

Youths' Participation in Community Development Project in Ibadan Oyo State

Osu, Uchechukwu Charles¹

ORCID iD; 0000-0002-8882-7883,

Farinde, Oluwafemi Sunday²

ORCID iD; 0009-0002-5177-1166

Ajiye, Olakunle Titus³

ORCID iD; 0000-0003-1589-8514

^{1,2,3}Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan Nigeria

Abstract

The lack of attention given to youth participation in community development projects has hindered the progress of development in many communities. Despite their valuable contributions, which include physical strength, mental capabilities, and exposure, the efforts of young people are often disregarded, and their voices go unheard. The objective of this research was to evaluate the level of participation of youths in community development projects in Ibadan, Oyo State research study employed a descriptive survey research design to gather information on the participation of youth organizations in community development projects/programmes in Ibadan, Oyo State. The population of this study comprised all the estimated sample for this study is 320. A multi-stage sampling procedure was utilized to determine the sample size. In the first stage, two local governments, namely Ibadan North and Akinyele, were purposively selected within the Ibadan metropolis. In the second stage, four communities were randomly chosen from each of the selected local government areas: Agbowo, Bodija, Yematu, and Mokola from Ibadan North, and Moniya, Ojoo, Orogun, and Idi-Ose from Akinyele and 40 respondents were selected from each of the selected communities on whom were administered a self-structured questionnaire, the data were analyzed using descriptive statistics. The findings indicated a moderately high level of participation of youths in community development projects in Ibadan. Based on these findings, it is recommended that community leaders recognize and strengthen the involvement of youths. This

would encourage greater sense of belongingness in and sustainability of community development projects and overall community progress.

Keywords: *Youth, Organization, Participation, Youth Organization, Youth Participation, Community Development, Community Project*

Introduction

The significance of youths in Nigeria is well spoken of when it comes to planning, implementing and evaluation of community development projects for the betterment of the local communities. The active participation of youths is crucial for community development in Nigeria, as they are considered to be a viable workforce. However, the structural aspects of our economy have led to the marginalization of a large portion of the youth population, resulting in a growing gap youths' participation in community projects/programmes. Youths are valuable to the development of their communities, utilizing their physical strength, mental capabilities and exposure to drive the desired development (Oladeji, Olaore, and Fapojuwo, 2007).

To promote sustainable growth in various communities, it is imperative for both community leaders and the local authorities to strategically and effectively involve youths in initiatives and projects. According to reports from the United Nations' World Population Division (2019) and the World Bank's World Population Report (2019), approximately 50 percent of the developing world's population consists of youth, amounting to around 1.2 billion individuals aged between 15 and 24 years, majority of which are in Africa. These statistics highlight that youth represent both a significant development opportunity and a challenge, particularly in developing countries. Experts argue that achieving the targets of the Millennium Development Goals, specifically in areas such as extreme poverty and hunger (MDG 1), child mortality (MDG 4), maternal health (MDG 5), and environmental sustainability (MDG 7), would be impossible without the proper inclusion of youth in MDG programs

The necessity for youth engagement in community development programmes/projects, given their sizable population, offers an endless opportunity to harness a larger and stronger workforce capable of propelling economic development at a faster pace. Additionally, youth can play a significant role in national security, leadership, and social development within their communities

(Udensi, Lawrence, and Daasi, 2013). According to the Nigeria Youth Development Policy (2019), youth refer to individuals aged between 18 and 35 years who are citizens of the Federal Republic of Nigeria. This definition reflects the period of transition from childhood dependence to adult independence and the awareness of interdependence as community members. Furthermore, the United Nations (2001) suggests that age is the simplest criterion for identifying youth. Nigeria possesses abundant human and natural resources, these coupled with proper involvement of youths in community programmes/projects can foster development, alleviate poverty and enhance sustainability (Ayuba, 2012).

The success of any programme aimed at improving the well-being of individuals relies on the active participation of all stakeholders inclusive the youths at all stages of planning and implementation. Participation holds significant importance, particularly within a community (Onyenemezu, 2013). It is crucial for youth to participate in activities related to community development because their involvement in planning, resource mobilization, implementation, and evaluation, among other aspects, helps to influence the delivery of quality services and prevent project abandonment. Youth participation refers to their active involvement and genuine influence in decisions that impact their lives. In this approach, the quality of participation is not solely measured by its scope, such as the number of young people attending activities or involved in a programme/project, but also by the quality of their contributions. Participation is deemed effective when young individuals have a positive impact on the community development process, influence specific decisions, or produce favorable outcomes (Checkoway, 1998).

According to Abiona and Osu (2020), the participation of community members in community development cultivates a sense of belonging, cohesion, solidarity, and upholds societal values. In Oyo State, the expected and actual role of the youths in community development is to be actively involved and participates in planning and execution of projects that improve and benefit the local community using available resources. These projects may include small-scale businesses, construction of bridges and culverts, building of feeder roads, rural water projects, and more. Moreso, it is evident that Nigerian youths often lack the necessary financial resources to participate projects due to their limited financial capabilities as many of them are unemployed but they have physical strength that can be harnessed to foster community development. Ojokheta and Oladeji

(2004) perceive community development as a movement aimed at promoting improved living standards for the entire community through active participation of its members, including the youth.

However, it is worth noting that some ongoing projects in the study area have experienced long delays, which can be attributed to ineffective or inefficient planning and implementation of these developmental initiatives. Community development, as described by Osu (2021), encompasses two key elements: the deliberate acceleration of economic, technological, and social change (development) and planned social change within a village, town, or city. Nevertheless, no extensive study addressing these issues in the study area has been conducted thus far. To address this anticipated gap, this study examines the role of youth organizations in implementing developmental projects, with specific reference to Oyo State, Nigeria. During the research study, the researchers uncovered several ongoing projects such as bridges/culverts, rural water projects, and road construction that had been stalled for an extended period of time in the study area. The reasons behind these delays included a lack of monitoring and evaluation, insufficient funding, inadequate government support, poor planning, ineffective decision-making, coordination challenges, environmental issues, lack of training and sometimes lack of proper youths' participation.

