ASSESSMENT OF THE ACTIVITIES OF THE CHRISTIAN RURAL AND URBAN DEVELOPMENT ASSOCIATION OF NIGERIA (CRUDAN) IN CRUDAN SOUTH EAST ZONE

BY

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ASSESSMENT OF THE ACTIVITIES OF THE CHRISTIAN RURAL AND URBAN DEVELOPMENT ASSOCIATION OF NIGERIA (CRUDAN) IN CRUDAN SOUTH EAST ZONE

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TITLE PAGE

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APPROVAL PAGE

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Akuma, C.N. is a postgraduate student in the Department of Adult Education and Mural Studies with Registration Number PG/MED/05/39786 has satisfactorily completed the requirements for the course and research work for the degree of Masters in Adult Education and Community Development.

The work embodied in this project is original and has not been submitted in part or full for any other diploma or degree of this university or ay other university.

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DEDICATION

This project is dedicated to God Almighty for His strength and grace and to all members of my family who truly desired the best for me.

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ABSTRACT

Well harmonized community development activities are actually what bring development to any community. This is so; because activities that lead to community development must address the felt need of the people. Life in every community reflects the level of development in that community. This is why Christian Rural and Urban Development Association of Nigeria [CRUADN] attaches much importance to organizing skill acquisition training for youths, organizing workshops on human rights, supplies of clothing materials to the less privileged, building of bore holes, supplying of food items to the less privileged, capacity building and conflict resolution, organizing training on good governance, creating awareness on the needs of the community members, training for wealth creation for community members and maintenance of village roads. Based on these, the research was conducted on Assessment of the Activities of the Christian Rural and Urban Development Association of Nigeria (CRUDAN) in CRUDAN South East zone. Five research questions and two hypotheses were formulated. A forty item questionnaire was developed and administered to 1288 members of CRUDAN. Means were used to answer the research questions, while t-test statistics was used to test the two hypotheses formulated for the study. The findings indicated that promotion of women's rights, using volunteers to extend services to the community, working closely with community leaders, and providing legal supports to the less privileged enhances development in communities where CRUDAN operates.

CHAPTER ONE

INTRODUCTION

Background of the Study

Development, as more generally viewed, is a process by which the efforts of the people are united with those of government authorities to improve the economic, social and cultural conditions of communities, so as to integrate them into the life of the nations and to enable their people to contribute fully to national progress (United Nations, 1963). It is a process of social action by which people of a community organize themselves to provide solution to common problem with maximum reliance on community resources which may be supplemented with services and materials from agencies outside the community. It entails that community development is first the joint efforts of the people who would be the direct beneficiaries before outside bodies such as the government and NGOs that could be termed initiators and supporters are involved and absorbed. (Abegunde, 2009; Chukwuezi 2010). Suffice it to note that, the ultimate goal of community development is basically to improve the quality of lives or the well-being of people residing in our varying communities. In other words, community development involves the articulation of the real and felt-need of the people and the participation of the people in the development process

Though, Nigerian governments, at various points in time, have evolved a number of programmes to help stir development at the grassroots.

Unfortunately, most of the programmes could not address the level of under-development in our communities. These programmes include: the National Directorate of Employment (NDE), Community banks, Directorate of Foods, Roads and Rural Infrastructure, Better Life for Rural Women, National Poverty Alleviation Programme (NAPEP), etc. In their analysis, Olaleye and Adekola (2006) pointed out that the failure or very low success recorded by most of these programmes and the poor macro-economic conditions arising from inefficient policies and programmes implementations had consciously been contributing factors to the poor economic state and poor living conditions of Nigerians especially those at the grassroots level. More so, those development programmes, as noted above, are criticized for the high degree of government involvement - lacking essential community and grassroots participation mostly emphasized and advocated by NGOs (Diaspora Development Intervention 2010).

Moreover, the past two decades have witnessed an exponential growth in the number of Non Governmental Organizations (NGOs) around the world. This scenario, in most cases, is attributed to the inability of government to satisfy the socioeconomic quests of citizens especially in the developing countries such as Nigeria. Thus, People are forming associations, foundations and similar institutions to deliver human services, promote grassroots development, and pursue a thousand other objectives formerly unattended or left by the state. In some cases, it is argued that NGOs may be better placed to articulate the needs

of the rural communities provide services and initiate participatory development programmes even far better than the public sector.

World Bank (2002) defined NGOs as private organizations that pursue activities to relieve suffering, promote the interest of poor, protect the environment, provide basic social services or undertake community development. As stated in Togbolo (2005), an NGO is viewed as an organization or group of people working independent of any external control with specific objectives and aims to fulfill tasks that are oriented to bring about desirable change in a given community or area. It is an organization not affiliated to political parties, generally engaged in working for aid, development and welfare of the community. They mobilize public support and voluntary contributions for aid; often have strong links with community groups in developing countries, and they often work in areas where government-to-government aid is not readily possible

Various communities in Nigeria have indeed witnessed the intervention programmes of NGOs in most of their development efforts. Prominent among these NGOs is the activities of Christian Rural and Urban Development Association of Nigeria (CRUDAN). CRUDAN is one of the faith-based NGOs in Nigeria created by mobilizing groups and communities for collective action. The organization is tirelessly making efforts to achieve lasting results in improving the lives of people thereby contributing their quota in the community development process. Moreover, CRUDAN is a Christian NGO that draws its

members from churches, Christian organizations, theological institutions, Community Based Organisations (CBO) and individuals who subscribe to its beliefs and values and are engaged or have interest in development work in Nigeria. The organization was formed in 1990, following the merger of two Christian development organizations operating independently in the country, namely, Christian Rural Fellowship of Nigeria (CRFN), founded in 1953 which operated in the Southern part of Nigeria, and Christian Rural Advisory Council (CRAC), founded in 1965 and operated in the Northern part of Nigeria. CRUDAN began operation in 1991 and was officially registered with the Corporate Affairs Commission (CAC) of the federal Government of Nigeria on the 7th of December 1992 (CRUDAN operation manual 2002);

CRUDAN has five operational zones in Nigeria, namely Central, North-East, North West, South East and South West zones. CRUDAN is a membership organization and for this reason, it has the general Assembly as its highest decision-making body which meets twice a year. There is also a board of 10 persons with representation from each of the five CRUDAN zones and they meet quarterly. In each zone, there is a zonal committee responsible for the affairs in the zones and it also meets quarterly.

More so, a number of observers have pointed out, generally, that NGOsø orientations and development strategies have evolved over the years - a gradual shift from a welfare orientation to a more development approach (Abegunde, 2009). Many international NGOs particularly, the faith-based organizations

NGOs like CRUDAN, began as charitable relief organizations - delivering welfare services to the poor and emergency situations that demand immediate and effective response. But as a development strategy, relief and welfare approaches offer just a temporary alleviation of the symptoms. Today, many NGOs have shifted emphasis, traditionally, from providing solely humanitarian relief and welfare to a new focus on enabling development programmes, generally referred to as empowerment, especially, at the grassroots. The shift is inevitable. According to Togbolo (2005), various factors have been cited as contributors to this shift. One is recognition of the inadequacy of trying to deal with symptoms while the underlying problems remain untouched. It reflects the constant challenge to NGOs to re-examine their strategies in a rapidly changing environment. Thus, CRUDAN, like many other NGOs, have come to adopt development strategies that meet the genuine needs of rural or marginalized groups. Not only that, they focus on building the capacity of local people or grassroots organizations thereby promoting community participation, people-centred and people owned/driven development. Osita (2007) opined that the NGOs serve as a catalyst and agent of change in enhancing sustainable development in the communities where they operate. Hence, NGOs are recognized as important players in the field of community development.

In another dimension, Abegunde (2009) observed that community development cannot be real until there is community participation and that the degree of involvement of the people, to a greater extent, determines the level of

development in any given area. Participation therefore embraces the initiators, supporters and the beneficiaries of any given development programme. In the same vein, CRUDAN in its community development programme emphasizes the participation of community members in the planning and execution of the community development projects. The organization seeks to promote participation of people through harnessing local initiative and resources thereby mobilizing communities for collective action and development (CRUDAN brochure 2007).

Cosby [2002] observed that the efforts of faith based organization in setting up of infrastructures and conducting human development programmes are challenging and should be emulated, and also, the efforts of the religious bodies in combating evil and poverty are highly appreciated by the communities. In line with the above, as stated in its documentary evidence, CRUDAN has over the years embarked on so many community development activities to help raise the living standard of people in the various communities of its operation. Such activities include wealth creation/skill acquisition for women and youths, leadership training for groups and community leaders, seminars/workshops on good governance and human rights, and provision as well as maintenance of community infrastructure. For instance, in the South East Zone, the organization has successfully facilitated and set up many life changing projects like the establishment of the Igbomina Anglican Diocesan Development Programmes. Through this programme, the diocese has

effectively engaged four (4) local churches in kick-starting several income generating activities such as a snail farm, poultry and a pineapple farm. Not only that, CRUDAN has facilitated the provision of some basic social amenities such as drinking water , health and education facilities to many communities in Nigeria.(CRUDAN 2004)

In spite of all the efforts of CRUDAN and other NGOs in improving the well-being of communities in Nigeria, as has often reported by the media, it seems that not much has been done given the slow rate of development in the rural areas (CRUDAN 2004). Again, UNDP (2002) pointed out that Nigeria rural communities have no access to clean water, and sanitations; no health facilities and that they lack access to credit or economic activities Though, CRUDAN, on its own, is making efforts to improve the lots of many communities yet, some community members are still sceptical about the underlying principles behind the roles of the organizations.

When people participate in community development, they gain much. Kelbert [1980] said that members are directly related to socio-economic status, people with lower incomes, less education, less occupation status, and lower levels of living are less likely to participate in voluntary associations than persons of higher bracket. The differences tend to make people uncomfortable. Bridges (2007) enumerated these mutual benefits under four (4) headings:

❖ The citizens can bring about desired changes by expressing one's desire, either individually or through a community or group.

❖ The citizens learn to understand and appreciate the individualsø needs and interests of all community groups.

❖ The individuals learn how to resolve conflicting interests for the general welfare of the group.

In development networking, CRUDAN Network with churches for the achievement of both social and spiritual development in the community. Winker (2003) says that Linking and Networking allows for a balancing of both local diversity and global unity as key principles of achieving organizational goals. He goes on to say that networking can maintain local independence while fostering an ever growing sense of global interdependence. This brings the mutual understanding. Perteault (2006) says, ideally, all organizations should work together as a team because the output from one organization may be the input to another. And every organization may directly or indirectly impact short-term and long-term community satisfaction.

