educational attainment on youth participation in CD programmes in Calabar Municipal LGA was rejected. The result implies that persons with higher level of education are more likely to participate in CD programmes than those with lower level of education.

Hypothesis Four

There is no significant influence of marital status on youth participation in CD programmes in Calabar Municipal LGA.

Table 7. Marital status and participation in CD programmes

Participation in CD programmes	Marital status			Total
	Single	Married	Divorce	
Participated	137(53.3%)	112 (43.6%)	8 (3.1%)	257
Did not participate	83(58.5%)	55 (38.7%)	4 (2.8%)	142
Total	220 (55.1%)	167 (41.9%)	12 (3.0%)	399

$\chi^2 = (N=399), .979; df=2, p < .613$, critical value = 3.841

Table 7 shows that 53.3% of the respondents that have participated in CD programmes were single, 43.6% were married while 3.1% were separated (divorced & widows). On the other hand of all those that indicated that they have not participated in CD programmes, 58.5% were single, 38.7% were married while 2.8% were ever married. The result however revealed that greater proportion of respondents who were single have participated in CD programmes and at the same time, had the highest percentage of those that have not participated in CD programmes. The reason for this may be attributed to high numerical strength of respondents that were single. The chi-square value: $\chi^2 = .979$; $df = 2$, $p < .613$ showed that there was no statistically significant relationship between respondents' marital status and participation in CD programmes. Thus, marital status does not influence participation in CD programmes.

Hypothesis Four

There is no significant influence of employment status on youth participation in CD programmes in Calabar Municipal LGA.

Table 8. Employment and participation in CD programme

Participation in CD programmes	Employment status		Total
	Unemployed	Employed	
Participated	65(25.3%)	192(74.4%)	257(100.0%)
Did not participate	44(31.0%)	98(69.0%)	142(100.0%)
Total	109(27.3%)	290(72.3%)	399(100.0%)

$\chi^2 = (N=399), 1.494; df=1, p < .222$

Data on Table 8 shows that 25.3% of the respondents that have participated in CD programmes were either students or unemployed, while 74.7% were gainfully employed. Also, 31.0% of the respondents that have not participated in CD programmes were either students or unemployed, while 69.0% respondents were gainfully employed. The result revealed that the highest proportion of respondents that have participated in CD programmes were those that are gainfully employed. The chi-square value: $\chi^2 = 1.494$; $df = 1$, $p < .222$ showed that there is a statistically significant relationship between respondents' employment status and participation in CD programmes. Employed youths are more likely to participation in CD programmes than unemployed youths.

Prediction of Socio-Demographic Factors Influencing Youth Participation in CD Programmes

Table 9. Regression analysis predicting the possibility of youths' participation in CD programmes

Variables	B	S.E	Wald	Df	Sig	Exp (B)
Age	.018	.261	.005	1	.943	1.019
Sex	.458	.219	.381	1	.536	1.581
Educational status	-.957	.268	12.7	1	.000	.384
Marital status	-.166	.232	.513	1	.474	.847
Employment	.138	.283	.238	1	.626	1.148
Constant	.382	.612	.389	1	.533	1.465

Significant

Data in Table 9 showed the predictors of youth participation in CD programmes. As indicated in the table, one variable, level of education is statistically significant at ($P=.000$). Other variables like age, sex, marital status and employment status had no effect on the possibility of the youth to participate in CD programmes while level of education was the best predictor of participation in CD programmes.

A look at the cross tabulated data on level of education of the respondents and view on participation in CD programme earlier presented in Table 35 showed that few respondents with lower level of education (17.5%) indicated that they have participated in CD programmes in their community. This being the case, from the findings in Table 9 which revealed that respondents' level of education is the strong predictor of the understanding of the view to participate in CD programmes. It does appear that low educated youths were at high risk of not participating in CD programmes.

Furthermore, the findings in the Table 9 indicates that a unit changes in level of education of respondents (improvement in educational level) will bring about .384 unit change in their view of participating in CD programmes. From the foregoing, it can be seen that the findings in Table 9 revealed that there is likelihood in future that the respondents will definitely participate in CD programmes when their educational level is improved. In conclusion, by comparing data from the regression tables, it can be seen that in predicting awareness in CD

programmes, and participation in CD programmes, level of education is statistically significant in both awareness in CD programmes and participating in CD programmes while other variables like age, marital status and occupation were found to be unique and consistent factors that had no relationship with the two dependent variables such as awareness in CD programmes and participating in CD programmes.

4.2 Discussion of Findings

Findings of the study revealed that level of education has a statistically significant relationship with youth participation in community development programmes, while age, gender, marital status and occupation have no statistical significant relationship with youth participation in CD programmes. Education brings about knowledge and increases level of awareness of an individual. Therefore when youths are educated they see things from a different point of view from uneducated youths. Consequently, their level of self involvement in community development programmes will increase. Also, educated youths are like an army prepared for war, anytime they are called upon they will be ready and willing to participate. But the reverse is the case for uneducated youths. They are ill prepared, and always have negative perception about things, especially regarding community development. The finding corresponds with that of Angba, Adesope and Aboh (2009), who observed in Amaaro, Ethiopia that youths who were better educated were more motivated and participate actively in community development programmes than those not very well educated. This is supported by the findings of Onweagba (2011) in Washington DC that education shapes attitude of youths towards participation in community activities.