Consequently, this study aims to address the gap created by the scarcity of research on the level of participation of youths in community development projects in Ibadan, Oyo State. Specifically, the research objectives guiding this study are as follows to: examine the extent of youth participation in needs identification of community development projects in Oyo State; find out the extent of youth participation in the planning of community development projects/programs; investigate the extent of youth participation in evaluation of community development projects in Oyo State.

Literature Review

Youths' Participation in Needs Identification of Community Development Projects/Programme

As asserted by Ayuba (2012), youths are indeed valuable assets in society. This statement holds true considering the significant role that youths have played and continue to play in community

and developmental projects. Many Nigerian youths reside in rural areas and have been diligently working towards improving their circumstances through various developmental projects and community development programs. It is essential for youths to actively participate in these projects and activities, as they will eventually become self-sufficient individuals. The primary objectives of most developmental projects and programs include: promoting self-reliance among youths through self-help initiatives, ensuring the full integration of youths into nation-building through community development efforts, fostering cooperation between youth communities, government, and non-governmental organizations to uplift their fellow youths, educating and motivating youth groups to embrace change for the betterment of their living standards, and mobilizing youths to recognize the importance of forming youth cooperative groups. Ayuba and Aminu (2012) further emphasize that youths have a crucial role to play in rural development, given that many youths reside in rural areas. The establishment of youth community development programs aims to enhance rural development.

Overall, it is evident that youths possess great potential and contribute significantly to community and developmental endeavors, particularly when provided with opportunities for active involvement and participation. Akintayo and Oghenekohwo (2004) have highlighted that participation, as a strategy, empowers individuals and promotes community action. They further define participation as cooperative efforts aimed at increasing and exercising control over resources and institutions for groups and movements that were previously excluded from such control. This definition encompasses economic, social, political, and cultural aspects, and it has implications for addressing basic needs, resource generation, equitable distribution of goods and services, and the fulfillment of psychological desires for participation in decision-making processes that impact people's lives. Reid (2000), as cited in Usman (2018), emphasizes that participation is a fundamental element of an empowered community. Community participation occurs when society is organized and takes full responsibility for managing its own challenges. The United Nations (2005) recognizes community participation as a means to enable all members of society to actively engage in the development process, exert influence, and benefit from development outcomes. People's participation is crucial for establishing economic and political relationships within the broader community. It extends beyond project activities, enabling rural

communities to organize themselves, identify their own needs, and participate in project design, implementation, and evaluation through participatory action (Kumar, 2002).

Marsela (2015) presents four distinct statements that shed light on different understandings regarding participation, particularly concerning the relationship between individuals, especially youths, and community development projects. These statements are as follows: Participation as a voluntary contribution: This perspective views participation as individuals voluntarily engaging in public programs that are intended to contribute to national development. However, in this view, people are not expected to have a role in shaping the program or critiquing its content (Economic Commission for Latin America, 2020). Participation as an organized effort for increased control: At the social level, participation is seen as a collective endeavor by groups and movements aiming to gain more control over resources and regulatory institutions within specific social contexts. This perspective focuses on empowering marginalized groups who have previously been excluded from such control (Marsela, 2015). Participation at the project level: Paul (2017) generally perceives participation as an active process in which beneficiary or client groups exert influence over the direction and implementation of a development project. The objective is to enhance their well-being in terms of income, personal growth, self-reliance, or other valued outcomes. Participation in rural development: In the context of rural development, participation entails people's involvement in the decision-making process, program implementation, and sharing in the benefits of development initiatives. This perspective, highlighted by Oladeji, Olaore, and Fapojuwo (2017), specifically focuses on the involvement of youths in these processes.

These statements demonstrate the diverse range of understandings of participation and its implications for engaging individuals, particularly youths, in community development projects. These Statements represent different forms of participation as they range from seeing participation simply as people's involvement in a project where they can obtain economic and social benefits. This implies participation involves decision making in the process of planning implementation and execution of projects/programmes through and or empowering weak groups. In this paper, participation is referred to as the act of sharing in the activities of a group that is taking part in contribution, partnership, involvement, assistance in communities' developmental projects.

Youths' Participation in Execution of Community Development Projects/Programmes

Implementation of a project refers to the execution of the planned activities. It is widely known that many community development projects fail due to poor implementation. executing a project is one crucial aspect of development. During the implementation stage of a community development project, the planned actions are put into action. Youths, who are often an underutilized resource, play a crucial role in immediate and long-term community development endeavors. They bring valuable contributions to program planning and facilitate effective evaluation. Collaborating with adults and organizations, youth gain skills, build confidence, and develop leadership capabilities (Oba and Dokubo, 2021). Without proper execution of the planned activities, the entire effort becomes futile. This aligns with the perspective of Gboku and Lekoko (2007) who emphasize that project implementation involves translating ideas, opinions, and decisions into action in order to achieve set goals and objectives, ultimately bringing about positive changes in the living conditions of the community.

The involvement of youth organizations in the execution process of community projects is of utmost importance. Even, when dealing with large-scale projects that require extensive coverage, it is advisable to involve the community youths both experts and non-experts alongside other external experts and non-experts and when necessary, the youths should be paid. Youths' involvement can help to ensure sense of belongingness and project sustainability. This approach strengthens the collective, enhances local team building, and increases the likelihood of project continuity (Cahill and Caitlin, 2019).

Youths' Participation in Evaluation of Community Development Projects.