Building mutually beneficial relationships with community requires that everyone in an organization works together to achieve community satisfaction before and after each community development programme. If there is any complaint from the community, the development agent working in that community should see it as the development organizationøs problem. The long-term relationship with the community and life time value of the development organizationøs future programme is threatened if the organization or anyone else

who might be involved do not work together quickly to make things right for the community.

On this also, Brown (2006) emphasized that you do not have to choose between involvement on a community or global scale, you can have both. Networks are strategy to which small groups can transform an entire society. This is in view of carrying out community transformation. Wikinson, D.A. (2004) also points out that organization transformation that leads to global transformation has been identified as a key principle for functional organization. If individuals and or organizations are to be transformed to the point of having a right attitude of being the best in the community, he must begin with personal transformation of the existing organizations or structures in the particular community. This is because a transformed organization will be open to using a new paradigm of operation called trans-organisational education. When organizations and individuals in the community are transformed, their services to the community are more focused.

Ferguson (2002) explains that in transpersonal and trans-organisational education, the community is encouraged to be awake and autonomous to question, to explore all the corners, and recesses of conscious experience, to seek meaning, to test outer limit, to check out frontiers and depths of the community. With the background in mind, the researcher feels that community development activities without involvement of community members themselves from planning to implementation may leave some holes. To bring development

closer to people, CRUDAN came up with people centred approach which she called wholistic development approach. Even with the approach, there are still some gaps to address.

Statement of the Problem

Faith based organizations have taken part in carrying out community development in recent years. One of such faith based organization is Christian Rural and Urban Development Association of Nigeria (CRUDAN) which as a result of some of her activities, seeks to improve the lots of rural and urban dwellers through the involvement of the beneficiaries. However, there seems to be some lapses in the implementation of CRUDAN activities within the South East zone. The problem of this study is therefore to assess the Community development activities in CRUDAN South East zone to discovering why the lapses in her effectiveness and if there are areas to be improved upon, corrected or changed.

Purpose of the Study

The general purpose of this study is to assess the community development activities of CRUDAN in South East zone of Nigeria. Specifically, the objectives of the study are to:

1.   determine the characteristics of CRUDAN members involved in community development in CRUDAN South East Zone.

2. identify the perception of CRUDAN members about community development.

3. identify community development activities as carried out by CRUDAN.

4. find out the strategies employed by CRUDAN in community development.

5. find out the challenges facing CRUDAN in its community development activities

Significance of the Study

This work will be useful to the CRUDAN members and individuals who are interested in community development programmes. The findings will reveal presuppositions and strategies adopted by CRUDAN which have helped or hindered development in the region. This information is crucial to every stakeholder in the zone.

Also, it is hoped that this work would provide a guide to community development workers and other non-government organizations (NGOs) in planning and implementing community development projects. As for CRUDAN members, this work will motivate and encourage their efforts as well suggest methods that will be more effective in achieving the best result in their community development efforts.

Other Faith Based Organizations [FBOs] will benefit from the study because it will enable them to adapt the findings of this research to improve their activities

Generally, the research work shall add to the existing body of knowledge and scholarship on Non- governmental organization and their roles in community development.

Research Questions

The following research questions and hypotheses are formulated to facilitate investigation into this study:

1. What are the characteristics of the CRUDAN members in the South East Zone?

2. What are the perceptions of CRUDAN members to community development activities in the South East zone?

3. What are the community developments activities carried out by CRUDAN in South East Zone?

4. What are the community development strategies employed by CRUDAN in the South East Zone?

5. What are the challenges facing CRUDAN in the community development process in the South East Zone?

Hypotheses

The following two null hypotheses are tested at 0.05 level of significance:

Ho$_1$: There is no significant difference in the mean ratings of CRUDAN staff and community members on the community development activities of CRUDAN in the South East zone.

Ho$_2$: There is no significant difference in the mean ratings of CRUDAN staff and community members on the community development strategies employed by CRUDAN in the South East Zone

Scope of the Study

The scope of this study is restricted to the assessment of the Community development activities and strategies of CRUDAN including the challenges facing CRUDAN in the community development process. It is further restricted to the perception of CRUDAN officials who carry out Community Development activities in CRUDAN South East zone and the community member who benefits from the development activities.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the works relevant to the study under the following broad headings:

➢ Conceptual Framework

- Non Governmental Organizations [NGOs]

- Roles of NGOs

- Community

- Development

- Community development

➢ Community Needs Assessment

➢ Strategies for community development

➢ Evaluation in Community development

➢ Challenges for community development

➢ Theoretical Framework

➢ The social cognitive theory

➢ Human development theory

➢ Empirical studies

➢ Summary of literature review

Conceptual Framework

Non Governmental Organizations [NGOs]

United Nations [2004] defines NGOs as increasingly recognized as an important role-player in community or people-centred development. They are a large category of structures responsible for development. NGOs have often been viewed as important for democracy because of their strong support at grassroots level and their capacity to develop and empower poor communities. They are extremely important mechanisms in rural development and they enjoy the goodwill and acceptance of the community. Therefore NGOs have become very important players in the field of social development and upliftment. She goes on to say that õNGOs are private organizations that pursue activities to relieve suffering, promote the interest of poor, protect the environment, provide basic social services or undertake community developmentö http://www.ilmkidunya.com/student_articles/role-of-ngos-in-development-111.aspx

Roles of Non Government Organization (NGOs)

Osita [2007] opined that the organisations serve as a catalyst and agent of change in enhancing sustainable development in the communities where they operate. They mobilize public support and voluntary contributions for aid; they often have strong links with community groups in developing countries, and they often work in areas where government-to-grassroots aid is not readily possible. http://www.thisdaylive.com/articles/sustaining-ngos-for-effective-service-delivery/106928/

Igbuzo [2007] says that NGOs address varieties of issues such as religion, emergency aid, or humanitarian affairs. Capacity Building, Ensuring Sustainability, and Grassroots Development. õGrassroots development programme when properly implemented with support from NGO inspires people and strengthen communities. It provides communication, enhances community based effort and networking, and makes provisions for the use of services to transform communities, and assist communities in every way possible to achieve positive sustainable change,ö

United Nations [2004] described the major development roles ascribed to NGOs as follows;

- Planner and implementer of development programmers,

- Mobilizer of local resources and initiative,

- Catalyst, enabler and innovator,

- Builder of self reliant and sustainable society,

- Mediator of people and government,

- Supporter and partner of government program in activating delivery system, implementing rural development programs, etc.,

- Agents of information,

- Factor of improvement of the poor, and Facilitator of development education, training and professionalization

Basically NGOsø roles are to prepare people for change. They empower the people to overcome psychological problems and opposition of the oppressed, therefore, the roles of NGOs cannot be denied.

Community: A careful review of literature on this subject reveals that the term ÷communityø is not having a static and consensus meaning. This explains the difficulty involved in pinning down a universally accepted definition of the concept of ÷community. Chukwkezie (2010) is of the opinion that community is õa group of people interacting among themselves in a geographically defined space and timeö. Omoruyi (2001) on his parts says that community could be viewed in terms of all the people or group of people living within a specific geographical area such as a village, a town, a city, a neighbourhood or even a whole state. He goes on to say that community can be perceived as a people or group of people who share common interests such as farming group or agricultural group, education, culture or religion. This group may not include everyone within the geographical boundary, but they are individual who have a common interest.

Colerain (2005) emphasizes that community is a relatively small isolated centre with a stable population, in which all economic and social services necessary to life can be maintained. In similar thinking, Eze (1999) states that a community could also be viewed in terms of social relations characterized by personal intimacy, emotional development, social cohesion and community.

Ape (2006) opines that a community is a territorially bounded social system within which people live in harmony, love, intimacy and share a common social, economic and cultural characteristics as well as a population living within legally established city limits where the people have some social and economic features in common which make them pursue common goals.

Akinagum (1992) sees a community as a focus for social system of a particular kind composed of interacting social institutions which meet the basic human needs through the function of which people who have developed a sense of belonging and a potential ability to act together as an entity. Omoruyi (2001) agrees that community is also a legal, political or administrative unit. It is like a municipality, a school, district or a country with a clearly defined social structure.

Development: The concept of ‑development‑ means different things to different people as well. Some people regard it as change; others take it to mean advancement, improvement and progress (Ape, 2006). Kyan (2008) defines development as an incident that causes a situation to change or progress or the process of changing and becoming larger, stronger or more impressive, successful, or advanced or of somebody or something to change in this way e.g. a sustained economic development. Ape (2006) categorized development in three groups: The individual, social and economic. At the individual level, development implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. At the social group level,

the term emphasizes increasing capacity to regulate both internal and external relations. In terms of economic development, a society is said to develop economically when it members jointly increase their capacity for dealing with their environment. However, Chukwukezie (2010) asserts that development is a process through which the various faculties of man are developed to actualize his various aspirations of development which include social, political, cultural environment etc. so as to make him adapt within his given environment. He goes on to say that it has to entail technological know-how which will help man to actualize his various potential to his utmost ability. Development to his mind embraces also the environment, modifying it for maximum human profiting.

Omoruyi (2001) sees development as a type of social change in which new ideas are introduced into a social system to enhance living condition of the people. Oduaran (1994) in his own opinion sees development as implying some form of change usually from a prior bad or poor condition to a better one. Colerain (2005) maintains that development is summed up as man's capacity to expand his own consciousness, and therefore his power over himself, his environment and his society. Akinagum (1992) emphasizes that development implies gradual sequential phases of change and upward course in a process that is increasing in differentiation. The emphasis here is based on activities like development of health, education, etc. though based on emotional content or ideology behind the programme.

Wikinson (2004) sees development as a process which transforms an entire social system away from a condition of life widely perceived as unsatisfactory, towards a situation regarded as materially and spiritually better. In his opinion, Peter (2006) defined development as a forward movement directed to the betterment of the people in the community While Ore [1992] is of the view that development is relative, it implies changes, proceeding gradually and cumulative through a kind of unfolding of the internal or latent potential, while the whole moves toward the goal which presumably contains in the unfolding process from the start. John [2008] opinions that development has its socio-cultural, economic, political and psychological dimensions as follows:

- Culturally ó it leads to a better appreciation of oneøs own culture and the desire to improve it.

- Economically ó it leads to increased saving and investment higher productivity, which later lead to higher personal and national income.

- Politically ó it leads to a better preparation for intelligent participation in political process.

- Psychologically ó it leads to a development of a balanced and reasonably contented personality.