Also, it was observed that age, gender, marital status, and employment status has no statistical significant relationship with youth participation in CD programmes. Youths across different age categories participated in community development programmes. Also, irrespective of employment status, youths participated in CD programmes. Whether civil servants, traders artisans and unemployed all got involved in CD programmes. Similarly, youths across male and female gender participated in CD programmes, although the number of males who participated is slightly higher than the number of females, which could be attributed to male dominance in the study sample. This findings correspond with a related study by Adesida and Okunlola (2015) in Ondo State, Nigeria, which revealed that age, marital status and gender have no significant relationship to participation in community development Projects. All youths, irrespective of age, gender, and marital status had equal level of participation in community development projects. This finding did not conform to that Fakere and Ayoola (2018), who reported that age, marital status, gender, and employment status were significant predictors of levels of participation in community development projects.

In addition, the finding regarding male and female participation is different from finding by Ikoro (2016) in Abia State that a significant difference existed between participation of male and female youths in rural community development projects, as male youths had higher rates of participation than their female counterparts. Furthermore, employment status correlates positively and significantly with participation in community development programmes. The coefficient though low, suggests that employment status has some influence on respondents' attitude towards participating in community development projects. Youths that are employed tend to participate more their unemployed counterparts.

5. Summary, Conclusion and Recommendations

5.1 Summary of Findings

After this investigation into socio-demographic factors and youth participation in community development programmes in Calabar Municipality, it was observed that:

1. Youths in their communities were involved in CD programmes, mostly at the implementation stage.
2. There is no significant influence of age on youth participation in CD programmes in Calabar Municipal LGA.
3. There is no significant influence of gender on youth participation in CD programmes in Calabar Municipal LGA.
4. There is a significant influence of educational attainment on youth participation in CD programmes in Calabar Municipal LGA.
5. There is no significant influence of marital status on youth participation in CD programmes in Calabar Municipal LGA.
6. There is no significant influence of employment status on youth participation in CD programmes in Calabar Municipal LGA.

5.2 Conclusion

Youth participation and involvement is very essential in community development (CD) programmes, especially in developing societies like Nigeria. This study has revealed that majority of youths are involved in CD programmes. Youth involvement is influenced by several factors. For instance, educational status significantly influence participation in CD programmes, while socio-demographic variables like age, gender, level of education and employment status do not. If youths are given maximum opportunity to participate in community development

programmes, and are involved from the decision-making stage to implementation stage, many communities will attain greater heights. This is because they will be able to accomplish donor agency and community self help projects like rural water projects, rural road projects, rural infrastructural projects amongst others. This study therefore concludes that there is need to work on educating and creating awareness so that youths can participate effectively in CD programmes.

5.3 Implication of the Findings

This study investigated on socio-demographic factors and youth participation in community development programmes has yielded important findings that show clear implication for social policy, social work practice in Nigeria and future research. The finding that male and female youths have equal participation is negative indicator, as males are the sons of the soil. Females can marry tomorrow and go to their husband house, but males are the one that will stay back in the community. Another key finding in this study was that respondents within the age range of 18-27 participate less in CD programmes. This is also a negative indicator because if they do not start participating in CD programmes early they may not grow up not having passion for participating in CD programmes.

Another important finding of the study was that people with lower level of education are not likely to participate in CD programmes. The policy implication on people reluctance to participate in CD programmes is as a result of ignorance. It will be necessary to introduce community development education in our school systems from secondary to tertiary education so as to ensure that everybody understands the importance of participating in CD programmes so as to protect and sustain community development projects. The introduction of this programme into the Nigerian school curriculum will help increase the conceptual knowledge of youth about CD programmes and change their negative attitude towards it. There is need therefore for policy makers to make policy that will encourage Nigerians particularly the youth to participate in CD programmes.

5.4 Recommendations

Based on the findings of this study, the researcher made the following recommendations:

- ❖ Government should join efforts with policy makers to make and implement policies that will focus on educating the youths in general, especially those within 18-27 years, less educated and those that are students/unemployed on the need to participate in CD programmes.
- ❖ Policies that could introduce short-term programmes/workshops/seminars on CD programmes education in all communities should be promulgated to provide opportunities for the youth to learn about the need to participate in CD programmes.
- ❖ Primary and Post Primary Education Board, and the National University Commission should introduce CD programme as a subject/course in the curriculum of all the federal and state education levels. So that pupils and students will learn about participation in CD programmes.
- ❖ Government should liaise with orientation agencies, communication and social welfare ministries and social workers to create awareness or organize enlightenment programmes for the youth, specifically for those within the ages of 15-22, lowly educated and unemployed to improve their awareness of CD programmes and the need to participate in CD programme.
- ❖ Social workers should focus on organizing programmes and activities to pressurize the authorize sector to provide opportunity for youth to participate in all levels of CD programmes. They should work with youth to develop their capacity and to enhance their potentials. To achieve this, social workers should focus on practical knowledge as well as skills where they can use their creative abilities.
- ❖ Social worker should connect youth with their communities, build their self -esteem, and provide them with training on leadership to develop and enhance their leadership skills.

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