Evaluation involves closely measuring the progress of a project or programme according to the initial plan. Evaluation assesses the extent to which the activities of the project or programme contribute to achieving the original goals and objectives. This evaluation process involves making value judgments on the effectiveness of the interventions and the overall worth of the project or program. Monitoring and evaluation focus on specific goals and stages of the project or program (Maithya, 2014). The objectives of supervision and evaluation should be specific and measurable. According to Rossi, Freeman, and Lipsey (1999:20) as cited in Maithya (2014), project or programme evaluation research refers to the systematic use of social research methods to investigate the effectiveness of social intervention programs. These evaluations are adapted to the

political and organizational contexts and are designed to inform social action in ways that improve social conditions. Monitoring and evaluation play a crucial role in comprehending the progress and potential success of a project or program. Through monitoring and evaluation, one can identify the achievements or shortcomings of a project, understand the underlying reasons for the current state, and provide recommendations for future actions or improvements. It is essential to integrate monitoring and evaluation into the planning phase of a project or program to ensure its effectiveness (Maithya, 2014). In order for supervision and evaluation to be successful, adequate resources must be allocated. These resources may include personnel, materials, time, funds, and other necessary provisions.

Methodology

The research study employed a descriptive survey research design to gather information on the participation of youth organizations in community development projects/programs in Ibadan, Oyo State. The population of this study comprised all the estimated sample for this study is 320. A multi-stage sampling procedure was utilized to determine the sample size. In the first stage, two local governments, namely Ibadan North and Akinyele, were purposively selected within the Ibadan metropolis. In the second stage, four communities were randomly chosen from each of the selected local government areas: Agbowo, Bodija, Yematu, and Mokola from Ibadan North, and Moniya, Ojoo, Orogun, and Idi-Ose from Akinyele and 40 respondents were selected from each of the selected communities. These areas were selected because they are highly residential and have witnessed significant development initiatives. To collect data, a questionnaire titled "Youth Participation in Community Development Project (YPCDP) was developed based on existing literature on youth participation in community development.

The instrument used was a single survey that was divided into four three sections. Section A gathered demographic information such as respondents' gender, age, marital status, and educational qualifications. Section B assessed the level of youth participation in identifying felt-needs in community development projects/programmes, while Section C measured the level of youth involvement in the execution of community development projects/programmes. While Section D examined the the level of youth participation in monitoring and evaluation of community development projects/programmes. Efforts were made to align the questionnaire items

with the study's objectives. Prior to the main survey, a pretest was conducted with 20 youths from outside the study area in Egbeda local government and it yielded a good internal consistency with a Cronbach coefficient of alpha of $r = 0.81$. Anonymity was ensured such that the collected data could not be linked to any specific participant. A total of 240 valid questionnaires were retrieved and used for data analysis.

Results and Discussion

Socio demographic Characteristics of the Participants

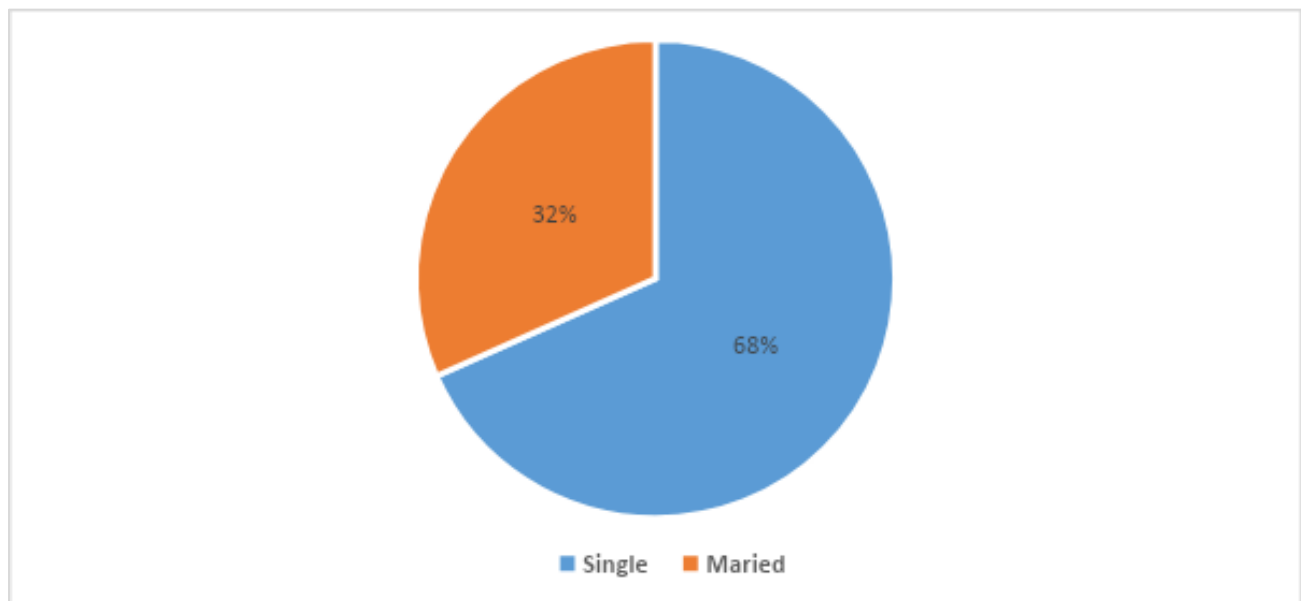


Fig 1: Respondents by Marital Status

Source: Field work (2022)

Figure.1 depicts that 32% of respondents were married, while 68% were single. This indicated that there were more single respondents in the study. The implication is that majority of the youths' members who were single participate more in community development project.