UN conference [2004] in defining development said it is 'to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community.' Achieving human development is linked to a third perspective of

development which views it as freeing people from obstacles that affect their ability to develop their own lives and communities. Development, therefore, is empowerment: it is about local people taking control of their own lives, expressing their own demands and finding their own solutions to their problems.

Community development: Community development is not a new concept and is so wide in scope and how it is done. According to Kyan (2008) community development activities aimed generally at enriching and enhancing individual and group development or at alleviating adverse social and economic conditions. Its practitioners work to provide care for abused or neglected children; rehabilitate people with physical, mental, or emotional disabilities; and extend financial aid to the poor and the aged. It dates back to the early effort of man to work together to preserve their hard gains and to further improve their conditions. Furthermore, Akukwe (1996) defined community development as the process by which people with some psychological and physical affinity organize themselves in order to solve their social problem and enhance their economic and social well being. Oduaran (1994) views community development as a process, movement, method, and a programme. As a process, community development is something with sequence through which community goal advances from pre-industrial ones. As a movement, community development takes posture of a crusade or a determined effort or a course to which the people are whole-heartedly committed.

Oduaran (1994) further shows that as a method, community development is viewed by people as a means to an end through the induction and education management of that kind of interaction between the community and its people, which leads to the improvement of both. And as a programme, community development is concerned with the list of activities to be accomplished by the community herself, community development organisations or the government. This means how the subject matter specialist, welfare, agriculture, industry, recreation and others could be integrated in an effort to promote the development of the people and community all the above mentioned are rhetorical of saying one thing in different ways.

The United Nations Organisation (UNO) (2003) emphasis that it is a process by which efforts of the people are united with those of the government and non-governmental organizations to improve the economic, social and cultural conditions of the communities to integrate these communities and enable them to contribute fully to the national progress. Okoli (2007) also emphasises the individualsø capacity and cooperation among themselves with almost excluding the governmentøs own contribution. He goes on to see community development as an organized effort of the people to improve the condition of community life; it also includes peopleøs capacity for self participation, self direction and integrated efforts in community affairs.

Wikinson (2004) agrees on the above view on the emergence of community development concept. He opined that often people get the feeling

that community development is only meant for rural people, on the contrary, he agreed that community development has its origin in urban areas. There may not gainsaying in this because in his mind it is the urban that has the resources he thinks that would enable them to talk about how to provide for those their felt need before the government starts coming. Akinagum (1992), continues the debate that õcommunity development means a process of social action in which people of the community organize themselves for the identification of their needs; planning and taking action to meet those needs with maximum reliance on their own initiative and resources, supplemented with assistance in any form, from government and non-governmental organizations. The high point of this position is that it is a social Action and so it is more political and what that means is simply put that the beneficiaries were and are not meant to pay for it.

Community development by Indiaøs planning commission is the method of rural extension, agency through which the five year plan seeks to initiate the process of transforming the social and economic life of the village. Akinagum (1992) suggested a wholistic definition that õCommunity development could be seen as development process embracing the efforts of individuals, self-help groups, non-governmental and government organizations, collective thinking, collective action and participation, each uniting body identifying with different roles towards increasing the social and economic well being of the people and to add to the Nations growthö.

Before the British colonial administration, community development has been in the form of self help effort through which villagers established markets, built community halls and constructed roads. Based on this approach, Osuij [1995] cited in Omole [2005] said that the Nigerian communities before the advent of the Europeans, =were in the habit of undertaking various spontaneous community co-operative activities to improve their livelihood. They were in the habit of joining together for promotion of activities, planting of crops and harvesting of communal palm fruits.

Arthur (2008) gave a rather comprehensive definition of community development as a method of helping local community to be aware of their needs to assess their resources more realistically, to organize themselves and their resources in such a way as to satisfy some of their needs and in so doing acquire the attitude, experience and co-operative skills for repeating this process again and again on their own initiatives. Okoli (2007) agreed that community development is a movement designed to promote better living for the whole community with the active participation, and if possible on the initiative of the community, but if this initiative is not forth coming spontaneously, then techniques for arousing and stimulating it in order to secure the active and enthusiastic responses to the movement should be employed. More so, Omale (2005) upheld that community development is a movement designed to promote better living for the whole community with the active participation and on the initiative of the community. However good this contribution is, it is still

dependent on and determined by what he meant by active participation and ruling out initiative of the community because of the nature of certain experiences and the enormity of the responsibility to be undertaken to improve the prevalent circumstances.

Omale (2005) defined community development as a movement designed to promote the voluntary participation of the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative, and the provision of technical and other services in ways which encourage initiatives, self help, and mutual help, and make these more effective. Oduaran (1994) further stated that community development is a process of education by which people of all ages and all interests in the community learn to share their thoughts, their ideas, their participation, their joys and their sorrows and in large measure to mould and shape the communal destiny for themselves. He went on to say that it is a process of self-discovery by which the people of a community learn to identify and solve their community problem.

Chukwuezi (2000) emphasizes that community development is a process of social actions in which the people of a community organize themselves for planning and action and with individual plans with a maximum, reliance upon community resources and supplement these resources when necessary with services and materials from government and non-governmental agencies outside the community. Going on further he said that community development could be seen as a method whereby the efforts of the community are channelled with the

effort of the government or co-operating outside body to improve the living condition of the people thereby encouraging development of various human potentials within the community. He stressed that it has to involve the articulation of the real and felt-need of the people and the participation of the people in the development process.

Akukwe (1996) associated community development with various names like social, education, rural community self-help, mass education, fundamental education, rural education and constructive work. This means that community development is both tangible and intangible in ramification. Togbolo (2005) saw community development, as improving the living conditions of the people when he said that, it is a process in the life of a community, by which the people plan and act together for the satisfaction of their felt needs. Its primary purpose was to bring about change for better living through the willing co-operation of the people. However, Eze (1999) rose a quarrel with others when he held self-help dimension in initiating the community development by saying that community development in its contemporary usage has become more embracing and associated with self-help movement focusing on health, mental health, various diseases, energy, environment and such other areas as consumer and women's problems and interests, it equally possesses its own purpose, function, structure, process as well as strategy and a set of activities. Ape (2006) opined that community development is a process of social action in which people of a community organize themselves for identification of their needs, for planning

and for action to meet those needs with maximum reliance on their own initiative and resources, supplemented with assistance in any form from government and non-governmental organization. Here there are three characteristic of this definition. They are:

1.   People's initiative to find solution to their individual and common problems;
2.   Reliance on their own resources as much as possible; and
3.   Assistance if necessary from outside of the community.

Ajayi and Otuya (2006) stated that community development was introduced in the United States in 1930s as part of a policy to encourage community development and it gained prominence in Nigeria during the colonial era when the Social Welfare Officers (SWOs) promoted self-help to improve health, nutrition and general community welfare. They went on to assert that community development is the process by which the effort of the people themselves were united with those of the government authorities to improve the economic, social and cultural conditions of such communities to integrate the community into the life of the nation and enable them contribute fully to national progress.

Anozie (2005) stated two essential elements that make up this complex process of community development; which are: The participation of the people themselves in the efforts to improve their living with as much reliance as possible on their own initiative and Provision of technical and other services in

ways that not only encourage initiative, self-help and mutual assistance but which also for the most part is on people to identify their own wants and needs and work in co-operation at satisfying them. Besides, the technical assistance could be in the form of equipment, personnel, supplies, money or consultation and can come from government or non- governmental organizations**.**

Community Needs Assessment

Daniel (2008) emphasized that community needs assessment can be broadly categorized into three types based on their respective starting points: Community needs assessment I, is the type of community needs assessments aimed at discovering the weaknesses within the community and create a solution. Secondly, Community needs assessment II, is community needs assessments which are structured around and seek to address an already known problem or potential problem facing the community, and thirdly, Community needs assessment III that is the needs assessments of an organization which serves the community (domestic violence centers, community health clinics etc.)

Community needs assessment I

This type of community needs assessment seeks to evaluate the strengths and weaknesses within a community and create or improve services based on the identified weaknesses. Organizing this type of needs assessment is primarily

structured around how to best obtain information, opinions, and input from the community and then what to do with that information.

Community needs assessment II

This type of needs assessment is constructed around a known problem or potential problem facing the community for example, disaster preparedness, how to address an increase in violent crime. He went on to said that this type of community needs assessment centers less around the direct involvement of the community but rather the governing entities, stakeholders, businesses, advocacy groups and organizations which will be potentially affected or can contribute to the community need

Community needs assessment III

This final type of community needs assessment is based within an organization which serves the community at large, is currently addressing a need within the community, or is dedicated to an under-served population within the community. This type of needs assessment centers around improving the efficiency or effectiveness of such organization.

Ugwuneme (2009) defined community needs assessment as a combination of information gathering, community engagement and focused action with the goal of community improvement. He went on saying that community needs assessment identifies the strengths and weaknesses (needs) within a community. Community leaders, local government, advocacy groups or

a combination of these then address these identified needs through policy change or development.

Alo (2010) also said that community needs assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency.

Strategies in Community Development Activities

John (2008) described strategies for community development as õa set out strategic vision for a place or action. It provides a vehicle for considering and deciding how to address difficult cross-cutting issues such as the economic future of an area, social exclusion and climate change. Building these into the communityøs vision in an integrated way is at the heart of creating a lasting development at the local level.ö Crawley [2005] sees strategy for community development as the primary driver behind the core project and is reflected in its content. It uses a common vision and then identifies aspects of the sustainable community strategy that need to be addressed by specific policy themes. Colerain [2005] on his part observed that strategies for community development õprovide high quality, cost effective services which meet the needs of the community and to co-operate with others to achieve an improved quality of

life." He went on to outline the four strategic actions, which make up the Community Development Strategy as internal policy, practice and communication, capacity building, external relationships and community regeneration.

Community Development Evaluation

According to Olowu (1999), evaluation in community development is activities that assist an individual or organization to showcase achievements and help make the program better. It can become one of the most rewarding aspects of one's job because it is where the results of the work are seen. He further said that evaluation process has been broken down into key stages. Resources specific to these stages according to him are listed below.

1. Thinking

2. Planning

3. Collecting

4. Communicating

5. Contracting

Omale (2005) upheld that evaluation simply points out the information that you need to determine if your program's objectives have been met, and also if you are working in line with the set out rules and plans. He continued by saying that successful evaluation is one that answers your evaluation questions using robust data. As your evaluation questions are determined from your objectives, a successful evaluation will

tell you if your program has met its objectives. It will allow you to examine the impact of your program (if focused on outcomes) or redesign your program to make it better (if focused on performance). The results of a thorough evaluation should be reported back to your stakeholders for wider discussion or dissemination of lessons you have learned

Theoretical Framework

For effectiveness and improvement for this study, theories relevant to it were reviewed, such as the two theories below;

- The Social cognitive theory; (Wikipedia, 2010)

- The Human development theory; (Wikipedia, 2005)

Social cognitive theory: used in psychology, education, and communication, posits =that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences. In other words, people do not learn new behaviors solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Depending on whether people are rewarded or punished for their behavior and the outcome of the behavior, that behavior may be modeled. Further, media provide models for a vast array of people in many different environmental settingsø

This theory is suitable in assessing community involvement in community development. To support this, Enyi [2014] observed that Social cognitive theory is a learning theory based on the ideas that people learn from others, from the environment, behaviour, and cognition all as the chief factors in influencing development. These three are all reciprocal. This is relevant to this study because, CRUDAN as an organization believes in human development. The trainings and workshops they organize for community members were to make them to interact positively and to better their living.

Human development theory: (Wikipedia-Soola, 2005) said that human development theory is a theory that merges older ideas from ecological economics, sustainable development, welfare economics, and feminist economics. It seeks to avoid the overt normative politic of most so call õgreen economicsö by justifying its theses strictly in ecology, economics and sound social science and by working with a context of globalization. Like ecological economics it focuses on measuring well being and detecting uneconomic growth that comes at the expense of human health. However, it goes further in seeking not only to measure but to optimize well- being by some explicit modeling of how social capital and instructional capital can be deployed to optimize .the overall value of human capital in an economy ówhich is itself part of ecology. The role of individual capital within that ecology, and the adaptation of the individual to live well within it, it is a major focus of this theory**.'**

Human development theory is relevant in assessing community development activities because it is more concern on the relationship between our wealth and our ability to live as we would like. UNDP conference [2006] upheld that human development theory is that theory that believes that community development embraces activities that move from theory to practice to improve lives. So also, CRUDAN tries to give members and non members skills that will improve their environment and their lives.

Review of Related Empirical Studies

Cosby (2002) carried out a study on the impact of Religious bodies in community development activities. The main focus of his study was to determine the level of support activities faith-based organizations offered to a chosen community. The design of the study was descriptive survey. Four research questions were asked and one hypothesis was formulated, to guide the study. Instruments for gathering data were questionnaire and oral interview. Mean and standard deviation were used for data analysis in answering the research questions, while t-test statistics was used to tests the null hypothesis at 0.05 level of significance. He found out the following:

❖ That the efforts of faith based organization in setting up of infrastructures and conducting human development programmes are challenging and should be emulated.

- ❖ That the efforts of the religious bodies in combating evil and poverty are highly appreciated by the communities.

- ❖ That everybody celebrated the success and remained deeply thankful about the work on social and economic issues with and through the churches.

- ❖ That the friendly handling of the local youth gangs and reduction of juvenile, and gunplay in their neighbourhoods had brought sanity to the community.

In his contribution, Brown (2006) carried out a study on community life transformation. The design of the study was descriptive survey. Five research questions and two hypotheses were formulated to guide the study. Instruments for gathering data were questionnaire, focus group discussions and an in-depth interview. Mean and standard deviation were used for data analysis in answering the research questions. The research work was carried in six (6) cities.

He (Brown; 2006) found out that, the ministers had redoubled their work on an ambitious pilot project called ÷operation 2010ø that involve clergy and church volunteers in the lives of every one of the cityøs most severely at risk youngsters, providing counselling and community service employment for their parents or legal guardians.

In the same view, Loury and Loury (2001) acknowledged the efforts of the faith-based organizations in sponsored or directly participating in community outreach activities. In the study, five research questions and four hypotheses were formulated to guide the study. In their findings, they pointed out some activities given by the faith-based organizations (FBOs) to the community to foster their development. Those activities are staffing day-care facilities, offering substance-abuse prevention programmes, administering food banks, and building shelters. They also found out that churches are involved in community efforts ranging from housing and health services to preschools and elementary educations.

In another study Adelabu (1998) on church and volunteerism, using descriptive survey design, three research questions, and questionnaire instrument for data collection, found out that, religion can answer questions about all or most social problems. His findings pointed out that, churches are the country's single biggest source of volunteers far ahead workplaces, schools or colleges, fraternal groups and other civil institutions. The study upheld that churches and other religious bodies are the major supporters of voluntary services for neighbourhood and communities and also established the fact that members of faith-based organizations tended to be much more involved in charitable activities, particularly through organized groups. He again found out that, almost half of the religious organization members did unpaid volunteer work in a given year.

Brown (2006) carried out a study to find out the service delivered by the faith-based organization (FBOs). This study was carried out among congregations in one rural area. Questionnaire was the instrument used in data collection while t-test was used to test the null hypothesis. He found out that the faith-based organizations (FBOs) provide welfare services, job search programmes and maternity homes for expectant unmarried minors and drug-treatment programmes.

Hodgkinson (2008) conducted a research work on the involvement and impact of churches in community development. The population used was members from ten (10) small congregations. Focus group discussion (FGD) was the instrument used in data collection. He found out that human services and health-related programmes predominated. Human service programmes like youth programmes as in camp meetings, marriage counselling, family counselling and meal services. While visitation and support to sick persons were the widest spread health-related activities.

In another study which he carried out, he aimed at identifying the factors that influenced a faith-based organization's (FBOs) likelihood of participating in community development. This study was carried out in two cities using the church leaders as the target group. He found out that there are six (6) leading factors that influenced FBOs involvement in community development. According to his findings they are:

- ❖ *The size of the organization:* In his study 65 percent of the respondent agreed that larger congregations have more contributors and hence more findings. They also have more staff and a large pool of volunteers to support activities.

- ❖ *Race:* He recorded 70 percent who supported the idea that Africans predominated congregations are significantly more likely than the white congregations to provide social services. He also found out that black congregations are more willing to apply for government funds to support social services.

- ❖ *Income:* The sample he used suggested that what influences participation is the presence of enough income within the congregation to support the service activity.

- ❖ *Political:* He found out that liberal congregations are more likely than others to engage in community development.

- ❖ *Community Need:* His study agreed that organizations are more likely to provide services where its house of worship is located in a neighbourhood where services are clearly needed. His study pointed out that congregations located in places where 30 percent of the residents have incomes below the poverty line require more service programmes than those located in other types of neighbourhood.

❖   *Leadership:* His study and other qualitative accounts consistently emphasized that the extent to which a congregation engages in service activities is heavily influenced by the tendency of its leadership to be so engaged. This study failed to tell us the role of the community in the development activities.

In a study on resultant effect of networking among faith-based organizations (FBOs) carried out by Castelli and McCarthy (2004) among seven (7) congregations, using questionnaire and oral interview as means of gathering data, it was found out that networked organizations provided many programmes as against the capacity of single organizations, given the benefit of greater size, resources and availability of more professional staff. Also, it was found out that networked organizations tend to be much better than single congregations at record-keeping because they handle much larger sums and as such, are more likely to be held accountable. This last findings and conclusions are very pertinent to CRUDAN and this research work because of the Net-working nature of CRUDAN and to this work because of the inherent lapses, digression and optimum achievement difficulty of a large net-working volume of materials, human and information.

Challenges Facing CRUDAN in South East Zone

There are lots of challenges facing CRUDAN in the South East Zone. Some of these challenges are enumerated below as contained in the CRUDAN project evaluation report 2007.

❖ Some churches are sceptical about CRUDANøs doctrinal position of wholistic development. This made them reluctant to get committed to the project.

❖ Some of the project areas are remote and hard to reach especially during monitoring. This made follow-up of step-down activities difficult and expensive.

❖ Some of the churches had a misconception of CRUDANøs role and felt that CRUDAN should have funded their church development projects and other evangelism efforts. When these expectations were not being met because they were beyond the scope of the project, these churches withdrew their commitment. Some felt disappointed that only some meagre support will be provided.

❖ Most of the churches, though enthusiastic about being involved in community development lack the technical capacity of designing and implementing participatory initiatives within the community. For example, those that want to intervene in HIV/AIDS need further training in counselling, communication and care/support.

❖ The endemic poverty and illiteracy at community level are limiting factors which make the people want to be on the receiving end of development and this is making it difficult for the churches to mobilize them for self-help projects.

❖ Some of the churches are still not willing to co-operate or work with other churches within the community on development projects. There is distrust, suspicion, competition and strife which is making networking efforts and coalition effort futile among the churches.

According to CRUDAN long-term strategic plan ó 2008-2014 the following are still some challenges facing her.

❖ Competing non-governmental organizations

❖ Too wide operation field for effective coverage as South East is made up of 11 states of South East, South- South, Delta and Edo

❖ Effect of over concentration of Head Quarters/lack of decentralization of powers.

❖ Inadequate communication from members

❖ Perceptions of some people that CRUDAN may just become õanother churchö

Summary of Literature Review

The conceptual frame work based on the definition of community, development, strategies for community development and community

development were reviewed. Literatures were reviewed to get the knowledge of peopleøs approach and view of community development. This presented the opinions and points of view of many authors on the concepts. Many literatures were reviewed on the concept of community development which I may summarize as follows:

- Start where the people are
- Build relationships: then introduce new ideas, showing how they meet identified needs
- Keep projects simple
- Involve as many community people as possible in all activities from the start.
- Train people close to their home communities
- Train in locally acceptable ways (i.e. methods, facilities)
- Train trainers who can train others
- Involve local leadership
- Cooperate with the governments
- Encourage interdependent relationships vs. dependent or total independent relationships

The literature review also presented the programmes and strategies employed by CRUDAN in community development process which include workshops on wholistic development, participatory Rural Appraisal (PRA) strategic planning, community organising, advocacy and gender development etc. These programmes are stepped down to all the zones for grassroots effect.

Empirical studies on religious activities in Community Development were reviewed. It was obviously pointed out that faith based organisations (FBOs) are engaged in a wide variety of activities beyond worship, most of which provide services and immediate benefits to needy individuals and families. More than half of all congregation participate. The approach they took more frequently was to support with donations and volunteer labour service delivery. The likelihood that they will become involved in this way appears to depend on several factors such as:

- Whether the congregation's house of worship is in a poor neighbourhood;

- The size of the congregation;

- Congregational income;

- Its racial composition;

- Its theological and political orientation; and

- Pastoral leadership.

The empirical studies also emphasised that larger faith-based organisations, particularly those affiliated with major denomination have some experience in housing and community economic development both directly and through their social investments Finally, challenges facing CRUDAN in her operations in the South East zone were pointed out as identifying these problems will be a stepping stone in getting them solved.