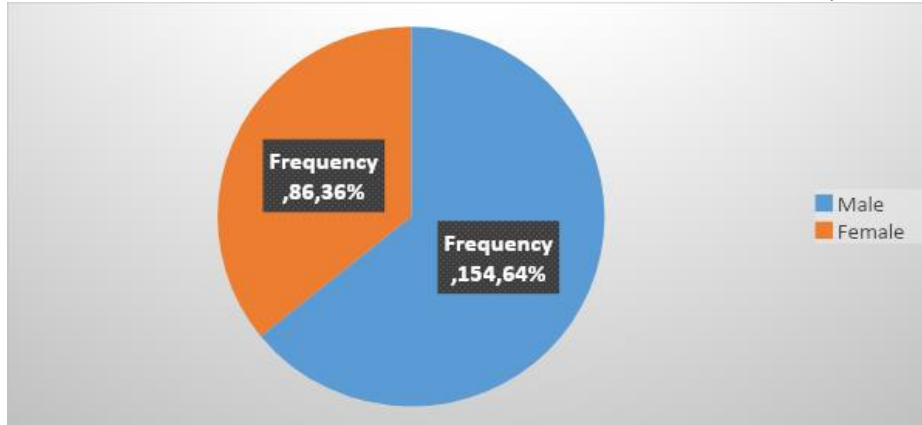


Fig 2 Distribution of Respondents by Sex

Source; Field work (2022)

Figure 4.2 shows that 64% respondents were male while their female counterparts were 35%. Therefore, the majority of the youth members were male. The findings showed that participation of youth member in the implementation of community development projects is not limited to a particular sex.

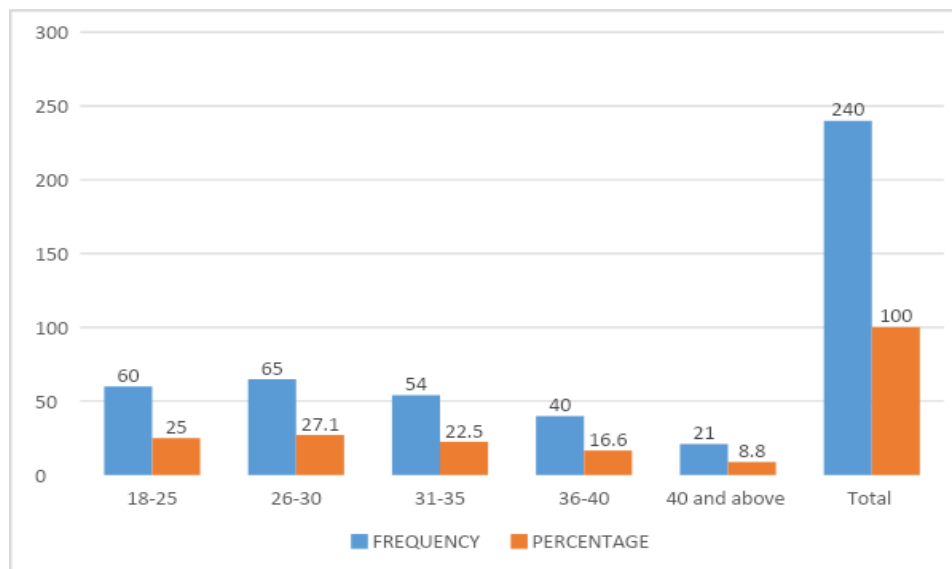


Fig 3 Distribution of Respondents by Age

Source; Field work (2022)

In figure 3, 25.0% respondents were within the age range of 18-25 years, 27.1% were within age range of 26-30 years, 22.5% were within age range of 31-35 years, 16.6% were within age range of 36-40 years while 8.6% were 40 years and above respectively. One can therefore conclude that all age group of youths are included in the study.

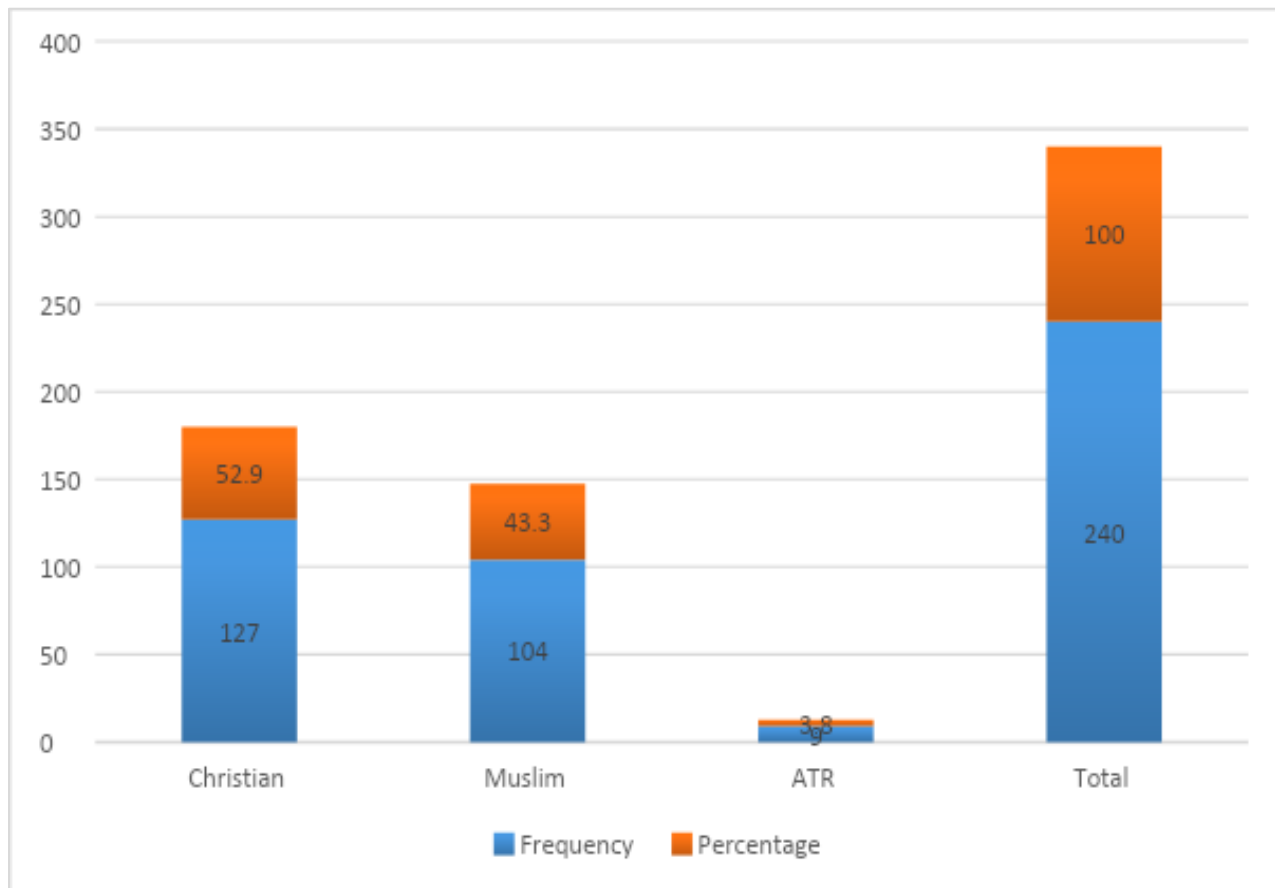


Fig 4 Distribution of Respondents by Religion

Source; Field work (2022)