CHAPTER THREE

RESEARCH METHOD

This chapter deals with the methods adopted in the research and it is discussed under the following subheadings: Design of the Study, Area of Study, Population, Sample and Sampling Techniques, Instrumentation, Validity and Instrument, Reliability of the Instruments, Procedure for Data collection and Method of Data Analysis.

Design of the Study

Since research designs are used in research proposal to demonstrate diagrammatically how the variables of the proposed research will be observed, controlled or manipulated to generate necessary primary data for the study, a survey design shall be used. Nworgu [2006] stated that survey research is a research design in which a group of people or item is studied by collecting and analyzing data from a sample considered to be representative of the entire group.

The design for this study is descriptive survey which aims at assessing the activity of CRUDAN in community development. This study will aim at collecting Data from a given population and describing the collected data in a systematic manner.

Area of the study

The study focuses on CRUDANøS states in Eastern part of Nigeria and concentrates on its various development activities. CRUDAN States in Eastern part of Nigeria comprises of Abia, Delta, Ebonyi, Edo, Enugu, and Imo states. Members of CRUDAN have some common characteristics such as common belief, value, norms, and religion. CRUDAN as a Christian organization needs to have spirit of wholistic development to handle many developmental challenges surrounding the society.

Population of the study

The population of this study is one thousand, two hundred and eighty eight [1,288].

This includes the zonal executive, registered individuals and organizations. CRUDAN was chosen for this work because of their interest and numerous contributions in wholistic development. She has achieved much both in human and infrastructural development because of tireless efforts of her committed members.

Sample and Sampling Technique

The entire registered members of the registered Organizations were involved in the study. In other words, no sampling was carried out from the population of 1288 members. This is because CRUDANøS corporate members

and individual members that gave information were not so many that more than these representatives might be required

Instrument for Data Collection

The instrument for this study is a structured questionnaire titled CRCDAF (CRUDAN Community Development Assessment Form) which was designed by the researcher to gather information from all the registered members and organisational representatives. The questionnaire was divided into two sections: Section (A) targets the personal data from the respondents while Section (B) elicits responses from the sample population on the five major research questions. The questionnaire contains 9 questions arranged in five clusters. Questions will be asked using four points likert scale of Strongly Agreed = SA, Agreed = A, Disagreed = D and Strongly Disagreed = SD

Validation of the Instrument

Face validity exercise was conducted on the instrument .It was validated by a lecturer in the department of Adult Education and Community development and two specialists from measurement and evaluation who were asked to review the questionnaire items whether they have the capacity of eliciting the responses that will serve the purpose of this research.

These experts were specifically asked to check and comment on the items on the questionnaire in relation to:

1. The purpose of the study, research questions and the hypotheses

2.   The clarity, appropriateness of language, expressions and structure. They also checked the appropriateness of the instrument and suggested ways of improving the adequacy of the instrument.

The aim was to produce reliable instrument for effective data collection. Items that were not relevant were deleted while some were restructured. In the end, the modified questionnaire was administered.

Reliability of the Instrument

Twenty [20] copies of the instrument were trial- tested using members of Christian Centre for Community Development, a similar NGO in Enugu, Enugu State. The responses of the population were used to establish the reliability of the instrument. The reliability of the instrument was determined using modified version of Kuder Richardson formula known as Cronbach Alpha Reliability to test internal consistency reliability of the instrument. An Alpha of 0.85, o.82, 0.79, and 0.80 was obtained. This confirmed that the instrument was reliable for the study. The reliability coefficient obtained for the instrument5 was 0.87. See appendix 4

Procedure for Data Collection

The instrument was administered to the respondents during the zonal quarterly meeting. The researcher administered the copies of the questionnaire to the respondents in the meeting and collect them back after the meeting

through the secretary same day. This was done to ensure that the process was completed quickly and efficiently. The entire questionnaire administered to the members were duly filled and returned.

Method of Data Analysis

The researcher used ordinary frequency and simple percentage to analyse the data on the general information about the characteristic of respondents and weighted means for research questions 2 to 5.

The null hypotheses was tested at the 0.05 level of probability using the t-test statistics. The research questions was tested using weighted mean. The mean formula is

$$X = \frac{\sum x}{N}$$

Where:

X   =   Mean

$\sum x$ =   Sum of all scores

X   =   Scores

N   =   Total number of scores

The formula above was used to analyse the rating scale with the following weights:

Weight   Responses

4   Strongly Agree (SA)

3   Agreed (A)

2   Disagree (D)

1   Strongly Disagree (SD)

The criterion mean will be 2.5 which means that response below 2.5 will be deemed not accepted while those at 2.5 and above will be accepted.

The two hypotheses will be analysed using t-test at 0.05 level significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents and analyses data collected through the research instrument. The data are presented according to the order of the research questions, and two hypotheses that guided the study.

SECTION A Personal Data of the Respondent

Research Question One

What are the characteristics of the CRUDAN members in the South East Zone? The answers to research question one is analyzed in Table 1 to 5 below.

Table 1:   Sex of the Respondents

Sex	Frequency (F)	Percentage
Male	468	36
Female	820	64
Total	**1288**	**100**

Table 1 above shows the sex of the respondents. The analysis shows that 468 or 36% of the respondents are male while 820 or 64% are females. Thus, majority of the respondents are females.

Table 2:   Age of the Respondents

Age Range	Frequency (F)	Percentage
21-30	422	33
31-40	721	56
41-50	68	5
51 and above	77	6
Total	**1288**	**100**

Table 2 above shows the age range of the respondents. The analysis shows that 422 or 33% of the respondents are between 21-30 years, 721 or 56%

are between 31-40 years, 68 or 5% are between 41-50 years while 77 or 6% are

between 51 and above.

Table 3: Marital Status of the Respondents

Marital Status	Frequency (F)	Percentage
Single	412	32
Married	686	53
Widowed	164	13
Divorced	26	2
Total	**1288**	**100**

Table 3 above shows the marital status of the respondents. From the

analysis, 412 or 32% of the respondents are single, 686 or 53% of them are

married while 164 or 13% and 26 or 2% are widows and divorcees respectively.

Thus, majority of the respondents are married.

Table 4:   Educational Qualification of the Respondents

Educational Qualifications	Frequency (F)	Percentage
FSLC	628	48
SSCE	510	40
OND/NCE	99	8
Degree	51	4
Total	**1288**	**100**

Table 4 above presents the educational qualifications of the respondents.

The analysis shows that 628 or 48% have FSLC, 510 or 40% have SSCE, 99 or

8% of them have OND/NCE and 51 or 4% of them have Degree certificate.

Thus, from the analysis, it can be seen that majority of the respondents possess

FSLC.

Table 5: Occupations of the Respondents

Occupation	Frequency (F)	Percentage
Civil Services	23	2
Farming	703	54
Trading	536	42
Students	26	2
Total	**1288**	**100**

Table 5 shows the occupation of the respondents. The analysis shows that 23 or 2% of the respondents are Civil Servants, 703 or 54% of them are Traders, while 26% or 2% of them are Students. It can be seen from the table 6 that majority of the respondents are Farmers.

Table 6: Official Status of the Respondents

Status	Frequency (F)	Percentage
CRUDAN Member	10	1
Community Member	1278	99
Total	**1288**	**100**

Analysis from Table 6 above shows that 10 or 1% of the respondents are staff of CRUDAN while 1278 or 99% are community members. Thus, majority of the respondents as can be seen from the table are community members.

Research Question Two

What are the perceptions of CRUDAN about community development activities in the South East Zone?

Table 7: Perceptions of CRUDAN about Community Development

S/N	Perceptions of CRUDAN about Community Development	Mean	SD	Rank
	Community Development:-			
a.	includes road construction	2.98	1.04	8
b.	includes buildings schools in the community	2.99	1.01	7
c.	is all about youth empowerment	2.90	0.88	9
d.	should emphasis drawing people to God	3.29	0.81	2
e.	is setting up a youth centre in the community	2.61	1.21	10
f.	includes human development	3.41	0.92	1
g.	is all about building a market	3.0	0.74	6
h.	includes setting up a library in the community	3.26	0.88	3
i.	includes women empowerment	3.18	0.98	4
j.	is all about equality of persons	3.15	0.67	5

N = 1288

Table 7 above presents the various views of the respondents on the perception of CRUDAN about community development in the South East Zone. From the analysis, human development has the highest score with a mean score of 3.41, followed by drawing people close to God with a mean score of 3.29. The next in the rank is setting up a library in the community with a mean score of 3.26. Others include: women empowerment 3.18, equality persons 3.15, building a market 3.0, building schools in a community 2.99, youth empowerment 2.90, road construction 2.98, and setting up a youth centre in the community with a mean of 2.61.

Based on the mean score of 2.5 and above, it can be seen that all the perceptions of CRUDAN about community development are accepted.

Research Question Three

What are the community developments activities carried out by CRUDAN in the South East Zone?

The responses to the research question three are presented in the Table 8 below.

Table 8: Community Development Activities carried out by CRUDAN

S/N	Community Development Activities carried out by CRUDAN	Mean	SD	Rank
a.	Creating awareness of the needs of the community	2.96	0.75	8
b.	Training for wealth creation for community members	2.64	0.89	9
c.	Capacity building on conflict resolution	3.21	0.73	6
d.	Maintenances of village roads	2.50	0.99	10
e.	Building of bore holes	3.33	0.75	4
f.	Organising training on good governance	3.12	0.79	7
g.	Supplies of food items to the less privileged	3.28	0.82	5
h.	Supplies clothing materials to the less privileged	3.36	0.79	3
i.	Organizing workshops on human rights	3.51	0.79	2
j.	Organizing skill acquisition training for youths	3.71	0.61	1

N = 1288

The Table 8 above presents the views of the respondents on the community development activities of CRUDAN. Organizing skill acquisition training for youths scored highest with a mean score of 3.71, followed by organizing workshops on human rights, and supplies of clothing materials to the less privileged with mean scores of 3.51 and 3.36 respectively. In that same other, building of bore holes scored 3.33, supplying of food items to the less

privileged 3.28, capacity building on conflict resolution 3.21, organizing training on good governance 3.12, creating awareness of the needs of the community 2.96, training for wealth creation for community members 2.64 and maintenance of village roads 2.50

The analysis in Table 8 shows that all the items scored above the mean score of 2.5. Thus, all the activities represent the community development activities as carried out by CRUDAN in the area.

Research Question Four

What are the community development strategies employed by CRUDAN in the South East Zone?

The responses to the research question four are presented in the Table 9 below.

Table 9: Community Development Strategies of CRUDAN

S/N	Community Development Strategies of CRUDAN	Mean	SD	Rank
a.	Involves communities in needs identification	3.79	0.51	8
b.	Involves communities in mobilizing local resources address local needs	3.80	0.48	6
c.	Uses volunteers to extend services to the community	3.85	0.40	2
d.	Works closely with the community leaders to achieve results	3.84	0.39	3
e.	Promotes womenøs rights	3.86	0.39	1
f.	Women involvement at all levels	3.80	0.49	7
g.	Uses church leaders to mobilize the community	3.81	0.50	5
h.	Provides community leaders in fund mobilization	3.82	0.48	4
i.	Involves community leaders in fund mobilization	3.72	0.56	10
j.	Practices participating monitory and evaluation	3.76	0.58	9

N = 1288

In the table above, the weighted mean score indicted the responses to the community development strategies employed by CRUDAN as follows: promoting women's rights 3.86, uses volunteers to extend services to the community 3.85, working closely with community leaders 3.84, and providing legal supports to the less privileged 3.82. Others include: using church leaders to mobilize the community 3.81, involving communities in mobilizing local resources to address local needs 3.80, women involvement at all levels 3.80, involving communities in needs identification 3.79, Involving community leaders in fund mobilization 3.72.

Based on the above data, all the strategies scored above the mean cut off 2.5. Therefore, they are all accepted as community development strategies of CRUDAN in the South East Zone.

Research Question Five

What are the challenges facing CRUDAN in the community development activities in the South East Zone?

The responses to the research five are presented in the Table 10 below.

Table 10:   Challenges Facing CRUDAN

S/N	Challenges Facing CRUDAN	Mean	SD	Rank
a.	Few people to work in the community	3.03	1.02	6
b.	Uncommitted volunteers as leaders in the community	3.15	0.91	2
c.	Community conflicts	3.14	0.95	3
d.	High level of illiteracy	2.54	0.69	9
e.	Community suspicious of CRUDAN as a Christian organization	3.03	1.00	5
f.	Distance between the community and the zonal office	2.61	1.08	8
g.	Inadequate local materials to work in the community	3.03	1.06	7
h.	Inadequate fund to work in the community	3.17	0.96	1
i.	Cultural differences	2.52	1.04	10
j.	Mismanagement of funds	3.11	0.95	4

N = 1288

Table 10 above shows the views of the respondents on the challenges facing CRUDAN. From the analysis, inadequate fund and uncommitted volunteers as leaders in the community have the highest with mean scores of 3.17 and 3.5 respectively. The next in rank is community conflict with mean of 3.14. Others are: mismanagement of fund 3.11, community suspicions of CRUDAN as a Christian organization, few people to work in the community and inadequate local materials to work in the community with a mean of 3.03 each. Also, distance between the community and the zonal office 2.61 high level of illiteracy 2.54 and cultural differences 2.52.

Based on the above data, all the challenges scored above the mean cut off 2.5. Therefore, they are all accepted as the challenges facing CRUDAN in its community development efforts in the South East Zone.

Hypothesis One

There is no significant difference in the mean ratings of the CRUDAN Staff and Community Members on the community development activities of CRUDAN.

The responses to the hypothesis one are presented in the Table 11 below.

Table 11:   **T-Test Analysis of Responses of CRUDAN Staff and Community Members on the Community Development Activities of CRUDAN**

S/N	Item	CRUDAN		Community Members			Decision
		Mean$_1$	SD$_1$	Mean$_2$	SD$_2$	Sig. Value	
3a	Creating awareness of the needs of the community	3.10	0.32	2.96	0.75	0.55	Significant
3b	Training for wealth creation for community members	1.80	0.91	2.00	0.89	0.48	Significant
3c	Capacity building on conflict resolution	2.20	0.42	3.21	0.74	0.96	Significant
3d	Maintenances of village roads	2.40	0.97	2.49	0.99	0.77	Significant
3e	Building of bore holes	3.50	0.53	3.33	0.76	0.50	Significant
3f	Organising training on good governance	3.80	0.42	3.12	0.79	0.67	Significant
3g	Supplies of food items to the less privileged	3.40	0.97	3.27	0.82	0.64	Significant
3h	Supplies clothing materials to the less privileged	3.50	0.97	3.35	0.79	0.56	Significant
3i	Organizing workshops on human rights	3.70	0.48	3.50	0.71	0.39	Significant
3j	Organizing skill acquisition training for youths	3.90	0.31	3.71	0.62	0.35	Significant

N$_1$ = 10;   N$_2$ = 1278

The data on Table 11 above show that the significant values for items 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, and 3j are 0.55, 0.48, 0.96, 0.77, 0.50, 0.67, 0.67, 0.64, 0.56, 0.39 and 0.35 respectively. Since the significant value for each of the item is greater than 0.05 level of significant, the null hypothesis was not rejected for all the items. Thus, there was no significant difference in mean

ratings of the CRUDAN staff and   community members on the community

development activities of CRUDAN.

Hypothesis Two

There is no significant difference in the rating of CRUDAN staff and

Community members on the community development strategies employed by

CRUDAN in the area.

The responses to the hypothesis two are presented in the Table 12 below.

Table 12:   T-Test Analysis of Responses of CRUDAN Staff and Community Members on the Community Development Strategies Employed by CRUDAN

S/N	Items	CRUDAN		Community Members			Decision
		$Mean_1$	SD_1	$Mean_2$	SD_2	Sig. Value	
4a	Involves communities in needs identification	3.80	0.42	3.78	0.52	0.93	Significant
4b	Involves communities in mobilizing local resources address local needs	3.90	0.32	3.79	0.49	0.51	Significant
4c	Uses volunteers to extend services to the community	3.80	0.42	3.84	0.40	0.70	Significant
4d	Works closely with the community leaders to achieve results	3.80	0.42	3.83	0.38	0.77	Significant
4e	Promotes women's rights	3.80	0.42	0.39	0.39	0.61	Significant
4f	Women involvement at all levels	3.80	0.42	0.49	0.49	0.97	Significant
4g	Uses church leaders to mobilize the community	3.80	0.42	0.42	0.42	0.92	Significant
4h	Provides community leaders in fund mobilization	3.80	0.42	0.48	0.48	0.88	Significant
4i	Involves community leaders in fund mobilization	3.80	0.42	0.53	0.53	0.64	Significant
4j	Practices participating monitory and evaluation	3.80	0.42	3.76	0.57	0.84	Significant

N_1= 10; N_2 = 1278

The data on Table 11 show that the significant values for items 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h,4i and 4j are 0.93, 0.51, 0.70, 0.77, 0.61, 0.97, 0.92, 0.88, 0.64 and 0.84 respectively. Since the significant value for each of the items is greater than 0.05 level of significance, the null hypothesis was not rejected for the items. Thus, there was no significance in mean rating of the CRUDAN Staff and the Community Members on the Community development strategies employed by CRUDAN in the area.

Summary of the Findings

1.   The findings revealed that respondents are mainly females and married people.

2.   The findings also showed that majority of the respondents were within the age range of 31-40 years.

3.   It also showed that the highest qualification of the majority of the respondents is first school leaving certificate (FSLC) and their major occupation is trading.

4.   Again, community members were the major respondents.

5.   The respondents agreed that road construction, building of schools, youth empowerment, drawing people to God, setting up youth centre, human development, building market empowerment and equality of persons were perceptions of CRUDAN about community development.

6. It was also the opinion of the respondents that the following were the activities carried out by CRUDAN in the South East Zone. They were: creating awareness of the need of the community, capacity building on conflict resolution, maintenance of village roads, building of bore holes, organising training on good governance, supplying food items to the less privileged, organising workshops on human rights and organising skill acquisition training for youths.

7. The study also revealed that the following are the strategies: involvement of communities in needs identification, involvement of communities in mobilizing local resources to address local needs; use of volunteers to extend services to the community, work closely with the community leaders to achieve results, promotes women's rights, women involvement at all levels, using church leaders to mobilize the community, provides community leaders fund moblisation and practices participating monitory and evaluation were community development strategies of CRUDAN.

8. The findings also uphold that few people to work in the community, uncommitted volunteers as leaders in the community, uncommitted volunteers as leaders in the community, community, community conflicts, high level of illiteracy, community suspicious of CRUDAN community and the zonal office, inadequate local materials to work in the community, inadequate fund to work in the community, cultural differences and mismanagement of funds were challenges facing

CRUDAN in the community development activities in the South East Zone.

9. The null hypothesis was not rejected for all the items. There was no significant different in mean ratings of the CRUDAN staff and community members on community development activities and on the community development strategies employed by CRUDAN in the area.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND

RECOMMENDATIONS

This chapter deals with the discussion of the findings, conclusions, Implications of the Study, Recommendations, Limitations of the Study and Suggestion for Further Study.

Discussion of the Findings

The finding of this study are discussed following the order of the five research questions and two hypotheses that guided the study.

Research Question One

What are the characteristics of the respondents?

From the analysis of data [table 1] the result shows that 468 or 36% of the respondents are male while 820 or 64% are females. Thus, majority of the respondents are females. On age range of the respondents,[table 2] it is observed that 422 or 33% of the respondents are between 21-30 years, 721 or 56% are between 31-40 years, 68 or 5% are between 41-50 years while 77 or 6% are between 51 and above. Again on marital status, [table 3] 412 or 32% of the respondents are single, 686 or 53% of them are married while 164 or 13% and 26 or 2% are widows and divorcees respectively. Thus, majority of the respondents are married.

Table 5 presents the educational qualifications of the respondents. It also shows that 628 or 48% have FSLC, 510 or 40% have SSCE, 99 or 8% of them have OND/NCE and 51 or 4% of them have Degree certificate.

Again, [table 6a] 23 or 2% of the respondents are Civil Servants, 703 or 54% of them are traders, while 26% or 2% of them are Students and 10 or 1% of the respondents are staff of CRUDAN while [table 6b] 1278 or 99% are community members. Thus, majority of the respondents are community members.

Research Question Two

What are the perceptions of CRUDAN members to community development activities in   CRUDAN South East zone?

From the analysis of data [table 7] Human development, drawing people close to God, setting up a library in the community, women empowerment, equality of persons, building markets, building schools in a community, youth empowerment, road construction, and setting up a youth centre in the community are the perceptions of CRUDAN about community development in the South East Zone. CRUDAN motto of empowering the Church to empower the poor is by these promoted towards attaining participatory people-oriented development.

Research Question Three

What are the community development activities carried out by CRUDAN in South East Zone?