Figure 4, 52.9% respondents were Christian, 43.3% were Muslim, 3.8% were Traditional worshippers. These shows that majority of the youths' members were Christians. The findings showed that the youth organization belongs to two prominent religion groups, and that their participation is not restricted to a particular religion.

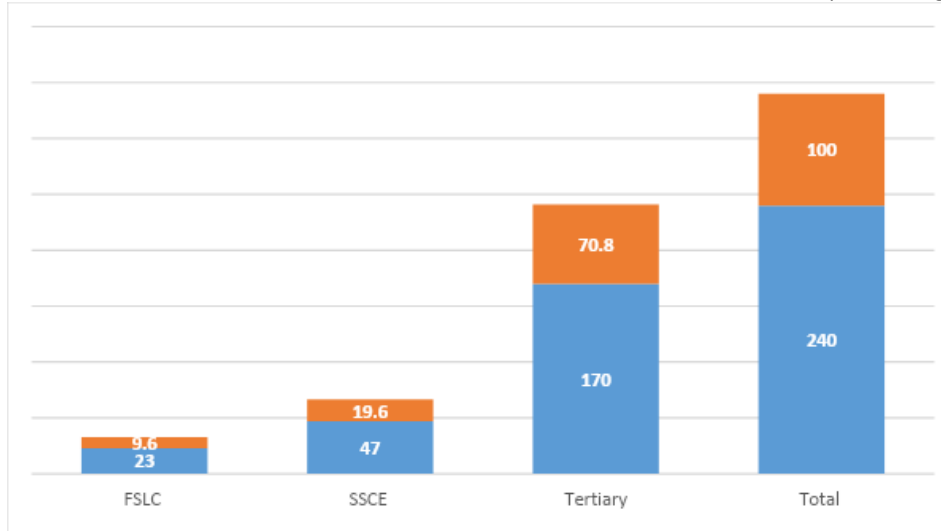


Fig 5: Distribution of Respondents by Educational Qualification

Source; Field work (2022)

Figure.5 shows that 70.8% respondents had some form of tertiary education, while 19.6% had secondary education, and 9.6% of the respondent had first leaving certificate. This showed that majority of the youth member had high rate of tertiary education in the study.

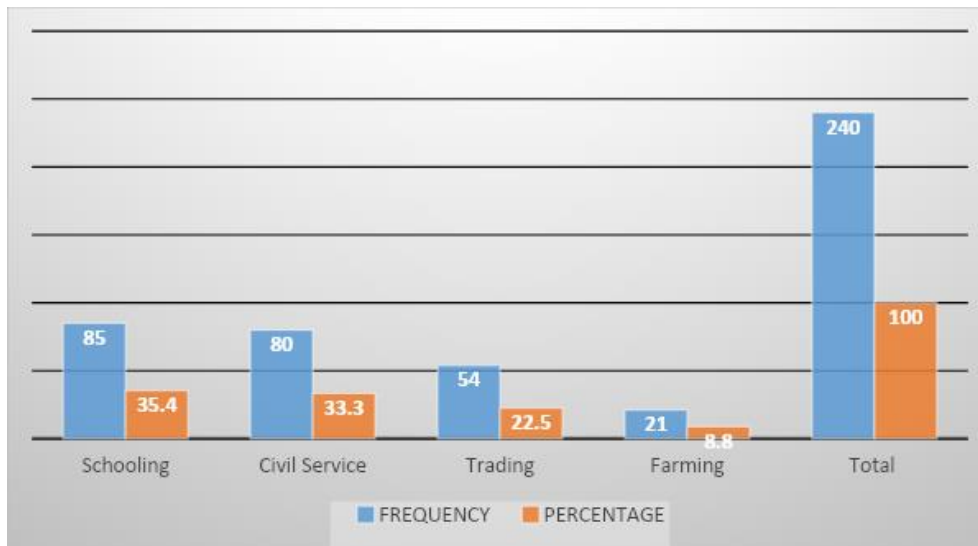


Fig 6 Distribution of Respondents by Occupation

Source; Field work (2022)

Figure .6 above shows that 35.4% are still in school, 33.3% are working as civil servants, and 22.5% of the respondents are traders who sells different thing, while 8.8% engage in farming. The implication of this is that majority of the youths who participates in the implementation of community development projects are still in School.

RQ 1: To what extent does youths participate in needs identification of community development projects in Oyo State?