The result of this question [table 8] indicates that organizing skill acquisition training for youths, organizing workshops on human rights, supplies of clothing materials to the less privileged, building of bore holes, supplying of food items to the less privileged, capacity building on conflict resolution, organizing training on good governance, creating awareness of the needs of the community, training for wealth creation for community members and maintenance of village roads are the community development activities as carried out by CRUDAN in the South East Zone. These are aimed at providing relief and empowerment that can foster sustainable development activities.

Research Question Four

What are the strategies employed by CRUDAN in CRUDAN community development projects in the South East Zone?

The result analyses [table 9] also indicate that promotion of women's rights, using volunteers to extend services to the community, working closely with community leaders, and providing legal supports to the less privileged. Other strategies are: using church leaders to mobilize the community, involving communities in mobilizing local resources to address local needs, women

involvement at all levels, involving communities in needs identification, and Involving community leaders in fund mobilization.

Therefore, promotion of gender equity, advocacy, linkages and local resource mobilization are used to pursue self-reliance and people-involvement in development**.**

Research Question Five

What are the challenges facing CRUDAN in the community development activities in the South East Zone?

From the result analyses [table 10] Inadequate fund, uncommitted volunteers as leaders in the community, community conflict, mismanagement of fund, community suspicion of CRUDAN as a Christian organization, few people to work in the community, inadequate local materials to work in the community, distance between the community and the zonal office, high level of illiteracy, and cultural differences are the challenges facing CRUDAN in its community development efforts in the South East Zone.

The economic theory of inadequate resources for innumerable needs is highlighted here.

Hypothesis One

In hypothesis one, it seen that there is there is no significant difference in the mean ratings of the CRUDAN Staff and Community Members on the community development activities of CRUDAN in the South East Zone.

This was informed by the fact that the significant value for each of the item is greater than 0.05 level of significant; the null hypothesis is not rejected for all the items. Thus, there is no significant difference in mean ratings of the CRUDAN staff and community members on the community development activities of CRUDAN in CRUDAN South East Zone.

Hypothesis Two

It was observed that there is no significant difference in the rating of CRUDAN staff and Community members on the community development strategies employed by CRUDAN in the area.

To prove this, the significant value for each of the items is greater than 0.05 level of significance, the null hypothesis is not rejected for the items. Thus, there is no significance in mean rating of the CRUDAN Staff and the Community Members on the Community development strategies employed by CRUDAN in the area.

Educational Implications of the Study

The findings of this study have some implications for the government, donor agencies as well as the staff of CRUDAN.

The findings show that: human development, drawing people close to God, setting up a library in the community, women empowerment, equality of persons, building markets, building schools in a community, youth empowerment, road construction, and setting up a youth centre in the

community are the perceptions of CRUDAN about community development in the South East Zone. Efforts should be made to consolidate on programme geared at human development and providing basic facilities to the communities. In this way, quality of life of the people will be greatly enhanced.

On the other hand, Organizing skill acquisition training for youths, organizing workshops on human rights, supplies of clothing materials to the less privileged, building of bore holes, supplying of food items to the less privileged, capacity building on conflict resolution, organizing training on good governance, creating awareness of the needs of the community, training for wealth creation for community members and maintenance of village roads should be corporate activity for both the government, and NGOs. Youths being the future strength of every community should be empowered with knowledge and skills to engage them valuable activities to improve the society.

Another finding of the study is the promotion of women's rights. The implication of this is that there are lots of virtues in women that if they are developed, go a long way to better a community. So many women in this country have proved this at all level of government. Again using volunteers to extend services to the community is another implication. Government officials at all levels should endeavor to men and women who are talented as volunteers to bring down development activities to the people. Through these volunteers from different communities, the felt needs of the masses will be known the development planners there by carrying people along in development planning

and implementation. More so, another implication of this study is attitude of CRUDAN working closely with community leaders. These leaders understand the community and know their felt needs. When an activity is keyed into the experience, knowledge and authority of these leaders, achievement is made and people are happy.

Another finding of this study is inadequate fund to carry out activities. The implication is that both government and non-governmental organizations should always make fund for development activities by including every activity in the annual plan at all levels. Here also is the issue of mismanagement of fund which cripples development activity. The implication is that development activity fund should be entrusted in hand of people with good testimony.

Recommendations

From the findings of the study and its implications, the following recommendations have been made by the researcher:

1. That human development should be upheld by both the government and non- governmental organizations. This will enhance people's skills and knowledge and yield to effectiveness and efficiency in development activities.

2. That both the government and non- governmental organizations should involve women in all development activities from planning to implementation, thereby giving them opportunities to exercise

their rights. When this done, they will have sense of belonging and be more cooperative.

3.   That the project implementers should be provided with sufficient funds for development activities. When this is done, the community members should endeavor to utilize the funds effectively to achieve goals

4.   That project funds should be entrusted in the hand of committed and trustworthy members who should be willing to give account of every fund. Matching every fund with each activity done. I hope this will in turn; attract more funds for more activities.

5.   That government and non- governmental organizations should identify dedicated and willing members of the community who have skills in development activities and engage them as volunteers. This will help in carrying out many activities at the same time as many hands are at work and results will be achieved.

6.   That CRUDAN should endeavor to have their offices closer to people she is serving and not only in big cities.

7.   That facilitators in each CRUDAN zone should use media houses to advertise CRUDAN and her developmental activities so that their good work will be known in the society.

Limitations of the Study

There are indeed, some limitations to this study:

As a descriptive survey, the validity of the result for generalization depends so much on the sincerity and honesty of the respondents.

Time constraints to visit and discuss some research related issues with all CRUDAN staff and community members of which such visits and discussions would have been a guide to the scope of the responses in the questionnaire.

Tight schedule in my office coupled with the my scope work imposed some difficulties in finishing this work as at when due

In spite of all these limitations, the researcher was strongly convinced that the aim of the work was achieved.

Suggestions for Further Research

From the findings, implications, and limitations of this study, the researcher came up with the opinion that further research be conducted on the following:

1. The impact of volunteerism in carrying out community development activities among Non- governmental Organization [NGOs] and Faith based Organizations [FBOs] in Enugu state

2. Examination of strategies engaged by Non- governmental Organization [NGOs] and Faith based Organizations [FBOs] in development activities in South East zone of Nigeria

3. Budget and budgetary implementations among Non- governmental Organization [NGOs] and Faith based Organizations [FBOs] in Enugu state.

Summary and Conclusion

Christian Rural and Urban development Association of Nigeria [CRUDAN] is playing vital roles in community development via her various development activities. This is because of its broad objective empowering the church to empower the poor. CRUDAN is floating so many activities to answer to human needs ranging from human development through workshops and seminar, drawing people close to God, setting up a library in the community, women empowerment, equality of persons, building markets, building schools in a community, youth empowerment, road construction, setting up a youth centre and giving aids to the less privileges. All the efforts are to improve the living standard of the people.

Based on these, the work was conducted on assessing the activities of the Christian development in CRUDAN South East zone. Five research questions and two hypotheses were formulated. A forty item questionnaire was developed and administered to 1288 CRUDAN members in CRUDAN South East zone.

Means were used to answer the research questions, while t-test statistics was used to test the two null hypotheses formulated for the study

The findings indicated that human development, organizing skill acquisition training for youths; promoting women's rights promote activities of CRUDAN in community development, while inadequate fund and uncommitted volunteers as leaders in the community development activities poses some challenges.

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APPENDIXES

Department of Adult Education
and Extra Mura Studies
University of Nsukka
Nsukka

22nd September 2008

Dear Respondents,

LETTER TO RESPONDENTS

I, Mrs. C. N. Akuma, a Post graduate Student of Department of Adult Education and Extra Mural Studies, University of Nigeria Nsukka is carrying out a research on ‰Assessment of Community Development Activities of Christian Rural and Urban Development Association of Nigeria+(CRUDAN).

I humbly request that you kindly help by providing appropriate information needed in this questionnaire to enable me gather data for this study. I sincerely promise that every information supplied will be for this academic work and will be treated confidential.

Thanks for your kind cooperation

Yours faithfully,

Akuma, C. N. (Mrs.)

APPENDIX I

QUESTIONNAIRE FOR DATA COLLECTION

SECTION A

Personal Data

Instructions: Please tick (√) against the answers you have chosen

1.   Sex:
        (a)   Male ( )
        (b)   Female ( )

2.   Age:
        (a)   18 . 25 ( )
        (b)   25 . 32 ( )
        (c)   32 . 39 ( )
        (d)   39 . 46 ( )
        (e)   46 and above ( )

3.   Marital Status:
        (a)   Single
        (b)   Married
        (c)   Widowed
        (d)   Divorced

4.   Educational Qualifications:
        (a)   FSLC
        (b)   SSCE/GCE
        (c)   OND/NCE
        (d)   University Degree
        (e)   HND
        (f)   Others (Please specify) _____

5.   Occupation:
        (a)   Civil Service
        (b)   Farming
        (c)   Clergy
        (d)   Trading
        (e)   Student
        (f)   Others (Please specify) _____

SECTION B

Instruction: Tick (√) against the answer you have chosen. The abbreviations are indicating the following:

a. SA . Strongly Agreed

b. A . Agreed

c. D . Disagreed

d. SD . Strongly Disagreed

Below are perceptions which CRUDAN has about Community Development.

To what extent do you agree with these?

S/N	items	SA	A	D	SD
a.	includes road construction				
b.	includes building schools in the community				
c.	is all about youth empowerment				
d.	should emphasise drawing people closer to God				
e.	is setting up a youth centre in the community				
f.	includes human development				
g.	Is all about building a market				
h.	includes setting up a library in the community centre				
i.	Includes women empowerment				
j	Is all about equality of persons				

Below are Community Development activities which CRUDAN embark upon.

S/N	Items	SA	A	D	SD
a.	Creating awareness of the needs of the communities				
b.	Training for wealth creation for Community members				
c.	Capacity building on conflict resolution				
d.	Maintenance of village roads				
e.	Building of bole holes				
f.	Organizing training on good governance				
g.	supplies food items to the less privilege				
h.	supplies clothing materials to the less privileged				
i	Organizing workshops on human rights				
j	Organizing skill acquisition training for youths				

Below are strategies employed by CRUDAN in carrying out community development work?

S/N	CRUDAN-	SA	A	D	SD
a.	involves community in the needs identification				
b.	involves community in mobilising local resources to address local needs				
c.	uses volunteers to extend services to the community				
d.	works closely with the community leaders to achieve results				
e.	Promotes womens right				
f.	Women involvement at all levels				
g.	uses church leader to mobilize the community				
h.	provides legal support to the less privileged				
i	Involve community leaders in fund mobilization				
j	practises participatory monitory and evaluation				

Below are challenges which affect CRUDAN in carrying out Community Development work

S/N		SA	A	D	SD
a.	Few people to work in the community				
b.	Uncommitted volunteers as leaders in the community				
c.	Community conflicts				
d	High level of illiteracy				
e	Community suspicious of CRUDAN as a Christian organization				
f.	Distance between the community and the zonal office				
g.	Inadequate local material to work in the community				
h.	Inadequate fund to work in the community				
i	Cultural differences				
j	Miss management of funds				

APPENDIX III

STATISTICAL ANALYSIS
Frequencies for Research Question One

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	468	36.3	36.3	36.3
	female	820	63.7	63.7	100.0
	Total	1288	100.0	100.0	

Statistics

		Age	Marital Status	Educational qualification	Occupation
N	Valid	1288	1288	1288	1288
	Missing	0	0	0	0

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	422	32.8	32.8	32.8
	31-40	721	56.0	56.0	88.7
	41-50	68	5.3	5.3	94.0
	51 and above	77	6.0	6.0	100.0
	Total	1288	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	412	32.0	32.0	32.0
	Married	686	53.3	53.3	85.2
	widowed	164	12.7	12.7	98.0
	divorced	26	2.0	2.0	100.0
	Total	1288	100.0	100.0	

Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FSLC	828	64.3	64.3	64.3
	SSCE	430	33.4	33.4	97.7
	OND/NCE	26	2.0	2.0	99.7
	Degree	4	.3	.3	100.0
	Total	1288	100.0	100.0	

Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Civil servant	23	1.8	1.8	1.8
	farming	703	54.6	54.6	56.4
	trading	536	41.6	41.6	98.0
	student	26	2.0	2.0	100.0
	Total	1288	100.0	100.0	

Official Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CRUDAN Staff	10	0.77	0.77	0.77
	Community Member	1278	99.22	0.99	100.0
	Total	1288	100.0	100.0	

Descriptive for Research Question Two
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
item1a	1288	1.00	4.00	2.9806	1.04093
item1b	1288	1.00	4.00	2.9922	1.01194
item1c	1288	1.00	4.00	2.9014	.87815
item1d	1288	1.00	4.00	3.2857	.81213
item1e	1288	1.00	4.00	2.6179	1.21450
item1f	1288	1.00	4.00	3.4115	.91771
item1g	1288	1.00	4.00	3.0039	.74430
item1h	1288	1.00	4.00	3.2648	.87649
item1i	1288	1.00	4.00	3.1793	.97743
item1j	1288	1.00	4.00	3.1498	.67020
Valid N (list wise)	1288				

Descriptive for Research Question Three
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
item2a	1288	1.00	4.00	2.9573	.74933
item2b	1288	1.00	4.00	2.6484	.89025
item2c	1288	1.00	4.00	3.2073	.73309
item2d	1288	1.00	4.00	2.5017	.89723
item2e	1288	1.00	4.00	3.3377	.75729
item2f	1288	1.00	4.00	3.1242	.79143
item2g	1288	1.00	4.00	3.2787	.82263
item2h	1288	1.00	4.00	3.3556	.79389
item2i	1288	1.00	4.00	3.5070	.71825
item2j	1288	1.00	4.00	3.7189	.61971
Valid N (list wise)	1288				

Descriptive for Research Question Four
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
item3a	1288	1.00	4.00	3.7873	.51528
item3b	1288	1.00	4.00	3.8005	.48419
item3c	1288	1.00	4.00	3.8478	.40218
item3d	1288	1.00	4.00	3.8354	.38935
item3e	1288	1.00	4.00	3.8626	.39487
item3f	1288	1.00	4.00	3.7958	.49181
item3g	1288	1.00	4.00	3.8152	.50331
item3h	1288	1.00	4.00	3.8214	.48033
item3i	1288	1.00	4.00	3.7228	.53766
item3j	1288	1.00	4.00	3.7648	.57783
Valid N (list wise)	1288				

Descriptive for Research Question Five
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
item4a	1288	1.00	4.00	3.0349	1.01558
item4b	1288	1.00	4.00	3.1530	.91047
item4c	1288	1.00	4.00	3.1491	.95158
item4d	1288	1.00	3.00	2.2259	.69701
item4e	1288	1.00	4.00	3.0280	1.00619
item4f	1288	1.00	4.00	2.6056	.78329
item4g	1288	1.00	4.00	3.0349	1.06123
item4h	1288	1.00	4.00	3.1739	.96764
item4i	1288	1.00	4.00	2.2997	1.04607
item4j	1288	1.00	4.00	3.1172	.95073
Valid N (list wise)	1288				

T-Test for Hypothesis One
Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
item2a	CRUDAN staff	10	3.1000	.31623	.10000
	Community members	1278	2.9562	.75169	.02103
item2b	CRUDAN staff	10	1.8000	.91894	.29059
	Community members	1278	2.0000	.89021	.02490
item2c	CRUDAN staff	10	3.2000	.42164	.13333
	Community members	1278	3.2074	.73510	.02056
item2d	CRUDAN staff	10	2.4000	.96609	.30551
	Community members	1278	2.4914	.99781	.02791

		10	3.5000	.52705	.16667
item2e	CRUDAN staff				
	Community members	1278	3.3365	.75883	.02123
item2f	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.1189	.79146	.02214
item2g	CRUDAN staff	10	3.4000	.96609	.30551
	Community members	1278	3.2778	.82178	.02299
item2h	CRUDAN staff	10	3.5000	.97183	.30732
	Community members	1278	3.3545	.79270	.02217
item2i	CRUDAN staff	10	3.7000	.48305	.15275
	Community members	1278	3.5055	.71971	.02013
item2j	CRUDAN staff	10	3.9000	.31623	.10000
	Community members	1278	3.7175	.62136	.01738

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
item2a	Equal variances assumed	1.405	.236	.604	1286	.546	.14382	.23794	-.32298	.61062
	Equal variances not assumed			1.407	9.813	.190	.14382	.10219	-.08446	.37209
item2b	Equal variances assumed	.205	.651	-.708	1286	.479	-.20000	.28267	-.75455	.35455
	Equal variances not assumed			-.686	9.133	.510	-.20000	.29166	-.85832	.45832
item2c	Equal variances assumed	1.997	.158	-.032	1286	.975	-.00736	.23282	-.46410	.44939
	Equal variances not assumed			-.055	9.433	.958	-.00736	.13491	-.31042	.29571

item2d	Equal variances assumed	.052	.820	-.289	1286	.773	-.09139	.31670	-.71269	.52991
	Equal variances not assumed			-.298	9.151	.772	-.09139	.30678	-.78363	.60085
item2e	Equal variances assumed	.682	.409	.680	1286	.497	.16354	.24046	-.30821	.63528
	Equal variances not assumed			.973	9.294	.355	.16354	.16801	-.21471	.54178
item2f	Equal variances assumed	1.223	.269	1.717	1286	.067	.68106	.25063	.18938	1.17275
	Equal variances not assumed			5.039	9.503	.001	.68106	.13516	.37776	.98437
item2g	Equal variances assumed	.229	.632	.468	1286	.640	.12222	.26123	-.39027	.63471
	Equal variances not assumed			.399	9.102	.699	.12222	.30637	-.56965	.81409
item2h	Equal variances assumed	.160	.689	.577	1286	.564	.14554	.25209	-.34902	.64010
	Equal variances not assumed			.472	9.094	.648	.14554	.30812	-.55037	.84145
item2i	Equal variances assumed	1.871	.172	.853	1286	.394	.19452	.22804	-.25285	.64190
	Equal variances not assumed			1.263	9.315	.237	.19452	.15407	-.15223	.54127
item2j	Equal variances assumed	3.554	.060	.927	1286	.354	.18247	.19674	-.20350	.56845
	Equal variances not assumed			1.798	9.552	.104	.18247	.10150	-.04513	.41007

T-Test for Hypothesis Two
 Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
item3a	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.7872	.51608	.01444
item3b	CRUDAN staff	10	3.9000	.31623	.10000
	Community members	1278	3.7997	.48527	.01357
item3c	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.8482	.40218	.01125
item3d	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.8357	.38926	.01089
item3e	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.8631	.39479	.01104
item3f	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.7958	.49246	.01378
item3g	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.8153	.50403	.01410
item3h	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.8216	.48090	.01345
item3i	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.7222	.53856	.01506
item3j	CRUDAN staff	10	3.8000	.42164	.13333
	Community members	1278	3.7645	.57900	.01620

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
							Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df					Lower	Upper
item3a	Equal variances assumed	.077	.782	.078	1286	.938	.01283	.16364	-.30821	.33387
	Equal variances not assumed			.096	9.212	.926	.01283	.13411	-.28949	.31515
item3b	Equal variances assumed	1.869	.172	.652	1286	.514	.10031	.15375	-.20131	.40193
	Equal variances not assumed			.994	9.335	.345	.10031	.10092	-.12674	.32736
item3c	Equal variances assumed	.369	.544	-.377	1286	.706	-.04820	.12772	-.29876	.20236
	Equal variances not assumed			-.360	9.129	.727	-.04820	.13381	-.35024	.25384
item3d	Equal variances assumed	.254	.615	-.289	1286	.773	-.03568	.12365	-.27826	.20690
	Equal variances not assumed			-.267	9.120	.796	-.03568	.13378	-.33770	.26634
item3e	Equal variances assumed	.651	.420	-.503	1286	.615	-.06307	.12539	-.30907	.18293
	Equal variances not assumed			-.471	9.124	.648	-.06307	.13379	-.36510	.23896
item3f	Equal variances assumed	.021	.885	.027	1286	.978	.00423	.15619	-.30219	.31065
	Equal variances not assumed			.032	9.193	.976	.00423	.13404	-.29803	.30648
item3g	Equal variances assumed	.002	.963	-.096	1286	.924	-.01534	.15984	-.32892	.29825
	Equal variances not assumed			-.114	9.202	.911	-.01534	.13408	-.31763	.28695

item3h	Equal variances assumed	.020	.889	-.142	1286	.887	-.02160	.15254	-.32086	.27767
	Equal variances not assumed			-.161	9.184	.875	-.02160	.13401	-.32382	.28063
item3i	Equal variances assumed	.844	.358	.456	1286	.649	.07778	.17074	-.25718	.41274
	Equal variances not assumed			.580	9.231	.576	.07778	.13418	-.22461	.38016
item3j	Equal variances assumed	.230	.632	.194	1286	.847	.03552	.18351	-.32449	.39553
	Equal variances not assumed			.264	9.268	.797	.03552	.13431	-.26698	.33803