Table 1: Frequency Distribution of Respondents view on the extent of Youths participation in needs identification

S/N	Question Items	SA	A	D	SD	Mean
1	I participate in the needs' identification and brief description of projects	112 46.6%	63 26.3%	38 15.8%	27 11.3%	2.68
2	Youths participate in decision on meeting the felt-needs	108 45.0%	24 10.0%	21 8.7%	87 36.3%	2.64
3	Youths participate in vital verification of production	132 55.0%	71 29.6%	21 8.7%	16 6.7%	3.33
4	Youths participate in allocating responsibilities for needs identification	140 58.3%	72 30.0%	16 6.7%	12 5.0%	3.43
5	Youths participate in decision making on their pressing needs	136 56.6%	77 32.1%	11 4.6%	16 6.7%	3.39
6	Youths' participation in outlying the activities for each deliverable of the needs identified	96 40.0%	94 39.2%	30 12.5%	20 8.3%	3.11
	Weighted mean					3.096

Source; Field work (2022)

Table 1 presented the findings of the survey. It revealed that 72.9% of the respondents agreed that they were involved in identifying needs and providing a brief description of projects, whereas 42.1% of the members disagreed with their participation in needs identification and project description. The table also indicated that 55.0% of the youth members agreed that they participated in decision-making regarding meeting their felt-needs, while 45.0% of the members disagreed. This suggests that a majority, 55.0% of the respondents, confirmed the active involvement of youths in decision-making related to meeting their felt-needs. Furthermore, 84.6% of the respondents agreed that youths participated in crucial verification of production, whereas only 15.4% of the respondents disagreed with youth involvement in this aspect of project implementation. This suggests that a significant majority, 84.6% of the youth members, agreed with the statement. The table also indicated that 88.3% of the respondents agreed that they participated in allocating responsibilities for needs identification, while only 11.7% of the youth members disagreed. Additionally, 87.7% of the respondents agreed that youths were involved in decision-making regarding their pressing needs, with only 11.3% of the respondents disagreeing. The final item in the table revealed that 79.2% of the respondents confirmed that youths participated in outlining the activities for each deliverable in project implementation. The findings showed mean scores ranging from 2.61 to 3.43, with a weighted mean of 3.09. Among the six items that measured the extent of youth participation in project implementation, only items 1 and 2 were below the weighted mean value of 3.096. Overall, the findings indicate a moderately high percentage of youths’ participation in community felt-needs identification but not as actively as expected.

RQ 2: To what extent does youths participate in execution of community development projects/programmes?

Table 2: Frequency Distribution of Respondents view on level of youths’ participation in the execution of community development projects/programmes

S/N	STATEMENTS	SA	A	D	SD	Mean

1	I am involved in execution of community development projects needs	88 36.7%	83 34.6%	44 18.3%	25 10.4%	2.00
2	I play a role in execution of community development projects	68 28.3%	51 21.3%	50 20.8%	71 29.6%	3.33
3	Involving youth in execution process results in better quality decisions of the projects	104 43.35	101 42.1%	20 8.3%	15 6.3%	3.12
4	Youths are too emotional to be involved in the execution of community development projects	32 13.3%	28 11.7%	93 38.7%	87 36.3%	2.63
5	Youths increases conflicts in execution of community development projects	20 8.3%	42 17.5%	96 40.0%	82 34.2%	2.0
6	Youth provide technical experts during the project’s execution process	132 55.0%	71 29.6%	20 8.3%	17 7.1%	3.33
7	My participation is sought in the execution of community projects	105 43.8%	74 30.8%	45 18.7%	16 6.7%	3.12
	Weighted Mean	2.79				

Source; Field work (2022)

Table 2 presented the findings related to youth members' perspectives. It indicated that 28.7% of the youth members disagreed with their involvement in execution of community development project, while 71.3% of the youth members agreed that they were indeed involved in this process. The table also showed that 50.4% of the youth members disagreed with the notion that they played a significant role in shaping decisions affecting the execution of community-based projects, while 49.6% of the respondents agreed with this statement. Furthermore, 85.4% of the respondents agreed that involving youth in the execution process, whereas only 14.6% of the youth members disagreed with this statement. The table also revealed that only 25.0% of the respondents agreed that youth were too emotional to be involved in the execution of community development projects, while 75.0% of the youth members disagreed with this notion.

Additionally, 25.8% of the members agreed that youth increased conflicts in community projects execution, while 74.2% of the youth members disagreed with this idea. In the same table, it was evident that 84.6% of the members agreed that youth provided technical expertise during project execution processes, while only 15.1% of the respondents disagreed. The table also revealed that 74.6% of the youth members agreed that their recommendations were sought in the execution of community projects, while only 25.4% of the youth members denied this. The findings in the table displayed mean scores ranging from 2.00 to 3.33, with a weighted mean of 2.79. The highest-rated items in the table were item 2 and 6, both with a mean of 3.33. Conversely, the lowest-rated items were item 1 and 5, both with a mean of 2.00. These results suggest that there are criticisms regarding youth participation in the execution process, with assertions that it leads to increased conflicts between agencies and the public, increased costs in project execution and undue time consumption.

RQ 3: To what extent does youths participates in supervision and evaluation (formative and summative) of the community-based projects in Oyo State?

Table 3: Frequency Distribution of Respondents view on the level of youth participation in the Supervision and evaluation (formative and summative) of community development projects/programmes

S/N	Question Items	SA	A	D	SD	Mean
1	I participate in supervising the implementation of community development projects	68 28.0%	66 28.0%	56 23.0%	50 21.0%	3.08
2	Youths' members are involved in the formative evaluation of community projects/programmes.	107 44.6%	104 43.3%	23 23.0%	6 2.5%	2.64
3	I am involved in the summative evaluation of projects/programmes implemented	56 23.3%	104 43.3%	52 21.7%	28 11.7%	3.33

4	I am involved in the evaluation committee to understand plans of the projects	65 27.1%	60 25.0%	74 30.8%	41 17.1%	3.42
5	Youths form a considerable number in the supervision and of the projects/programmes	43 17.9%	66 27.5%	67 27.9%	64 26.7%	3.39
6	Youth provide technical experts during the evaluation of projects and programme	130 54.2%	58 24.2%	28 11.6%	24 10.0%	3.11
Weighted mean						3.162

Source; *Field work (2022)*

Table 3, showed that 56.0% of the respondent agreed that they participated in supervising the implementation of community development projects, on the order hand 44.0% of youth members disagreed with the statement. It also showed that 25.5% of the respondents disagreed that youth members were involved in the formative evaluation of community projects/programmes, while 87.9% of youth members agreed with the statement. 66.6% of the youth member agreed that they were involved in the summative evaluation of projects/programmes implemented, while only 34.4% of youth members disagreed with the statement. 52.1% of youth members agreed that they were involved in the evaluation committee to understand plans of the project’s implementation, while only 47.9% disagreed that they were involved in the evaluation committee to understand plans of the project’s implementation.

It showed that 45.4% of youth members agreed that youths form a considerable number from the community during the supervision and evaluation of the projects/programmes implemented, while 54.6% of the youth members disagreed to the statement. From this, it showed that more than halve 54.6% of the youth members denied that youths form a considerable number from the community during the supervision and implementation of the projects/programmes. 78.4% of youth members agreed that youths provide technical experts during the evaluation of projects and program, while only 21.6% of youth members disagreed that youth provide technical experts during the evaluation of projects and program. The findings had mean scores that ranged between 2.64 to 3.39 where

the weighted mean is 3.16. The highest rated mean is item 5 with a mean of 3.39. On the other hand the least rated item is item 2 with a mean of 2.64. This implies that the participation level of youths in the supervision and evaluation of projects/programmes implemented in the community is moderately high.

Discussions

Result of Research Question One the indicate a moderately high level of youth participation in needs identification. The finding supports the research by Cahill and Caitlin (2019), which suggests that youths who willingly engage in needs identification and community participation develop empathy and have the potential to continue similar work as responsible adults. The involvement of youths in project can be a catalyst, accelerating the development process within the community. But, often times, youth have been problematic resulting from youthful exuberates. Ideally, when youths are engaged in identifying needs and overseeing project progress themselves, the projects are more likely to be sustained. It is crucial to encourage and empower youth-led organizations to participate in translating the 2030 Agenda into local, national, and regional policies, as emphasized by Ramirez and Francisco (2019). This notion is further supported by Babu (2015), who highlights the significant role of youths in implementing community development projects, stressing that their involvement can greatly contributes to community development if well guided.

The result of Research Question Two revealed that the youth participate in execution of community execution recognizing needs and integrating with the community regarding the community projects. Whereas, the involving youths in execution often delayed execution processes due to unnecessary demands. This result is with Lindsjö's research in 2020, involving youths in execution of community projects can be facilitated through a thorough guide. Yamin and Talib (2020) also highlight multiple reasons for including young people in execution, such as the need for physical strength, protection of experts at all stages of community projects and so on.

The result of Research Question Three indicates that the participation level of youths in the supervision and evaluation of projects/programmes implemented in the community is high when the youths forcefully get involved but often boycott by the community leaders when possible. This

finding corroborates that of Areo, Samuel and Oyewumi, (2019) which found out that youths serve as an engine to community development projects when involved in the monitoring and evaluation process in every community where they are belongs and beyond.

Conclusion

The study uncovered the extent of youth organizations' involvement in community development projects/programs. Previous research has highlighted that the level of education is a significant factor influencing youths' participation in the planning and implementation of community development projects. This study indicates that despite youths' active participation in their own ways, they have received insufficient attention from community leaders, stakeholders, and the government, resulting in missed opportunities for their involvement in significant community development projects. However, the study also demonstrates that the level of participation of youth organizations in the planning of community development projects in Ibadan, Oyo State, is considerably high, despite the challenges that hinder their participation. Although a majority of the respondents exhibited enthusiasm and readiness for engagement, only a few of their abilities are effectively utilized by the community.

Recommendations

Community leaders and local authorities should prioritize the inclusion of youths in development committees, aiming to encourage and enhance their participation in identifying felt-needs, and of community development projects/programmes. The potential and capabilities of youths in society should be acknowledged and encouraged. They should be empowered with the necessary skills and given opportunities to engage in the supervision and evaluation (formative and summative stages) of community development projects/programs.

Reference

Abiona, I. A.& Osu, U. C. (2020). Community Participation in Community Development in Nigeria. In M. A. Oyebamiji; O. E. Olajide; C. O. Omoregie and N. A. Adedokun (Eds.) Citizen's Participation and Governance in Nigeria. 204 - 222 pp. Ibadan: Department of Adult Education, University of Ibadan,

- Arikawe A.R., (2020). The design of integrated community development model for enhancing delivery in community development practice in Nigeria, *Journal of Education and social research*, 5 2, 41-51
- Babu, N. (2015); components of planning: Retrieved from components of Planning [www.indiastudychannel.com/projects/538, aspx](http://www.indiastudychannel.com/projects/538.aspx).
- Cahill & Caitlin, (2019). *Theorizing Youth Participation*. 10.1007/978-981-287-041-4_3.
- Checkoway B., (1998). Involving young people in neighborhood development. *Children and Youth Services Review*.
- Gboku, M. & Lekoko, R, 2007. *Developing Programmes for Adult Learners in Africa*. UNESCO Institute of long-life learning.
- Gbolagade B. Adesiji, K.F. Omotesho, Sola E., Komolafe, Kehinde J. Oni and Francis O. Adereti 2015. Rural Youth Participation in Infrastructural Development. *Journal of Agricultural Sciences* DOI: 10.2298/JAS1401091A UDC: 316.334.55-053.81(669)"200"; 316.346.3-053.81(669)"200" Vol. 59, No. 1, 2014 Pages 91-100
- Kenny, C., (2019). The role of community-based organization in rural development: community development effort. *Journal of community development*.
- Klarin, T., (2019). The concept of sustainable development: from its beginning to the contemporary issues, *Zogreb International Review of Economics and Business*, 21 1, 67-94
- Kwon, S, (2018). The politics of global youth participation. *Journal of Youth Studies*. 22. 1-15. 10.1080/13676261.2018.1559282.
- Lindsjö, Karin & Djurfeldt, Agnes & Isinika, Aida & Msuya, Elibariki, (2020). Youths' participation in agricultural intensification in Tanzania. *AIMS Agriculture and Food*. 5. 681-699. 10.3934/agrfood.2020.4.681.
- Madu, I.A., (2014). Special in equality in Nigeria; The imperative of geographic perspectives in the development process. *Journal of Social and Economic Development* 8, 2
- Maithya (2014), *Advocacy for Monitoring and Evaluation in Community Development Projects in Africa* article in *advances in social sciences research journal* · December 2014 doi: 10.14738/assrj.18.708

- Marion, G., (2007). *Family Peer Relationships; Modes of linkage*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Mofuru, A., (2003). *Community Development Association in Oshogbo. An Unpublished Master of Science Dissertation*. Obafemi Awolowo University. Ile-Ife, Nigeria PP 25-35.
- Moisejeva, Jekaterina, (2018). *Youth Participation in Volunteers' Work. Education Reform in Comprehensive School: Education Content Research and Implementation Problems*. 12. 10.17770/ercs2018.3473.
- Naeem, Mehek & Zehra, Andleeb & Zafar, Naeem & Akram, Waseem & Ghani, Salman, 2020. *Understanding youth participation to volunteer for child rights. Child Abuse & Neglect*. 104793. 10.1016/j.chiabu.2020.104793.
- Nitzberg J., 1998. *The meshing of youth development and community building, putting youth at the center of community building, new directions for youth development*, No. 106, summer 2005.
- Nkwede, J.O., 2020. *Approach for poverty alleviation and sustainable development in Nigeria: A study of Ebonyi state community-based poverty reduction Agency EB-CPRA, International journal of social sciences Studies*, 2 1,153-183
- Nmere, Obasi & Okolo, Victor & Okechukwu, James & Alio, Felix & Anetoh, John, 2020. *Influence of public relations' media public enlightenment campaign and community participation strategies on waste management. Problems and Perspectives in Management*. 18. 82-96. 10.21511/ppm.18 1.2020.08.
- Oba & Dokubo (2021); *Perceived Influence of Citizens' Participation on Community Development Process: International Journal of Innovative Development and Policy Studies*, © Seahi Publications, 2021 www.seahipaj.org ISSN: 2467- 8465.
- Obuh, J, 2005. *Youth Involvement in Rural Development Activities in Ogba District Rivers State Nigeria. Journal of Agriculture and Social Research* 5 1: 48 -53.
- Ogundipe, A.O., 2003. *``The Challenges of Community Development in Ijebu, Ogun State, Nigeria. Ogun J. 16:5-8.*
- Ogundipe, A.O., 2003. *``The Challenges of Community Development in Ijebu, Ogun State, Nigeria. Ogun J. 16:5-8.*

- Ojokheta, K.O. and Oladeji, B., 2004. Reflections on Community Development and Strategic Partnership with Distance Education for Sustainable Education Development in Nigeria. *Journal of Research in Education* 3 1, 138-146.
- Oladeji, Olaore & Fapojuwo (2017) Participation of Rural Youths in community development process in osun state Nigeria: *Nigeria journal of rural sociology* vol. 17, No. 2
- Oladeji, Olaore & Fapojuwo (2017) Participation of Rural Youths in community development process in osun state Nigeria: *Nigeria journal of rural sociology* vol. 17, No. 2
- Orji, T.A., 2013. *Abia State Youth Empowerment Scheme*. Umuahia: publishing press.
- Owamalam, B. J., 2010. *Community Development in Action*. London: University Press.
- Oyebamiji, M.A. and Kajuru, O., 2019. Achieving sustainable community development project through community Education in Nigeria. *International journal of Education and Evaluation*
- Oyebamiyi, M.A., 2008. *Fundamentals of Community Development in Nigeria*, Port Harcourt, University of Port Harcourt Press.
- Pan, B., 2011. *Community Participation in Finance Education in Nigeria: A Synthesis of Issues, Challenges and Imperative*. Enugu: Timex Enterprises.
- Rajani R.R., 1999. *Promoting Strategic Adolescent Participation: A discussion paper for UNICEF*.
- Rajani, R.C., 2000. *A Strategy for Adolescent Participation: A Discussion Paper for UNICEF*. PP. 51-54.
- Ramirez, Francisco, 2019. Youth Participation in the Community Environment. *Civilizar*. 19. 95-102. [10.22518/usergioa/jour/ccsh/2019.2/a04](https://doi.org/10.22518/usergioa/jour/ccsh/2019.2/a04).
- Reid, N, 2000. "How People Power Brings Sustainable Benefits to Communities", *USDA Rural Development*: np d.
- Rossi, P.H, Freeman, M.W. and Lipsey, H.E. (2004). *Evaluation: A System Approach*. Thousand
- Seo, Jeong-Hun & Yoon, Oh-Nam, 2020. A Study on Preference for Youth Participation in Sports Activities. *The Korean Journal of Growth and Development*. 28. 413-417. [10.34284/KJGD.2020.08.28.3.413](https://doi.org/10.34284/KJGD.2020.08.28.3.413).
- Shunk, D.H., 2000. Modeled Importance of Task Strategies and Achievement Beliefs: Effect on Self-Efficacy and Skill Development. *Journal of Early Adolescence*. 5,247-258.

Singer, M.A., 2011. *Advocates for Youth*. Unpublished data from Burinking Projects, Washington D.C.

Suhaimi, Safiah & Arshad, Rozita & Abdullah, Siti & Yeon, Asmah & Alias, Azhar & Ayub, Zainal, 2016. *Youth Participation in Decision Making*.

UNICEF, 2001. *Participation Rights of Adolescent, Types of Youth Organization and] Strategic Approach Online* www.unicef.com.

United Nation, 2001. *Youth Empowerment in Nigeria*. New York. U.S.A.

United Nations (2013). *The Millennium Development Goals Report 2013*. New York: United Nations. Retrieved from <http://www.undp.org/content/dam/undp/library/MDG/english/mdg-report-2013-english.pdf>

World Bank, 2000. *Youth Assessment Programme*. www.worldbank.org/int.com.

World Bank, 2010. *Community Based Monitoring and Evaluation Team* www.worldbank.org/int.com

Yamin, Liyana & Talib, Iffah, 2020. *Youth Participation in Disaster Science Communication*

Received on July 07, 2023

Accepted on Aug 24, 2023

Published on Oct 01, 2023